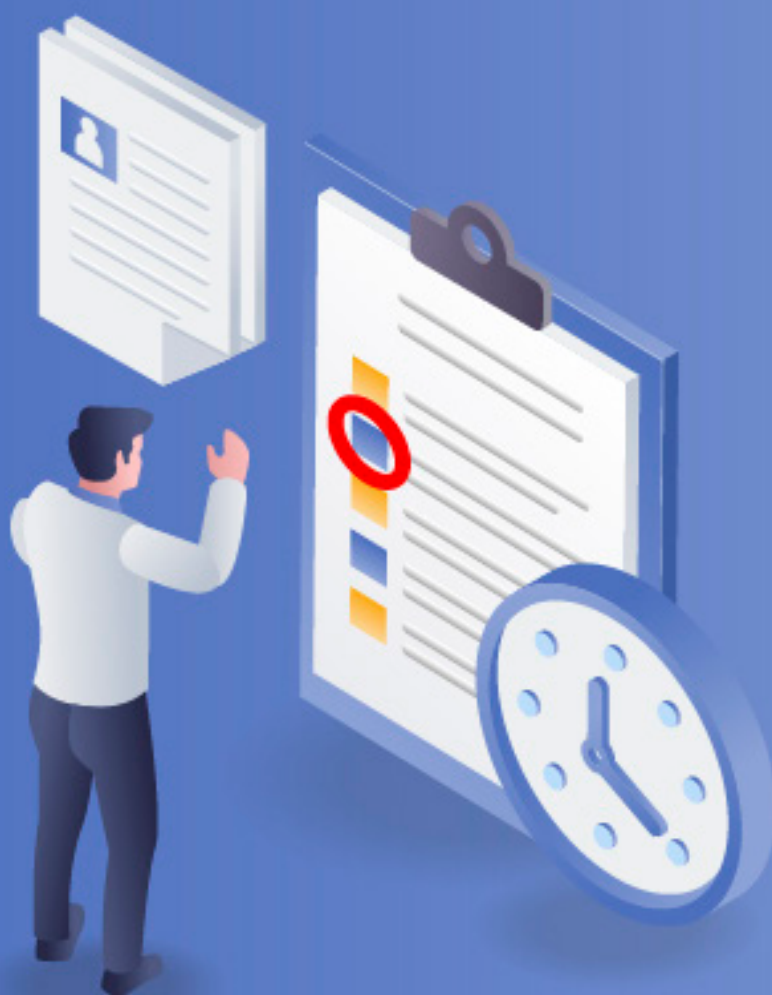




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Implementation and Effectiveness of the Career Guidance program of a Private Institution

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ABSTRACT

Career Guidance Programs are essential school-based interventions designed to support learners in making informed academic and career decisions. This study assessed the extent and effectiveness of the implementation of the Career Guidance Program of Christ the King College of Calbayog City, Inc., for the school year 2025-2026. A descriptive-causal comparative research design was employed using an adapted and validated survey questionnaire administered to 186 high school learners and eight (8) program implementers. The findings revealed that the respondents were predominantly adolescents, slightly female-dominated, and mostly from Grade 11. The program was consistently implemented across all dimensions, with stronger emphasis on program objectives and organization, while program promotion obtained relatively lower ratings. The program was also found to be effective, particularly in enhancing self-awareness and decision-making, although motivation-related aspects were comparatively lower. There were no significant differences in both the extent of implementation and level of effectiveness when grouped according to learners' profiles, indicating consistent program delivery. However, a significant positive relationship was established between implementation and effectiveness. In terms of challenges, learners reported issues related to participation and feedback, particularly in awareness, engagement, and venue-related arrangements affecting program delivery, while implementers experienced constraints in training, resources, coordination, monitoring, and workload. Furthermore, the Career Guidance Program was consistently implemented and effective, but improvements in promotion, engagement, and support systems were necessary. A strategic action plan was proposed to strengthen program delivery and enhance its overall effectiveness.

INTRODUCTION

A school guidance program is a structured and developmental support system designed to help learners manage academic, personal, and career-related challenges. It equips students to make informed life and career decisions through continuous counseling, assessment, placement, and evaluation (American School Counselor Association [ASCA], 2019). In line with DepEd Memorandum No. 049, s. 2024, Guidelines on the Supervision and Implementation of the DepEd Career Guidance Program for School Year 2023–2024, career guidance is positioned as a key mechanism for producing graduates who are both job-ready and able to navigate career transitions (DepEd, 2024). This mandate is reinforced by Republic Act No. 11206, the Secondary School Career Guidance and Counseling Act, which requires schools to provide systematic and developmentally appropriate career services supported by qualified personnel and guided by national standards (Republic Act No. 11206, 2019). When properly implemented, career guidance programs serve as an essential bridge between education and employability by aligning students' interests, competencies, and aspirations with labor market demands (Hooley *et al.*, 2018; OECD, 2021). Studies further emphasize that effective career guidance contributes not only to academic preparedness

but also to students' psychological readiness and career adaptability, which are crucial for long-term career success (Savickas, 2013; Lent *et al.*, 2019). Globally, career indecision remains a widespread issue among adolescents. Nearly 60 percent of first-year college students report feeling unprepared for post-secondary study, which often leads to course shifting and dropout. Studies have shown that structured career-guidance programs mitigate these problems. Yamamoto *et al.* (2025) found significant improvements in self-confidence, decision-making, and job-search skills among students who participated in such programs. Likewise, Sahito *et al.* (2025) observed that consistent counseling exposure enhances academic motivation and career awareness among secondary learners in Pakistan. In Canada, Brennan and Forster (2024) found that structured career-pathway interventions reduced post-secondary program mismatch by helping students align interests with academic tracks. In Europe, holistic, school-embedded models used in Finland and the Netherlands foster higher career maturity compared to short, event-based interventions (Verhaeghe & Kok, 2023). These international findings reinforce that sustained, structured guidance; not isolated activities, produces stronger long-term outcomes. In the Philippines, career guidance plays a central role in developing "competent, job-ready graduates" and

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promoting learner well-being (DepEd, 2023). However, the persistent job-skills mismatch continues to be a key driver of youth unemployment (Department of Labor and Employment [DOLE], 2023). Further reinforcing school accountability, DepEd Memorandum No. 093, s. 2025 institutionalizes strengthened monitoring and reporting mechanisms to ensure that Senior High School career guidance activities align with national labor priorities and learner transition pathways. Research indicates that implementation challenges vary widely across schools. Tambaoan (2020) noted that the quality of guidance programs often depends on institutional resources and geography. Similarly, Sioquim *et al.* (2023) found that although Grade 10 guidance modules improved strand selection and career alignment, their reach was limited by weak implementation support. At Christ the King College of Calbayog City, Inc. (CKC), a private Franciscan institution in Samar, the Guidance, Counseling, Testing, and Career Development Services Office operates the Career Guidance Program (CGP) through a five-step cycle: needs assessment, strategic planning, coordination, execution, and post-activity evaluation (Christ the King College, 2020). The CGP includes career fairs, pre-employment seminars, group guidance sessions, and a referral system connecting students to psychological, medical, or legal services. Yet, like many private schools, CKC faces challenges unique to its context; limited staffing, heavy workloads, and budget constraints that hinder sustained learner engagement. These challenges mirror national findings: Suarez and Ugay (2019) established that implementation quality is a major determinant of program effectiveness, while Martinez (2019) demonstrated that sufficient personnel, facilities, and funding significantly improve graduate employability outcomes. Career Guidance Programs produced the greatest impact on students' confidence, decision-making, and life readiness when they were clearly structured, adequately resourced, and consistently delivered. However, many private institutions struggled to maintain such standards due to resource constraints and competing administrative demands. Despite an expanding body of research on career guidance, there remained a lack of studies in Region VIII examining both the extent of implementation; that is, how completely the program's objectives, content, organization, and promotion were executed, and the perceived effectiveness of a Career Guidance Program within a private school context. At CKC, the researcher observed both success and limitation: some learners thrived under structured mentoring, while others remained uncertain due to limited counselor availability. Addressing this gap, this study assessed the extent and effectiveness of the Career Guidance Program at Christ the King College of Calbayog City, Inc. for the school year 2025–2026, aiming to generate data-driven insights that could enhance employability outcomes and promote holistic student well-being.

LITERATURE REVIEW

Career guidance plays a vital role in supporting learners' academic and career development by equipping them with the knowledge, skills, and self-awareness necessary for informed decision-making. The effectiveness and responsiveness of a career guidance program are closely linked to the demographic and academic profiles of its learners. According to Sahito *et al.* (2025), age determines readiness for career decision-making; younger students often display exploratory behavior, whereas older learners seek more concrete academic and career paths. This developmental view aligns with Miller and Cook (2021), who asserted that adolescents' ability to engage in career planning improves with cognitive maturity. Gender, another crucial factor, also influences the guidance process. Tambaoan (n.d.) emphasized that female students value emotional support and long-term life balance, while males prefer direct and practical information about career advancement. Similarly, Ocampo and Paloma (2022) observed that female learners actively seek guidance opportunities more than their male counterparts. When compared, these authors converge on the importance of differentiated approaches but diverge in focus; some stress cognitive development, while others prioritize emotional and behavioral engagement. Collectively, their insights imply that guidance interventions must be tailored to both developmental and gender-based needs. Research consistently shows that learner characteristics shape engagement with and perceptions of career guidance programs. Age is a key determinant of readiness for career decision-making, as developmental maturity influences students' ability to evaluate options and commit to academic and occupational pathways. Studies indicate that younger learners typically engage in exploratory behaviors, while older adolescents demonstrate more structured planning and clearer career goals as cognitive maturity increases (Miller & Cook, 2021). These findings further affirm the need for age-appropriate guidance interventions that evolve alongside students' developmental stages. Ocampo and Paloma (2022) echoed this difference, finding that female students are often more active help-seekers in career decision-making. Beyond demographic factors, academic strand influences learners' career planning behaviors and expectations. Research in the Philippine context indicates that students in the STEM track tend to engage in more structured planning and prioritize technical preparedness, while learners in HUMSS and TVL tracks emphasize self-discovery, values alignment, and personal meaning in career choices (Suarez & Ugay, 2019; Yumul, 2019). These strand-based differences suggest that guidance programs should tailor content and activities to reflect the diverse orientations and aspirations of students across tracks. Thus, profiling by demographic and academic variables ensures that guidance interventions are responsive to the diverse learner population typical of private institutions

in Region VIII, such as Christ the King College, where gender balance, strand representation, and varying access to resources all shape students' career decision-making experiences. Additionally, the learner's academic strand plays a major role in shaping career planning behaviors and expectations, as it reflects the learners' orientation toward either technical, exploratory, or value-based pathways. Beyond the strand, school type also influences students' access to career guidance. Sioquim *et al.* (2023) reported that private schools, particularly those in urban settings, tend to provide more consistent access to trained counselors, workshops, and institutionalized guidance activities. In contrast, rural or underfunded public schools often experience irregular implementation due to limited manpower and facilities. The comparison between these school contexts further highlights the importance of inclusivity and adaptability in program delivery. Furthermore, the success of a Career Guidance Program depends on the clarity of its objectives, Arnado (2022) found that institutions aligning their objectives with DepEd's CGP framework achieve stronger learner engagement and clearer outcomes. Likewise, Butal and Pevida (2025) demonstrated that structured programs enhance career confidence and readiness for post-secondary transitions. In the same vein, Galang (2023) highlighted that local schools integrating real-world case studies and alumni success stories increased student motivation and strengthened goal-setting behaviors. When compared, both studies underscore that content relevance and authenticity determine whether a guidance program merely informs or truly empowers. However, content must also connect with clear, learner-centered objectives. Collectively, these studies affirm that clarity of purpose, equity in access, and responsiveness to learner profiles are central to meaningful and inclusive career guidance implementation. Program content serves as the backbone of any effective Career Guidance Program because it defines what learners actually experience and learn. Reyes *et al.* (2020) observed that overly broad program goals make it difficult to assess implementation progress, while Matias and Lorenzo (2021) stressed that co-developing goals with students and stakeholders results in more measurable and meaningful outcomes. Suarez and Ugay (2019) further emphasized that comprehensive content; covering job market trends, skills identification, educational pathways, and self-assessment tools; translates information into practical guidance that students can apply. Their study found that interactive and updated modules significantly improved learners' engagement and retention. Equally important is the organizational structure that supports content delivery. Arnado (2022) found that institutional policies such as allocating time for one-on-one counseling and regularly scheduled career talks, distinguish well-organized programs from those that function inconsistently. Furthermore, schools where guidance counselors occupy leadership roles within the institutional hierarchy show improved interdepartmental collaboration, leading to higher implementation quality.

Santos (2019) added that content should evolve gradually, beginning with self-exploration in junior high and culminating in career-specific planning by senior high, ensuring continuity of learning. Ancho (2020) similarly found that provincial students, often limited by exposure, benefit from broader and contextualized program materials. These studies demonstrate that relevant, scaffolded, and well-supported program content, delivered through a structured system, creates meaningful and equitable career guidance experiences. Program objectives serve as the anchor of a guidance program's long-term impact. A program's effectiveness in meeting these objectives reflects its ability to help learners gain career clarity, confidence, and preparedness. Program effectiveness also hinges on whether objectives translate into meaningful learner outcomes. Studies by Manalo and Henson (2022) confirmed that schools with clear guidance objectives see higher rates of student satisfaction and lower levels of indecision in career planning. Martinez (2019) added that consistent messaging and promotional strategies encourage students to view career guidance not as optional, but as essential to their educational journey. In rural or low-resource schools, however, promotion remains a challenge due to competing academic priorities and lack of dedicated platforms. Therefore, implementation must not only focus on content and delivery but also on sustained efforts to raise awareness and invite participation. Moreover, the organizational structure behind the program, who leads it, how it is staffed, and how it fits within the school system; plays a major role in how it reaches students. Dizon and Lapuz (2020) showed that programs embedded within guidance offices and supported by academic departments tend to have higher learner participation. Locally, Alcantara (2021) noted that private schools in Samar often operate with a skeletal guidance staff, limiting their ability to offer personalized services. Effective guidance content must be relevant and empowering. Navarro (2021) discovered that students responded most positively to content that helped them identify personal strengths, rather than just job opportunities. Another determinant of effectiveness is the program's organizational structure. Arnado (2022) noted that schools with an institutionalized and well-monitored delivery system; backed by trained counselors and administrative support; achieve higher satisfaction among students. A guidance office that operates through scheduled interventions, maintains a manageable counselor-student ratio, and conducts post-activity evaluations can systematically track outcomes and adjust approaches. According to Martinez (2019), disorganized or under-resourced programs often lead to missed opportunities for career mentoring, especially for students needing one-on-one or strand-specific support. Organizational efficiency thus underpins consistent and equitable program access. Moreover, counselor-to-student ratios and scheduling have been shown to directly affect program effectiveness. In a study by the Philippine Guidance and Counseling Association (PGCA, 2020),

programs with fewer than 1 counselor per 700 students reported significant delays in follow-up and reduced student satisfaction. Gomez and de Guzman (2019) found that career activities promoted mainly through posters and schedules tend to have lower impact than those that involve interactive campaigns, peer champions, and teacher support. In the Visayas region, Florencio (2021) found that rural students often do not engage with programs unless parents or teachers reinforce them. On a regional level, Bantayanon (2021) observed that rural private institutions often struggle to retain qualified counselors due to low compensation and high workload. Understanding whether implementation and effectiveness differ across learner profiles is critical for ensuring equity in career guidance delivery. According to Lee and Johnston (2022), learners' access to and engagement with guidance programs are often shaped by demographic variables such as gender, academic strand, and socio-economic status. Their study of senior high school students in Seoul found that students in STEM tracks had more structured interactions with counselors and reported higher satisfaction with program content compared to those in vocational tracks. Similarly, a study by de la Cruz and Torres (2020) in Northern Mindanao public schools reported differences in perception of program effectiveness between male and female learners, where female students consistently rated guidance activities as more relevant. Challenges in implementing career guidance programs persist across various school settings, often stemming from institutional limitations. Villarosa and Banadera (2021) identified recurring issues such as limited staffing, lack of sustained budget, and inadequate training among career advocates. In their national survey across Philippine private schools, guidance personnel cited the lack of institutional support and fragmented communication with stakeholders as major hindrances to delivering consistent services. Similarly, Ahmadi and Mahmud (2020) argued that the absence of standardized guidelines, especially in rural and mid-sized schools, leads to inconsistent programming and a lack of continuity in student follow-up. These challenges are often magnified in institutions where guidance services are undervalued or seen as auxiliary rather than core to student development. To be more specific, common challenges include understaffing, limited funding, and unclear role definitions. Roldan (2020) listed budget constraints and low prioritization of guidance services among school heads as key barriers. Differentiated implementation of career guidance programs is often shaped by demographic diversity. Learners' experiences of these programs vary significantly based on factors like academic track, gender, and school setting. For example, Chinyere and Ikegbunam (2021) found that female learners were more likely to seek guidance on emotional readiness for career choices, while male students prioritized technical skill alignment. Furthermore, Apuke (2020) observed that students from science and technology strands had greater access to structured

guidance sessions due to curriculum alignment, compared to those in arts or technical-vocational tracks. These differences underline the need for personalized guidance services that accommodate diverse learner backgrounds to ensure equitable program outcomes. Further, several studies have explored how learner demographics affect program exposure and perception. Del Rosario (2020) reported that older students and senior high learners often report higher implementation ratings due to better recall and engagement. Gender and strand also create distinctions; female students in HUMSS tracks, for example, are more likely to join group guidance sessions, according to Torres and Villanueva (2021). To overcome implementation barriers and optimize impact, several scholars propose institutionalizing a strategic framework that ensures continuity, adaptability, and learner-centeredness. Gonzales and Innumerable (2021) suggest that integrating career guidance into the academic curriculum and assigning grade-level coordinators improves delivery and student participation. Moreover, Salcedo and Ramirez (2019) emphasized the importance of digital platforms for increasing student access and visibility of program activities. Their intervention in Central Luzon public schools showed that digital guidance modules, backed by real-time chat with counselors, significantly improved participation rates. Lastly, Leung and Ku (2020) recommend a feedback-driven strategy; regularly gathering learner input and aligning activities accordingly; to promote program responsiveness and inclusiveness. Career guidance programs continue to face systemic challenges that hinder their full implementation. Al-Samarrai and Cerdan-Infantes (2019) reported that budget limitations, especially in smaller private institutions, reduce the frequency and depth of program offerings. Similarly, in a study of Southeast Asian secondary schools, Hashim and Ahmad (2020) identified a shortage of trained guidance personnel, unclear policy frameworks, and lack of parental involvement as persistent barriers. These findings align with the context of Christ the King College, where manpower and time constraints are regularly cited by guidance personnel. Such barriers can compromise the delivery and sustainability of career guidance services and require systemic responses beyond individual schools. Students often perceive a program as ineffective if they are unaware it exists. Cruz and Molina (2020) found that career services must be visible, well-communicated, and tailored to learners' preferred channels. Gaps in program outcomes often reflect underlying inequities in guidance access. Santiago and Uy (2021) found that students from public schools had lower satisfaction rates not because of weaker content, but due to fewer interactions with counselors. Similarly, students in the ABM strand were more likely to rate guidance as effective when sessions included business-focused career simulations. A growing body of research now points to the importance of context-specific adaptations in career guidance. According to Yong and Wang (2022), regional culture, school structure, and student aspirations all shape

how programs should be designed and delivered. Their comparative study of career programs in urban and rural Asian schools revealed that “one-size-fits-all” models are rarely successful. In support of this, Yazon (2020) highlights the potential of action plans rooted in institutional self-assessment and learner feedback, allowing schools to address site-specific challenges with precision. Improving career guidance programs requires both administrative support and innovations that center on learner needs. Li and Zhou (2021) argue that integrating career guidance into the regular curriculum; rather than treating it as a separate component, helps normalize career awareness as part of daily academic life. This cross-disciplinary approach ensures that career thinking develops alongside subject mastery. On the other hand, Mendez and Claravall (2020) highlight the importance of stakeholder engagement, particularly involving parents, alumni, and industry partners. Their pilot study in selected private schools across the Visayas demonstrated that student outcomes significantly improved when guidance counselors worked closely with teachers and external mentors. Regional studies from Eastern Visayas (Region VIII) highlight distinct contextual realities that shape the implementation of career guidance programs, particularly in private and geographically dispersed schools. The Department of Education Region VIII’s December 2023 memorandum on training needs for class advisers underscores the uneven distribution of guidance resources across provinces such as Samar and Leyte, reflecting disparities in access to trained personnel and structured program support (DepEd RO VIII, 2023). While Sioquim *et al.* (2023) broadly emphasized the challenges faced by rural and under-resourced schools, such as inconsistent and sporadic delivery of guidance services, the regional report provides a more focused perspective by identifying the lack of adviser capacity-building as a critical limitation affecting program quality and sustainability. At the school level, Maestrado and Bucar (2024) further demonstrated how institutions in Samar respond to these constraints by adapting national Career Guidance Program frameworks into context-specific modules. Their findings highlight the necessity of flexibility in program design, particularly in addressing limited staffing, restricted technological resources, and the need for stronger community linkages. This localized adaptation reflects an effort to bridge the gap between standardized program expectations and the realities of implementation in provincial settings. As such, these studies reveal a clear gap between policy-level directives and on-the-ground feasibility. While regional policies emphasize comprehensive and structured program implementation, schools are often compelled to modify these frameworks to align with available resources and contextual demands. This gap underscores the importance of context-sensitive program planning and the need for sustained institutional and regional support to ensure that career guidance programs are not only implemented, but

are also relevant, accessible, and effective within the unique conditions of Region VIII. Furthermore, the discussed literature and relevant studies consistently showed that when a Career Guidance Program was well-implemented with clear goals, relevant content, organized delivery, and strong promotion, it had a positive impact on students’ self-awareness, decision-making, and transition after high school. Studies also highlighted the need to align these programs with learner characteristics like age, gender, strand, and school type to ensure they were inclusive and effective. Both international and national research pointed to common implementation challenges, such as limited personnel, funding shortages, and inconsistent delivery, which affected how learners experienced and benefited from these programs. However, there was still limited research in Region VIII that examined how career guidance worked within private secondary schools. In particular, there was a noticeable gap in studies that assessed both how fully the program was implemented and how effective students found it, while also considering their varied profiles. This study addressed that gap by evaluating the extent and effectiveness of the Career Guidance Program at Christ the King College of Calbayog City, Inc., for the school year 2025–2026.

MATERIALS AND METHODS

Research Design

This study employed a descriptive–causal comparative–correlational research design. According to Creswell and Creswell (2018), this design was appropriate for examining possible differences between groups based on pre-existing characteristics without manipulating the independent variables, as it sought to determine whether variations in learners’ profiles were associated with differences in their perceptions of the CGP. At the same time, the design supported the descriptive components of the study by allowing an assessment of learners’ profiles and the program’s extent of implementation and effectiveness. The design also provided context for identifying challenges encountered in program implementation. Furthermore, the causal comparative design enabled a systematic evaluation of the Career Guidance Program by integrating description and group comparison. While this design did not establish causality in the experimental sense, it allowed for logical and evidence-based inferences regarding how learner profile variables might influence perceptions of program delivery and outcomes.

Respondents and Sampling Procedure

The respondents of the study consisted of high school learners in Grades 10, 11, and 12, as well as Career Guidance Program (CGP) implementers of Christ the King College of Calbayog City, Inc., for the school year 2025–2026. Table 1 presents the distribution of the research respondents according to group, population, sample size, and percentage.

Table 1: Distribution of the respondents of the study

Respondents	Population (N)	Sample Size (n)	Percentage (%)
Grade 10	98	49	25.26
Grade 11	152	76	39.18
Grade 12	122	61	31.44
CGP Implementers	15	8	4.12
Total	387	194	100.00

The sample size of the study was determined using the Raosoft online sample size calculator, with a confidence level of 95% and a margin of error of 5%. From a total population of 387, a sample of 194 respondents was computed. The largest proportion of respondents came from Grade 11, with 76 learners accounting for 39.18% of the total sample. This was expected, as Grade 11 students were typically at the initial stage of making career-related academic choices and were direct beneficiaries of the CGP. Grade 12 learners followed, with 61 respondents, representing 31.44% of the sample. Their inclusion was equally significant because they were in the final phase of basic education, where career decisions were being finalized. Grade 10 students contributed 49 respondents, which was 25.26% of the total. Although they were still in Junior High School, their involvement reflected early exposure to the CGP and the importance of developing career awareness prior to senior high school enrollment. Lastly, eight (8) CGP implementers, the school personnel responsible for delivering the program, were included in full, comprising 4.12% of the sample. Additionally, to ensure fair representation of each subgroup, the study employed stratified random sampling, wherein the population was divided into strata based on grade level and role (learners and CGP implementers), and respondents were randomly selected within each stratum. This made the sampling procedure appropriate for examining both learners' and implementers' perspectives.

Research Locale

The study was conducted at Christ the King College of Calbayog City, Inc. (CKC), a private Franciscan-Catholic institution located in Calbayog City, Samar, Eastern Visayas (Region VIII). Established in 1905, CKC is one of the oldest and most reputable educational institutions in the region and managed by the Franciscan Friars of the Custody of Saint Anthony of Padua. The institution was widely recognized for its commitment to academic excellence, moral and spiritual formation, and learner-centered education. CKC offered complete educational programs from preschool to graduate studies and actively participated in local and regional educational initiatives. The Guidance, Counseling, Testing, and Career Development Services Office of CKC implemented several career guidance initiatives aligned with institutional goals and national frameworks. These included career orientation sessions, individual and group counseling, career fairs, pre-employment and college readiness seminars, strand and course advisement

activities, and the administration and utilization of the National Career Assessment Examination (NCAE) results for career counseling and decision support. These programs were designed to assist learners in developing self-awareness, making informed academic and career choices, and preparing for post-secondary transitions. Further, to assess the implementation and effectiveness of the Career Guidance Program within the institution, the study considered Key Performance Indicators (KPIs) such as student participation rates in guidance activities, accessibility of guidance services, clarity and relevance of program objectives and content, organization and delivery of activities, effectiveness of program promotion, utilization of NCAE results in counseling sessions, and perceived usefulness of guidance interventions among learners and implementers. CKC's established guidance structure, geographic accessibility, and diverse student population made it an appropriate and meaningful setting for evaluating the implementation, effectiveness, and challenges of the Career Guidance Program.

Research Instrumentation

This study utilized an adapted and contextualized survey questionnaire based on the instrument developed by Vonna and Hasmalawati (2024). The instrument consisted of two (2) sets of survey questionnaires, one intended for high school learners and another for Career Guidance Program (CGP) implementers, to capture both learner experiences and implementer perspectives. The survey questionnaire tool was chosen for its strong alignment with the study's objectives and was modified to reflect the local context of Christ the King College of Calbayog City, Inc. to ensure cultural and institutional relevance. The instrument consisted of four (4) parts: Part I gathered the learners' profile, including age, gender, and grade level; Part II assessed the implementation of the Career Guidance Program (CGP) across four (4) dimensions, program objectives, content, organization, and promotion, using a 5-point Likert scale ranging from 5 – Fully Implemented (FI), 4 – Implemented (I), 3 – Moderately Implemented (MdI), 2 – Rarely Implemented (RI), and 1 – Not Implemented at All (NI). Part III evaluated the program's effectiveness using a similar 5-point Likert scale, in which: 5 – Very Effective (VE), 4 – Effective (E), 3 – Moderately Effective (ME), 2 – Slightly Effective (SE), and 1 – Not Effective at All (NE); and Part IV identified challenges encountered in implementing the CGP through a checklist format with separate items for learners and program implementers

such as guidance counselors and advisers, who checked only those that applied to their experience. Respondents were asked to check only the items that reflected their personal experiences.

Validation and Reliability of Instrument

Before the formal administration of the research instrument, the researcher subjected it to both face validation and content validation. Face validation determined whether the instrument appeared clear, readable, and appropriate for the actual respondents, while content validation evaluated whether each item accurately represented the constructs being measured. The validation process was conducted at Christ the King College of Calbayog City, Inc. (CKC). The instrument was validated by six (6) Subject Matter Experts (SMEs) who were teachers and guidance counselors, practitioners,

or advocates with at least five (5) years of experience in service. These experts assessed each item in terms of clarity, relevance, appropriateness, and alignment with the objectives of the study. To quantitatively establish content validity, the Content Validity Index (CVI) was computed based on the experts' ratings. The Item-Level CVI (I-CVI) and Scale-Level CVI (S-CVI) were used to determine whether the instrument met acceptable content validity standards. Tables 2 to 8 present the Content Validity Index (CVI) results of the research instruments, showing the item-level and scale-level validity based on expert evaluation. Table 2 presents the Item-level Content Validity Index (I-CVI), indicating the use of expert judgment to assess the content validity of the research instrument for the extent of implementation of the Career Guidance Program.

Table 2: Item-level content validity index (I-CVI) of the research instrument on the extent of implementation of the Career Guidance Program in a private Catholic school (n = 7)

Dimensions	Item No.	No. of experts rating 3 or 4	CVI	Interpretation	Decision
Program objectives	1	6	0.86	Good	Acceptable
	2	6	0.86	Good	Acceptable
	3	6	0.86	Good	Acceptable
	4	6	0.86	Good	Acceptable
	5	6	0.86	Good	Acceptable
	6	6	0.86	Good	Acceptable
	Scale-CVI		0.86	Good	Acceptable
Program content	1	6	0.86	Good	Acceptable
	2	6	0.86	Good	Acceptable
	3	7	1.00	Excellent	Acceptable
	4	7	1.00	Excellent	Acceptable
	5	6	0.86	Good	Acceptable
	6	6	0.86	Good	Acceptable
	Scale-CVI		0.91	Excellent	Acceptable
Program organization	1	7	1.00	Excellent	Acceptable
	2	6	0.86	Good	Acceptable
	3	6	0.86	Good	Acceptable
	4	6	0.86	Good	Acceptable
	5	6	0.86	Good	Acceptable
	6	6	0.86	Good	Acceptable
	Scale-CVI		0.88	Good	Acceptable
Program promotion	1	7	1.00	Excellent	Acceptable
	2	7	1.00	Excellent	Acceptable
	3	7	1.00	Excellent	Acceptable
	4	7	1.00	Excellent	Acceptable
	5	6	0.86	Good	Acceptable
	6	7	1.00	Excellent	Acceptable
	Scale-CVI		0.98	Excellent	Acceptable

Legend: 0.00-0.59=Poor (Unacceptable); 0.60-0.77=Fair (Needs Revision); 0.78-0.89=Good (Acceptable); 0.90-1.00=Excellent (Acceptable) (Polit et al., 2007)

The results show that all items across the four dimensions obtained CVI values ranging from 0.86 to 1.00, which fall within the good to excellent range and are all marked as acceptable, indicating that the items are relevant and appropriate based on expert evaluation. Across dimensions, program objectives consistently obtained CVI values of 0.86 for all items, resulting in a scale-CVI of 0.86, interpreted as good. This indicates that the items are generally appropriate, although they did not reach the highest level of agreement among experts. In program content, a combination of good (0.86) and excellent (1.00) ratings was observed, with a scale-CVI of 0.91, indicating stronger expert agreement and higher perceived relevance of the items. Similarly, program organization showed mostly good ratings with one item reaching excellent, resulting in a scale-CVI of 0.88, still within the

acceptable range. Notably, program promotion obtained the highest level of validity, with most items rated at 1.00 and a scale-CVI of 0.98, indicating near-perfect agreement among experts regarding item relevance. The consistent “acceptable” decision across all items and dimensions confirms that the instrument is valid in terms of content and is suitable for use in measuring the extent of implementation of the Career Guidance Program.

Table 3 presents the scale-level content validity index (S-CVI), indicating the use of aggregated expert ratings to evaluate the overall content validity of the research instrument across its dimensions. Table 3 Summary table on scale-level content validity index (I-CVI) of the research instrument on the extent of implementation of the Career Guidance Program in a private Catholic school (n = 7)

Table 3: Summary table on scale-level content validity index (I-CVI) of the research instrument on the extent of implementation of the Career Guidance Program in a private Catholic school (n = 7)

Dimensions	No. of Items	S-CVI	Interpretation	Decision
Program objectives	6	0.86	Good	Acceptable
Program content	6	0.91	Excellent	Acceptable
Program organization	6	0.88	Good	Acceptable
Program promotion	6	0.98	Excellent	Acceptable
Overall	24	0.91	Excellent	Acceptable

Legend: 0.00-0.59=Poor (Unacceptable); 0.60-0.77=Fair (Needs Revision); 0.78-0.89=Good (Acceptable); 0.90-1.00=Excellent (Acceptable) (Polit et al., 2007)

The results show that all dimensions obtained S-CVI values within the good to excellent range and are all interpreted as acceptable, indicating that the instrument demonstrates strong content validity at the scale level. Among the dimensions, program promotion obtained the highest S-CVI (0.98), indicating near-perfect agreement among experts and suggesting that its items are highly relevant and clearly aligned with the construct being measured. This is followed by program content (S-CVI = 0.91), which falls under the excellent category, reflecting strong consensus on the adequacy and relevance of its items. Meanwhile, program organization (S-CVI = 0.88) and program objectives (S-CVI = 0.86) are both interpreted as good, indicating acceptable levels of

agreement, although slightly lower compared to the other dimensions. The overall S-CVI of 0.91 is interpreted as excellent, confirming that the instrument, as a whole, has a high level of content validity. This indicates that the set of items collectively provides an appropriate and comprehensive representation of the constructs related to the extent of implementation of the Career Guidance Program. The consistent “acceptable” decision across all dimensions further supports the suitability of the instrument for data collection Table 4 presents the Item-level Content Validity Index (I-CVI), indicating the use of expert evaluation to assess the content validity of the research instrument for the level of effectiveness of the Career Guidance Program.

Table 4: Item-level content validity index (I-CVI) of the research instrument on the level of effectiveness of the Career Guidance Program in a private Catholic school (n = 7)

Dimensions	Item No.	No. of experts rating 3 or 4	CVI	Interpretation	Decision
Program objectives	1	6	0.86	Good	Acceptable
	2	6	0.86	Good	Acceptable
	3	6	0.86	Good	Acceptable
	4	6	0.86	Good	Acceptable
	5	6	0.86	Good	Acceptable
	Scale-CVI		0.86	Good	Acceptable
Program content	1	7	1.00	Excellent	Acceptable
	2	7	1.00	Excellent	Acceptable
	3	7	1.00	Excellent	Acceptable
	4	7	1.00	Excellent	Acceptable
	5	7	1.00	Excellent	Acceptable

	Scale-CVI		1.00	Excellent	Acceptable
Program organization	1	7	1.00	Excellent	Acceptable
	2	6	0.86	Good	Acceptable
	3	6	0.86	Good	Acceptable
	4	6	0.86	Good	Acceptable
	5	6	0.86	Good	Acceptable
	Scale-CVI		0.91	Excellent	Acceptable
Program promotion	1	7	1.00	Excellent	Acceptable
	2	7	1.00	Excellent	Acceptable
	3	7	1.00	Excellent	Acceptable
	4	7	1.00	Excellent	Acceptable
	5	7	1.00	Excellent	Acceptable
	Scale-CVI		1.00	Excellent	Acceptable

Legend: 0.00-0.59=Poor (Unacceptable); 0.60-0.77=Fair (Needs Revision); 0.78-0.89=Good (Acceptable); 0.90-1.00=Excellent (Acceptable) (Polit et al., 2007)

The results show that all items across the four dimensions obtained CVI values ranging from 0.86 to 1.00, all of which fall within the good to excellent range and are interpreted as acceptable, indicating that the items are relevant and appropriate for measuring program effectiveness. For program objectives, all items obtained a CVI of 0.86, resulting in a scale-CVI of 0.86, which is interpreted as good. This indicates consistent agreement among experts, although not at the highest level. In contrast, program content achieved perfect agreement across all items, with CVI values of 1.00 and a scale-CVI of 1.00, indicating excellent validity and strong consensus on the relevance of the items. Similarly, program promotion also obtained CVI values of 1.00 for all items, resulting in a scale-CVI of 1.00, reflecting complete agreement among experts. For program organization, a

combination of excellent (1.00) and good (0.86) ratings was observed, yielding a scale-CVI of 0.91, which is interpreted as excellent. This indicates strong but slightly varied agreement among experts. In general, the pattern of results shows that most dimensions achieved excellent levels of content validity, with program content and program promotion demonstrating perfect agreement, while program objectives, although slightly lower, remain within the acceptable range. The consistent “acceptable” decisions across all items confirm that the instrument is valid and suitable for assessing the level of effectiveness of the Career Guidance Program. Table 5 presents the scale-level content validity index (S-CVI), indicating experts’ ratings to evaluate the overall content validity of the research instrument for the level of effectiveness of the Career Guidance Program.

Table 5: Summary table on scale-level content validity index (I-CVI) of the research instrument on the level of effectiveness of the Career Guidance Program in a private Catholic school (n = 7)

Dimensions	No. of Items	S-CVI	Interpretation	Decision
Program objectives	5	0.86	Good	Acceptable
Program content	5	1.00	Excellent	Acceptable
Program organization	5	0.91	Good	Acceptable
Program promotion	5	1.00	Excellent	Acceptable
Overall	20	0.94	Excellent	Acceptable

Legend: 0.00-0.59=Poor (Unacceptable); 0.60-0.77=Fair (Needs Revision); 0.78-0.89=Good (Acceptable); 0.90-1.00=Excellent (Acceptable) (Polit et al., 2007)

The results show that all dimensions obtained S-CVI values within the good to excellent range and are all interpreted as acceptable, indicating that the instrument demonstrates strong content validity at the scale level. Among the dimensions, program content and program promotion both obtained perfect S-CVI values of 1.00, indicating excellent validity and complete agreement among experts regarding the relevance and appropriateness of the items. These results suggest that the items under these dimensions are highly aligned with the construct being

measured. Meanwhile, program organization (S-CVI = 0.91) also falls within the excellent range, reflecting strong expert agreement, although slightly lower than the perfect ratings observed in other dimensions. In contrast, program objectives (S-CVI = 0.86) is interpreted as good, indicating acceptable validity but comparatively lower agreement among experts. The overall S-CVI of 0.94 is interpreted as excellent, indicating that the instrument as a whole provides a comprehensive and valid representation of the constructs related to the level of effectiveness of

the Career Guidance Program. Table 6 presents the Item-level Content Validity Index (I-CVI), indicating the use of expert evaluation to assess the content validity of the

research instrument for the challenges encountered in the implementation of the Career Guidance Program.

Table 6: Item-level content validity index (I-CVI) of the research instrument on the challenges encountered in the implementation of the Career Guidance Program as assessed by high school learners in a private Catholic school (n = 7)

Item No.	No. of experts rating 3 or 4	CVI	Interpretation	Decision
1	7	1.00	Excellent	Acceptable
2	7	1.00	Excellent	Acceptable
3	7	1.00	Excellent	Acceptable
4	7	1.00	Excellent	Acceptable
5	7	1.00	Excellent	Acceptable
6	6	0.86	Good	Acceptable
7	7	1.00	Excellent	Acceptable
8	7	1.00	Excellent	Acceptable
9	7	1.00	Excellent	Acceptable
10	7	1.00	Excellent	Acceptable
11	7	1.00	Excellent	Acceptable
12	7	1.00	Excellent	Acceptable
13	7	1.00	Excellent	Acceptable
14	7	1.00	Excellent	Acceptable
15	7	1.00	Excellent	Acceptable
Scale-CVI		0.99	Excellent	Acceptable

Legend: 0.00-0.59=Poor (Unacceptable); 0.60-0.77=Fair (Needs Revision); 0.78-0.89=Good (Acceptable); 0.90-1.00=Excellent (Acceptable) (Polit et al., 2007)

The results show that the majority of items obtained a perfect CVI value of 1.00, interpreted as excellent, indicating complete agreement among experts regarding the relevance of these items. Only one item recorded a slightly lower value of 0.86, which is still interpreted as good and remains within the acceptable range. The consistently high CVI values across all 15 items indicate that the indicators used to measure challenges are highly relevant and appropriately constructed. The scale-level CVI of 0.99 further supports this finding, reflecting an overall excellent level of content validity for the instrument. The minimal variation in CVI scores suggests strong consensus among experts, with nearly

all items demonstrating maximum agreement. Further, the results confirm that the instrument used to assess challenges encountered in the implementation of the Career Guidance Program possesses very high content validity, with all items deemed acceptable and suitable for data collection, and with most items demonstrating near-perfect relevance according to expert evaluation. Table 7 presents the Item-level Content Validity Index (I-CVI), indicating the use of expert evaluation to assess the content validity of the research instrument for the challenges encountered in the implementation of the Career Guidance Program as assessed by implementers.

Table 7: Item-level content validity index (I-CVI) of the research instrument on the challenges encountered in the implementation of the Career Guidance Program as assessed by implementers in a private Catholic school (n = 7)

Item No.	No. of experts rating 3 or 4	CVI	Interpretation	Decision
1	7	1.00	Excellent	Acceptable
2	7	1.00	Excellent	Acceptable
3	7	1.00	Excellent	Acceptable
4	7	1.00	Excellent	Acceptable
5	7	1.00	Excellent	Acceptable
6	7	1.00	Excellent	Acceptable
7	7	1.00	Excellent	Acceptable
8	7	1.00	Excellent	Acceptable

9	7	1.00	Excellent	Acceptable
10	7	1.00	Excellent	Acceptable
11	7	1.00	Excellent	Acceptable
12	7	1.00	Excellent	Acceptable
13	7	1.00	Excellent	Acceptable
14	7	1.00	Excellent	Acceptable
15	7	1.00	Excellent	Acceptable
Scale-CVI		1.00	Excellent	Acceptable

Legend: 0.00-0.59=Poor (Unacceptable); 0.60-0.77=Fair (Needs Revision); 0.78-0.89=Good (Acceptable); 0.90-1.00=Excellent (Acceptable) (Polit et al., 2007)

The results show that all items obtained a perfect CVI value of 1.00, interpreted as excellent, indicating complete agreement among all experts regarding the relevance and appropriateness of each item. This uniformity across all 15 indicators reflects a very high level of consistency in expert judgment, suggesting that the items comprehensively capture the intended construct. The scale-level CVI of 1.00 further confirms that the instrument has achieved perfect content validity, with no variation in expert ratings across all items. This indicates that every indicator included in the instrument is considered highly relevant and suitable for assessing the challenges encountered by implementers. The

absence of lower ratings or variability highlights a strong consensus among experts, reinforcing the robustness of the instrument. The results further demonstrate that the instrument for assessing challenges encountered by implementers possesses an exceptionally high level of content validity, with all items deemed acceptable and fully aligned with the construct being measured, making it highly appropriate for use in data collection. Table 8 presents the scale-level content validity index (S-CVI), indicating the use of aggregated expert ratings to evaluate the overall content validity of the research instrument for the challenges encountered in the implementation of the Career Guidance Program.

Table 8: Summary table on scale-level content validity index (I-CVI) of the research instrument on the challenges encountered in the implementation of the Career Guidance Program in a private Catholic school (n = 7)

Dimensions	No. of Items	S-CVI	Interpretation	Decision
High school learners	15	0.99	Excellent	Acceptable
Implementers	15	1.00	Excellent	Acceptable
Overall	30	0.995	Excellent	Acceptable

Legend: 0.00-0.59=Poor (Unacceptable); 0.60-0.77=Fair (Needs Revision); 0.78-0.89=Good (Acceptable); 0.90-1.00=Excellent (Acceptable) (Polit et al., 2007)

The results show that both groups, high school learners (S-CVI = 0.99) and implementers (S-CVI = 1.00), obtained values within the excellent range and are interpreted as acceptable, indicating a very high level of agreement among experts regarding the relevance of the items. The nearly perfect value for learners and the perfect score for implementers suggests that the items effectively capture the intended challenges from both perspectives. The overall S-CVI of 0.995 further confirms an excellent level of content validity for the entire instrument, reflecting strong consistency and consensus across all items and respondent groups. The minimal difference between the two groups indicates that both sets of items are equally valid and appropriate in representing the construct of challenges encountered in program implementation.

Moreover, the findings demonstrate that the instrument possesses an exceptionally high level of content validity, with all dimensions deemed acceptable and suitable for accurately measuring the challenges experienced by both learners and implementers. Furthermore, after expert validation, the revised instrument underwent pilot testing at St. Francis College, Allen, Northern Samar, involving 30 Grade 10 to Grade 12 students who possessed characteristics similar to those of the actual respondents but were not included in the main study. The pilot test aimed to determine the clarity, practicality, and internal consistency of the instrument under actual field conditions. Table 9 presents the reliability of the research instrument, indicating the internal consistency of the items using Cronbach's Alpha coefficient.

Table 9: Reliability of the research instrument

Dimensions	Cronbach's Alpha	Number of Items	Description
Extent of Implementation of the Career Guidance Program (CGP)			
A. Program objectives	0.804	6	Good
B. Program content	0.758	6	Acceptable

C. Program organization	0.756	6	Acceptable
D. Program promotion	0.769	6	Acceptable
Total	0.903	24	Excellent
Level of Effectiveness of the Career Guidance Program (CGP)			
A. Program objectives	0.738	5	Acceptable
B. Program content	0.804	5	Good
C. Program organization	0.798	5	Acceptable
D. Program promotion	0.750	5	Acceptable
Total	0.914	20	Excellent
Challenges Encountered in the Implementation of the Career Guidance Program (CGP)	0.911	15	Excellent
Overall	0.909	59	Excellent

Table 10: George and Mallery (2003) interpretation of Cronbach's alpha value

Cronbach's Alpha	Interpretation	Cronbach's Alpha	Interpretation
≥ 0.90	Excellent	$0.60 \leq \alpha < 0.70$	Questionable
$0.80 \leq \alpha < 0.90$	Good	$0.50 \leq \alpha < 0.60$	Poor
$0.70 \leq \alpha < 0.80$	Acceptable	< 0.50	Unacceptable

Additionally, the reliability of the instrument was established using Cronbach's Alpha coefficient; values of 0.50 and above were considered acceptable for this study. The reliability results indicate that the survey questionnaire used to assess the extent of the implementation and effectiveness of the Career Guidance Program (CGP) is a highly dependable tool, with Cronbach's Alpha values consistently falling within acceptable to excellent ranges across all dimensions. For the extent of implementation, reliability scores ranged from acceptable (0.756–0.769) to good (0.804), culminating in an excellent overall reliability of 0.903 for 24 items. The level of effectiveness also showed acceptable to good reliability (0.738–0.804), with an excellent total reliability of 0.914 for 20 items. Meanwhile, the challenges encountered dimension achieved an excellent reliability of 0.911 across 15 items. In general, the overall reliability score of 0.909 across 59 items demonstrates that the survey questionnaire is internally consistent, well-structured, and capable of producing stable and trustworthy results in evaluating the CGP. Items or dimensions that yielded lower reliability values were reviewed, revised, and re-tested as necessary to improve the instrument's consistency and dependability. Participation in both the validation and pilot testing phases was voluntary, and all responses were treated with strict confidentiality in accordance with institutional research ethics standards.

Data Gathering Procedure

The researcher followed a systematic procedure for collecting the necessary data to assess the extent and effectiveness of the Career Guidance Program at Christ the King College of Calbayog City, Inc. First, formal letters of permission were addressed to the Office of the

President, followed by the Office of the Principal and the Guidance and Counseling Office, to seek approval for the conduct of the study. Once granted, coordination with relevant personnel was initiated to identify appropriate schedules and protocols for engaging learners and implementers. After securing approval, the validated and pilot-tested questionnaire was administered to the selected respondents composed of Grade 10, Grade 11, and Grade 12 students, as well as designated program implementers. Prior to data collection, informed consent forms were distributed to all participants, and informed consent from minor respondents was sought through parental consent for those below 18 years of age. Each participant was informed about the study's objectives, voluntary participation, and the confidentiality of their responses. No personally identifiable information was disclosed, and participation could be withdrawn at any point without penalty. The researcher personally distributed and collected the questionnaires during pre-arranged class sessions to ensure full participation and to clarify any concerns or questions regarding the survey items. Where necessary, digital or printed forms were used depending on accessibility and school policy. Once all data were collected, the responses were tallied, encoded, and prepared for statistical analysis. Descriptive and inferential tools were then used to interpret the results and draw meaningful conclusions aligned with the study's objectives.

Data Analysis

Data were analyzed using descriptive and inferential statistics consistent with the study's objectives and theoretical bases. Normality tests, specifically the Shapiro–Wilk and Kolmogorov–Smirnov tests, were

initially conducted to determine whether the data followed a normal distribution, which guided the selection of appropriate statistical methods. Table 10 presents the results of the normality test, indicating the

use of the Kolmogorov-Smirnov and Shapiro-Wilk tests to determine whether the data distributions for the extent of implementation and level of effectiveness of the Career Guidance Program follow a normal distribution.

Table 11: Normality test of the gathered data

Dimensions	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Extent of implementation of the CGP						
Program Objectives	0.076	186	0.011	0.978	186	0.004
Program Content	0.077	186	0.010	0.983	186	0.020
Program Organization	0.078	186	0.008	0.980	186	0.009
Program Promotion	0.074	186	0.015	0.984	186	0.037
Overall	0.056	186	0.200*	0.990	186	0.202
Level of effectiveness of the CGP						
Program Objectives	0.084	186	0.003	0.977	186	0.004
Program Content	0.097	186	0.000	0.975	186	0.002
Program Organization	0.118	186	0.000	0.968	186	0.000
Program Promotion	0.095	186	0.000	0.968	186	0.000
Overall	0.053	186	0.200*	0.986	186	0.067

* This is a lower bound of the true significance. Lilliefors Significance Correction

The results show that for most individual dimensions under the extent of implementation, the significance values in both tests are less than 0.05, specifically for program objectives, content, organization, and promotion, indicating that these variables do not follow a normal distribution. However, the overall extent of implementation shows significance values greater than 0.05 in both tests, suggesting that the combined data approximates normality. A similar pattern is observed in the level of effectiveness, where all individual dimensions show significance values below 0.05 in both tests, indicating non-normal distribution across program objectives, content, organization, and promotion. In contrast, the overall level of effectiveness yields significance values greater than 0.05, suggesting that the aggregated data is normally distributed. The results indicate that while individual components of both implementation and effectiveness do not meet the assumption of normality, the overall composite scores for both variables approximate normal distribution. This pattern supports the use of non-parametric statistical tests, such as the Kruskal-Wallis test and Spearman's rho correlation, for analyzing differences and relationships in the study, as these methods do not require normally distributed data. Furthermore, descriptive statistics such as frequency, percentage, weighted mean, and standard deviation were

used to summarize the learners' profiles and their ratings of the Career Guidance Program's implementation and effectiveness across four dimensions: objectives, content, organization, and promotion. For inferential analysis, the Kruskal-Wallis H test was employed to determine significant differences in the extent of implementation and level of effectiveness when grouped according to learners' profile variables such as age, gender, and grade level. Moreover, Spearman's rho correlation coefficient was utilized to determine the relationship between the extent of implementation and the level of effectiveness of the Career Guidance Program. To identify the most common implementation challenges, frequency, percentage distribution, and ranking were applied, allowing the prioritization of key barriers. The ranked results were used as the basis for formulating a data-driven strategic action plan for program improvement.

RESULTS AND DISCUSSION

Results

Profile of High School Learners Attending the Career Guidance Program

Table 11 presents the profile of high school learners attending the Career Guidance Program using frequency and percentage distribution.

Table 12: Frequency and percentage distribution on the profile of high school learners attending the Career Guidance Program (CGP)

Profile Variables		Frequency (f)	Percentage (%)
Age (in years old)	15-17 (Adolescence)	155	83.30%
Min=15; Max=19	18-24 (Emerging adulthood)	31	16.70%

M=16.5; SD=.9	Total	186	100.00%
Gender	Male	87	46.80%
	Female	98	52.70%
	LGBTQIA	1	0.50%
	Total	186	100.00%
Grade Level	Grade 10	49	26.30%
	Grade 11	76	40.90%
	Grade 12	61	32.80%
	Total	186	100.00%

Age:

The data show that the majority of respondents fall within the 15–17 age group (adolescence), comprising 155 learners or 83.30%, while only 31 learners or 16.70% belong to the 18–24 age group (emerging adulthood). The reported mean age of 16.5 with a standard deviation of 0.9 indicates that respondents are generally concentrated within a narrow age range, reflecting a relatively homogeneous group of learners in the typical senior high school stage.

Gender:

In terms of gender, the distribution reveals a slight predominance of female respondents (98 or 52.70%), followed by male respondents (87 or 46.80%), while only 1 respondent or 0.50% identified as part of the LGBTQIA group. This indicates that the sample is nearly balanced by sex, although female learners constitute a marginal majority.

Grade Level:

With respect to grade level, the largest proportion of

respondents are from Grade 11 (76 or 40.90%), followed by Grade 12 (61 or 32.80%), and Grade 10 (49 or 26.30%). This distribution suggests that most participants are already in the middle to upper levels of senior high school, where career decision-making becomes more immediate and relevant. Further, the data indicate that the respondents are predominantly adolescent learners, slightly female-dominated, and largely concentrated in Grade 11, providing a profile that reflects learners who are actively engaged in critical stages of academic and career planning.

Extent of Implementation of the Career Guidance Program (CGP)

Tables 12 to 16 present the mean and standard deviation on the extent of implementation of the Career Guidance Program. Table 12 presents the mean and standard deviation, indicating the use of descriptive statistics to determine the extent of implementation of the Career Guidance Program in terms of program objectives.

The table presents that the overall mean of 3.82 with a standard deviation of 0.63 is interpreted as

Table 13: Mean and standard deviation on the extent of implementation of the Career Guidance Program (CGP) in terms of program objectives (n=186)

Indicators	M	SD	Interpretation
The Career Guidance Program clearly outlines its goals and expected outcomes to learners.	3.84	0.81	Implemented
The CGP is implemented to help students understand various career paths aligned with their interests and strengths.	3.83	0.74	Implemented
The program aims to reduce career confusion among learners by providing accurate information and timely guidance.	3.85	0.82	Implemented
The CGP encourages students to take ownership of their academic and career decisions.	3.83	0.79	Implemented
The objectives of the program are aligned with the learners' developmental and academic needs.	3.78	0.78	Implemented
The program ensures that every student receives guidance regardless of academic performance or strand.	3.77	0.83	Implemented
Average	3.82	0.63	Implemented

Legend: 1.00-1.80=Not Implemented at All; 1.81-2.60=Rarely Implemented; 2.61-3.40=Moderately Implemented; 3.41-4.20=Implemented; 4.21-5.00=Fully Implemented

Implemented, indicating that the program objectives are generally carried out consistently and satisfactorily. The highest mean is observed in the program's aim to

reduce career confusion through accurate and timely guidance (M = 3.85), followed by clearly outlining goals and expected outcomes (M = 3.84), suggesting that

the program effectively communicates its purpose and provides direction to learners. Likewise, helping students understand various career paths and encouraging them to take ownership of their academic and career decisions both obtained high and consistent ratings ($M = 3.83$), indicating that the program supports learner awareness and autonomy in career planning. In contrast, relatively lower means are noted in aligning program objectives with learners' developmental and academic needs ($M = 3.78$) and in ensuring that all students receive guidance regardless of academic performance or strand ($M = 3.77$), although both remain within the implemented

level. These results suggest that while the objectives are clearly established and effectively delivered, aspects related to inclusivity and responsiveness to diverse learner needs are comparatively less emphasized, indicating areas for potential improvement in strengthening equitable implementation of the program objectives. Table 13 presents the mean and standard deviation, indicating the use of descriptive statistics to assess the extent of implementation of the Career Guidance Program in terms of program content.

The overall mean of 3.78 with a standard deviation of 0.61 is interpreted as Implemented, suggesting that

Table 14: Mean and standard deviation on the extent of implementation of the Career Guidance Program (CGP) in terms of program content (n=186)

Indicators	M	SD	Interpretation
The program includes informative sessions about SHS tracks, college courses, scholarships, and job opportunities.	3.88	0.83	Implemented
The content covers career-related self-assessments such as interest inventories and personality profiling.	3.83	0.80	Implemented
The materials used in the program are age-appropriate, updated, and relevant to student needs.	3.73	0.80	Implemented
The CGP includes activities like career mapping and setting SMART goals.	3.72	0.77	Implemented
The sessions incorporate real-life examples of career journeys and success stories.	3.77	0.76	Implemented
The content promotes awareness of both local and global career demands.	3.76	0.86	Implemented
Average	3.78	0.61	Implemented

Legend: 1.00-1.80=Not Implemented at All; 1.81-2.60=Rarely Implemented; 2.61-3.40=Moderately Implemented; 3.41-4.20=Implemented; 4.21-5.00=Fully Implemented

the content component is consistently delivered across learners with relatively stable responses. The results indicate that the strongest aspect lies in providing comprehensive and practical information on SHS tracks, college courses, scholarships, and job opportunities ($M = 3.88$), showing that the program prioritizes equipping learners with essential and decision-relevant information. This is supported by the inclusion of career-related self-assessments such as interest inventories and personality profiling ($M = 3.83$), which reflects an effort to help learners relate personal attributes to career choices. Other indicators, such as the use of real-life career examples ($M = 3.77$) and the promotion of awareness of local and global career demands ($M = 3.76$), further suggest that the program provides contextual understanding, although these are not as strongly emphasized. In contrast, lower

means are observed in the use of updated and age-appropriate materials ($M = 3.73$) and in the inclusion of career mapping and SMART goal-setting activities ($M = 3.72$), indicating that application-based and skill-building components are less pronounced. Such findings suggest that while the program content effectively delivers relevant and informative career knowledge, there is room to strengthen interactive and goal-oriented elements to enhance deeper learner engagement and practical application. Table 14 presents the mean and standard deviation, indicating the use of descriptive statistics to assess the extent of implementation of the Career Guidance Program in terms of program organization.

The results show an average mean of 3.79 with a standard deviation of 0.64, interpreted as Implemented, reflecting

Table 15: Mean and standard deviation on the extent of implementation of the Career Guidance Program (CGP) in terms of program organization (n=186)

Indicators	M	SD	Interpretation
The CGP sessions are conducted on schedule and follow a clear program flow.	3.77	0.82	Implemented
Resource speakers or facilitators are well-prepared and knowledgeable about the topics discussed.	3.82	0.85	Implemented
There is a systematic process in conducting the sessions (e.g., pre-registration, attendance, feedback).	3.72	0.80	Implemented

The school provides appropriate time and space for conducting CGP activities.	3.89	0.80	Implemented
Sessions are inclusive, ensuring that all learners across grade levels and strands can participate.	3.84	0.87	Implemented
Support materials (slides, handouts, videos) are prepared in advance and used during sessions.	3.69	0.88	Implemented
Average	3.79	0.64	Implemented

*Legend: 1.00-1.80=Not Implemented at All; 1.81-2.60=Rarely Implemented; 2.61-3.40=Moderately Implemented
3.11-4.20=Implemented; 4.21-5.00=Fully Implemented*

that the organizational component of the program is generally structured and consistently delivered. Among the indicators, the provision of appropriate time and space for program activities obtained the highest mean ($M = 3.89$), suggesting that the school demonstrates strong logistical support in facilitating program implementation. This is followed by the inclusivity of sessions across grade levels and strands ($M = 3.84$) and the preparedness and knowledge of facilitators ($M = 3.82$), indicating that learners perceive the program as accessible and supported by competent personnel. The conduct of sessions according to schedule and clear program flow ($M = 3.77$) further reflects a generally organized delivery. In contrast, slightly lower means are observed in the existence of a systematic process in conducting sessions ($M = 3.72$) and

in the preparation and utilization of support materials ($M = 3.69$), suggesting that while structural organization is evident, some procedural and resource-related aspects may require more consistent implementation. Further, the findings indicate that the program organization is effectively carried out, particularly in terms of logistical support and inclusivity, although enhancements in process standardization and resource readiness may further strengthen its implementation. Table 15 presents the mean and standard deviation, indicating the use of descriptive statistics to assess the extent of implementation of the Career Guidance Program in terms of program promotion.

The results yield an average mean of 3.71 with a standard deviation of 0.64, interpreted as Implemented, indicating

Table 16: Mean and standard deviation on the extent of implementation of the Career Guidance Program (CGP) in terms of program promotion ($n=186$)

Indicators	M	SD	Interpretation
Students are well-informed in advance about the CGP activities through posters, advisories, or announcements.	3.76	0.81	Implemented
The CGP is consistently promoted during homeroom sessions, flag ceremonies, and other school functions.	3.74	0.86	Implemented
Teachers and staff actively encourage students to participate in the program.	3.68	0.85	Implemented
Social media or school platforms are used to promote CGP events and updates.	3.73	0.85	Implemented
Students are involved in sharing insights about CGP through peer discussions or reflections.	3.69	0.82	Implemented
The guidance office regularly updates students and parents about the CGP through memos or circulars.	3.68	0.89	Implemented
Average	3.71	0.64	Implemented

*Legend: 1.00-1.80=Not Implemented at All; 1.81-2.60=Rarely Implemented; 2.61-3.40=Moderately Implemented
3.11-4.20=Implemented; 4.21-5.00=Fully Implemented*

that promotional activities are generally carried out, though with slightly lower consistency compared to other program dimensions. Among the indicators, informing students in advance about program activities through announcements and advisories obtained the highest mean ($M = 3.76$), suggesting that basic communication strategies are in place. This is followed by the consistent promotion of activities during school events ($M = 3.74$) and the use of social media or school platforms ($M = 3.73$), indicating that multiple channels are utilized to disseminate information. However, relatively lower

means are observed in teacher and staff encouragement ($M = 3.68$), student involvement in sharing insights ($M = 3.69$), and regular updates to students and parents ($M = 3.68$), suggesting that engagement and follow-through mechanisms are less emphasized. The pattern of results indicates that while awareness of the program is established, deeper engagement strategies that encourage active participation and sustained communication may not be consistently implemented. The findings further suggest that program promotion is functional and present but strengthening collaborative involvement

and continuous information flow may enhance its overall effectiveness. Table 16 presents the summary of the mean and standard deviation, indicating the use of descriptive statistics to determine the overall extent of implementation of the Career Guidance Program across its four dimensions.

The computed overall mean of 3.78 with a standard

deviation of 0.56 is interpreted as Implemented, indicating that the program is generally carried out in a consistent and satisfactory manner across all components. Among the dimensions, program objectives obtained the highest mean ($M = 3.82$), suggesting that the program is strongest in clearly defining and delivering its intended goals and directions to learners. This is

Table 17: Summary table on the extent of implementation of the Career Guidance Program (CGP) (n=186)

Dimensions	M	SD	Interpretation
Program Objectives	3.82	0.63	Implemented
Program Content	3.78	0.61	Implemented
Program Organization	3.79	0.64	Implemented
Program Promotion	3.71	0.64	Implemented
Overall	3.78	0.56	Implemented

Legend: 1.00-1.80=Not Implemented at All; 1.81-2.60=Rarely Implemented; 2.61-3.40=Moderately Implemented; 3.11-4.20=Implemented; 4.21-5.00=Fully Implemented

followed closely by program organization ($M = 3.79$) and program content ($M = 3.78$), indicating that both the structural delivery and informational aspects of the program are consistently implemented and support the overall functioning of the Career Guidance Program. In contrast, program promotion recorded the lowest mean ($M = 3.71$), although still within the implemented level, suggesting that while communication and awareness strategies are present, they are comparatively less emphasized than other areas. The relatively narrow range of mean scores across all dimensions reflects a balanced level of implementation, with no area falling below the acceptable standard. In general, the findings indicate that the Career Guidance Program is effectively implemented in its core components, with program objectives emerging as the strongest area, while promotional efforts present an opportunity for further strengthening to

enhance overall program delivery Level of Effectiveness of the Career Guidance Program (CGP) Tables 17 to 21 present the mean and standard deviation on the level of effectiveness of the Career Guidance Program (CGP). Table 17 presents the mean and standard deviation, indicating the use of descriptive statistics to assess the level of effectiveness of the Career Guidance Program in terms of program objectives.

The results show that the level of effectiveness of the Career Guidance Program in terms of program objectives is generally effective, as indicated by the overall mean of 3.79 with a standard deviation of 0.65. All indicators fall within the effective range, demonstrating consistent positive responses from the learners. Among the indicators, the highest mean is recorded in helping learners identify their personal strengths and interests

Table 18: Mean and standard deviation on the level of effectiveness of the Career Guidance Program (CGP) in terms of program objectives (n=186)

Indicators	M	SD	Interpretation
The program helps me identify my personal strengths and interests related to career choices.	3.88	0.80	Effective
The guidance activities support my decision-making regarding SHS/college/ career plans.	3.84	0.80	Effective
I gain a clearer understanding of my future career direction through the program.	3.80	0.82	Effective
The goals of the program address my actual needs as a high school learner.	3.75	0.83	Effective
I am motivated to pursue realistic academic and career goals because of the program.	3.68	0.88	Effective
Average	3.79	0.65	Effective

Legend: 1.00-1.80=Not Effective at All; 1.81-2.60=Slightly Effective; 2.61-3.40=Moderately Effective; 3.11-4.20=Effective; 4.21-5.00=Very Effective

($M = 3.88$, $SD = 0.80$), followed by support in decision-making regarding academic and career plans ($M = 3.84$, $SD = 0.80$), and in gaining a clearer understanding of future

career direction ($M = 3.80$, $SD = 0.82$). The indicators on addressing learners' actual needs ($M = 3.75$, $SD = 0.83$) and motivating learners to pursue realistic academic and

career goals ($M = 3.68$, $SD = 0.88$) obtain comparatively lower mean scores, although still interpreted as effective. The standard deviation values, ranging from 0.80 to 0.88, indicate moderate variability in responses, suggesting a relatively consistent perception among learners across all indicators. Further, the data confirm that the program objectives are effectively delivered as perceived by the respondents. Table 18 presents the mean and standard deviation, indicating the use of descriptive statistics to assess the level of effectiveness of the Career Guidance

Program in terms of program content.

The results show that the level of effectiveness of the Career Guidance Program in terms of program content is generally effective, as indicated by the overall mean of 3.76 with a standard deviation of 0.65. All indicators fall within the effective range, reflecting consistently positive responses from the learners. The highest mean is observed in the materials and content increasing learners' awareness of available academic or job options ($M = 3.85$,

Table 19: Mean and standard deviation on the level of effectiveness of the Career Guidance Program (CGP) in terms of program content ($n=186$)

Indicators	M	SD	Interpretation
The information presented in the sessions is relevant and helpful to my career planning.	3.77	0.83	Effective
Career assessments or tools (e.g., interest inventories) provide useful insights about myself.	3.72	0.78	Effective
The topics discussed cover both local and global job opportunities.	3.74	0.83	Effective
The examples and case studies help me relate better to career paths.	3.73	0.83	Effective
The materials and content increase my awareness of available academic or job options.	3.85	0.79	Effective
Average	3.76	0.65	Effective

Legend: 1.00-1.80=Not Effective at All; 1.81-2.60=Slightly Effective; 2.61-3.40=Moderately Effective; 3.11-4.20=Effective; 4.21-5.00=Very Effective

$SD = 0.79$), followed by the relevance and usefulness of the information presented during sessions ($M = 3.77$, $SD = 0.83$). The indicators on coverage of both local and global job opportunities ($M = 3.74$, $SD = 0.83$), use of examples and case studies ($M = 3.73$, $SD = 0.83$), and usefulness of career assessment tools ($M = 3.72$, $SD = 0.78$) obtained slightly lower mean values, though still interpreted as effective. The standard deviation values, ranging from 0.78 to 0.83, indicate moderate variability in responses, suggesting a relatively consistent perception among learners across all indicators. The data further confirm that the program content is effective as

perceived by the respondents. Table 19 presents the mean and standard deviation, indicating the use of descriptive statistics to assess the level of effectiveness of the Career Guidance Program in terms of program organization. The results show that the level of effectiveness of the Career Guidance Program in terms of program organization is generally effective, as indicated by the overall mean of 3.77 with a standard deviation of 0.68. All indicators fall within the effective range, reflecting consistently positive responses from the learners. The highest mean is observed in the flow of activities helping learners reflect and make informed career decisions (M

Table 20: Mean and standard deviation on the level of effectiveness of the Career Guidance Program (CGP) in terms of program organization ($n=186$)

Indicators	M	SD	Interpretation
1. The Career Guidance Program is well-structured and easy to follow.	3.77	0.79	Effective
2. The schedule and timing of activities are convenient and allow full participation.	3.74	0.88	Effective
3. The facilitators or guidance counselors are approachable and explain things clearly.	3.75	0.80	Effective
4. The sessions are engaging and interactive, not just lecture based.	3.77	0.88	Effective
5. The flow of activities helps me reflect and make informed career decisions.	3.81	0.87	Effective
Average	3.77	0.68	Effective

Legend: 1.00-1.80=Not Effective at All; 1.81-2.60=Slightly Effective; 2.61-3.40=Moderately Effective; 3.11-4.20=Effective; 4.21-5.00=Very Effective

$= 3.81$, $SD = 0.87$), followed by both the program being well-structured and easy to follow ($M = 3.77$, $SD = 0.79$) and the sessions being engaging and interactive ($M =$

3.77 , $SD = 0.88$). The indicators on the approachability and clarity of facilitators ($M = 3.75$, $SD = 0.80$) and the convenience of scheduling and timing ($M = 3.74$, $SD =$

0.88) obtained slightly lower mean values, though still interpreted as effective. The standard deviation values, ranging from 0.79 to 0.88, indicate moderate variability in responses, suggesting a relatively consistent perception among learners across all indicators. Further, the data confirm that the program organization is effective as perceived by the respondents. Table 20 presents the mean and standard deviation, indicating the use of descriptive statistics to assess the level of effectiveness of the Career

Guidance Program in terms of program promotion. The results show that the level of effectiveness of the Career Guidance Program in terms of program promotion is generally effective, as indicated by the overall mean of 3.77 with a standard deviation of 0.66. All indicators fall within the effective range, reflecting consistently positive responses from the learners. Additionally, the highest mean is observed in the encouragement provided by teachers and school staff

Table 21: Mean and standard deviation on the level of effectiveness of the Career Guidance Program (CGP) in terms of program promotion (n=186)

Indicators	M	SD	Interpretation
I am aware of CGP activities ahead of time through announcements or teacher reminders.	3.75	0.89	Effective
The promotion strategies make me interested in attending the sessions.	3.77	0.80	Effective
I receive follow-up materials or updates that support my learning.	3.76	0.80	Effective
I understand the purpose and value of the program because of how it is promoted.	3.77	0.82	Effective
There is sufficient encouragement from teachers or school staff to join and participate.	3.82	0.84	Effective
Average	3.77	.66	Effective

Legend:1.00-1.80=Not Effective at All;1.81-2.60=Slightly Effective;2.61-3.40=Moderately Effective;3.11-4.20=Effective;4.21-5.00=Very Effective

to join and participate (M = 3.82, SD = 0.84), followed by both the promotion strategies generating interest (M = 3.77, SD = 0.80) and helping learners understand the purpose and value of the program (M = 3.77, SD = 0.82). The indicators on receiving follow-up materials or updates (M = 3.76, SD = 0.80) and awareness of activities ahead of time (M = 3.75, SD = 0.89) obtained slightly lower mean values, though still interpreted as effective. The standard deviation values, ranging from 0.80 to 0.89, indicate moderate variability in responses, suggesting a relatively consistent perception among learners across all indicators. The data further confirm that the program promotion is effective as perceived by the respondents. Table 21 presents the summary of the mean and standard deviation, indicating the use of descriptive statistics to determine the overall level of effectiveness of the Career Guidance Program across its four dimensions. The results yield an overall mean of 3.77 with a standard deviation of

0.60, interpreted as Effective, indicating that the program generally meets its intended outcomes in supporting learners' career development. Among the dimensions, program objectives (M = 3.79) obtained the highest mean, suggesting that the program is most effective in enhancing learners' self-awareness, goal clarity, and decision-making. This is followed closely by program organization (M = 3.77) and program promotion (M = 3.77), indicating that both the structural delivery and communication strategies of the program effectively support learner engagement. Meanwhile, program content (M = 3.76) recorded the lowest mean, although still within the effective level, suggesting that while the content is relevant and informative, its impact may be slightly less pronounced compared to other dimensions. The minimal variation among the mean scores reflects a balanced level of effectiveness across all components. In general, the findings further indicate that the Career Guidance

Table 22: Summary table on the level of effectiveness of the Career Guidance Program (CGP) (n=186)

Dimensions	M	SD	Interpretation
Program Objectives	3.79	0.65	Effective
Program Content	3.76	0.65	Effective
Program Organization	3.77	0.68	Effective
Program Promotion	3.77	.66	Effective
Overall	3.77	0.60	Effective

Legend:1.00-1.80=Not Effective at All;1.81-2.60=Slightly Effective;2.61-3.40=Moderately Effective;3.11-4.20=Effective;4.21-5.00=Very Effective

Program is consistently effective in its implementation, with particular strength in achieving its objectives, while further enhancement in content delivery may contribute

to improving its overall impact.

Test of Difference in the Extent of Implementation

of the Career Guidance Program (CGP) when Grouped According to the High School Learners' Profile

Tables 22 to 24 present the test of difference in the extent of implementation of the Career Guidance Program when grouped according to the high school learners' profile using the Kruskal-Wallis test. Table 22 presents the results of the Kruskal-Wallis test, a non-parametric statistical method used to determine whether there is a significant difference in the extent of implementation of the Career Guidance Program when grouped according to the learners' age. The results show that all computed p-values for the four dimensions, namely program objectives ($p = 0.802$), program content ($p = 0.547$), program organization ($p = 0.981$), and program promotion ($p = 0.658$), as well as the overall result ($p =$

0.717), are all greater than the 0.05 level of significance. This indicates that there are no statistically significant differences in the perceived extent of implementation across age groups. The consistently low chi-square values further support the absence of variation between groups, suggesting that learners, regardless of age category, have similar perceptions of how the program is implemented. Given these findings, the null hypothesis, which states that there is no significant difference in the extent of implementation of the Career Guidance Program when grouped according to learners' profile, is accepted for age. This implies that age does not significantly influence how learners perceive the implementation of the program, indicating a uniform delivery and experience of the Career Guidance Program across different age groups. Table 23

Table 23: Kruskal-Wallis test on the test of difference in the extent of implementation of the Career Guidance Program when grouped according to the high school learners' age

Dimensions	$\chi^2(df)$	p
Program Objectives	0.063ns (1)	0.802
Program Content	0.362ns (1)	0.547
Program Organization	0.001ns (1)	0.981
Program Promotion	0.196ns (1)	0.658
Overall	0.131ns (1)	0.717

Note. All tests are adjusted for ties. *Significant at the .05 level of alpha. **significant at .01 level of alpha.

presents the results of the Kruskal-Wallis test, indicating whether there is a significant difference in the extent of implementation of the Career Guidance Program when grouped according to the learners' gender.

The results show that all computed p-values across the dimensions, namely program objectives ($p = 0.615$), program content ($p = 0.439$), program organization ($p =$

$= 0.600$), and program promotion ($p = 0.845$), as well as the overall result ($p = 0.745$), are greater than the 0.05 level of significance. Additionally, this indicates that there are no statistically significant differences in how learners of different genders perceive the implementation of the program. The relatively low chi-square values further suggest minimal variation among groups, reflecting a

Table 24: Kruskal-Wallis test on the test of difference in the extent of implementation of the Career Guidance Program when grouped according to the high school learners' gender

Dimensions	$\chi^2(df)$	p
Program Objectives	0.972ns (2)	0.615
Program Content	1.645ns (2)	0.439
Program Organization	1.021ns (2)	0.600
Program Promotion	0.338ns (2)	0.845
Overall	0.588ns (2)	0.745

Note. All tests are adjusted for ties. *Significant at the .05 level of alpha. **significant at .01 level of alpha.

consistent perception of implementation regardless of gender classification. Based on these findings, the null hypothesis is accepted for gender. This implies that gender does not significantly influence learners' perceptions of the extent of implementation of the Career Guidance Program, indicating that the program is delivered in a manner that is generally consistent and equitable across male, female, and LGBTQIA respondents. Table 24 presents the results of the Kruskal-Wallis test, indicating whether there is a significant difference in the extent of implementation of the Career Guidance Program when

grouped according to the learners' grade level.

The results reveal that all computed p-values for program objectives ($p = 0.616$), program content ($p = 0.374$), program organization ($p = 0.173$), and program promotion ($p = 0.841$), as well as the overall result ($p = 0.461$), are greater than the 0.05 level of significance. This indicates that there are no statistically significant differences in the perceived extent of implementation across Grade 10, Grade 11, and Grade 12 learners. Although program organization shows the highest chi-square value ($\chi^2 = 3.509$), it remains non-significant,

Table 25: Kruskal-Wallis test on the test of difference in the extent of implementation of the Career Guidance Program when grouped according to the high school learners' grade level

Dimensions	$\chi^2(df)$	p
Program Objectives	0.969ns (2)	0.616
Program Content	1.965ns (2)	0.374
Program Organization	3.509ns (2)	0.173
Program Promotion	0.347ns (2)	0.841
Overall	1.549ns (2)	0.461

Note. All tests are adjusted for ties. *significant at the .05 level of alpha. **significant at .01 level of alpha.

suggesting only minimal variation that is not strong enough to indicate a meaningful difference among groups. Based on these findings, the null hypothesis, is accepted for the learners' grade level. This implies that grade level does not significantly influence how learners perceive the implementation of the Career Guidance Program, indicating that the program is implemented in a consistent manner across different grade levels and is experienced similarly by learners at various stages of senior high school.

Test of Difference in the Level of Effectiveness of the Career Guidance Program when Grouped According to the High School Learners' Profile

Tables 25 to 27 present the test of difference in the level of effectiveness of the Career Guidance Program when

grouped according to the high school learners' profile using the Kruskal-Wallis test. Table 25 presents the results of the Kruskal-Wallis test, indicating whether there is a significant difference in the level of effectiveness of the Career Guidance Program when grouped according to the learners' age.

The results show that all computed p-values for program objectives ($p = 0.994$), program content ($p = 0.696$), program organization ($p = 0.361$), and program promotion ($p = 0.601$), as well as the overall result ($p = 0.996$), are greater than the 0.05 level of significance. This indicates that there are no statistically significant differences in how learners of different age groups perceive the effectiveness of the program. The extremely low chi-square values, particularly for program objectives and the overall result ($\chi^2 = 0.000$), further suggest almost

Table 26: Kruskal-Wallis test on the test of difference in the level of effectiveness of implementation of the Career Guidance Program when grouped according to the high school learners' age

Dimensions	$\chi^2(df)$	p
Program Objectives	0.000ns (1)	0.994
Program Content	0.153ns (1)	0.696
Program Organization	0.834ns (1)	0.361
Program Promotion	0.274ns (1)	0.601
Overall	0.000ns (1)	0.996

Note. All tests are adjusted for ties. *significant at the .05 level of alpha. **significant at .01 level of alpha.

identical responses across age categories, reflecting a highly consistent perception of effectiveness. Further, the null hypothesis, is accepted for age. This implies that age does not significantly influence learners' perceptions of the effectiveness of the Career Guidance Program, indicating that the program delivers a comparable level of impact and benefit across different age groups. Table 26 presents the results of the Kruskal-Wallis test, indicating whether there is a significant difference in the level of effectiveness of the Career Guidance Program when grouped according to the learners' gender. The results show that all computed p-values for program objectives ($p = 0.877$), program content ($p = 0.400$), program organization ($p = 0.754$), and program promotion ($p = 0.636$), as well as the overall result ($p = 0.757$), are greater

than the 0.05 level of significance. This indicates that there are no statistically significant differences in the perceived effectiveness of the program across different gender groups.

The relatively low chi-square values across all dimensions further suggest minimal variation in responses, reflecting a consistent evaluation of program effectiveness regardless of gender classification. Given the data, the null hypothesis $_2$ is accepted for gender. This implies that gender does not significantly influence learners' perceptions of the effectiveness of the Career Guidance Program, indicating that the program provides a comparable level of benefit and impact across male, female, and LGBTQIA respondents. Table 27 presents

Table 27: Kruskal-Wallis test on the test of difference in the level of effectiveness of the Career Guidance Program when grouped according to the high school learners' gender

Dimensions	$\chi^2(df)$	p
Program Objectives	0.261ns (2)	0.877
Program Content	1.832ns (2)	0.400

Program Organization	0.565ns (2)	0.754
Program Promotion	0.906ns (2)	0.636
Overall	0.557ns (2)	0.757

Note. All tests are adjusted for ties. *significant at the .05 level of alpha. **significant at .01 level of alpha

the results of the Kruskal-Wallis test, indicating whether there is a significant difference in the level of effectiveness of the Career Guidance Program when grouped according to the learners' grade level.

The results show that all computed p-values for program objectives ($p = 0.056$), program content ($p = 0.163$), program organization ($p = 0.344$), and program

promotion ($p = 0.099$), as well as the overall result ($p = 0.109$), are greater than the 0.05 level of significance. This indicates that there are no statistically significant differences in the perceived effectiveness of the program across Grade 10, Grade 11, and Grade 12 learners. Although the value for program objectives approaches the threshold of significance, it remains non-significant,

Table 28: Kruskal-Wallis test on the test of difference in the level of effectiveness of the Career Guidance Program when grouped according to the high school learners' grade level

Dimensions	$\chi^2(df)$	p	η^2H
Program Objectives	5.770ns (2)	0.056	0.021
Program Content	3.622ns (2)	0.163	0.009
Program Organization	2.132ns (2)	0.344	0.001
Program Promotion	4.620ns (2)	0.099	0.014
Overall	4.441ns (2)	0.109	0.013

Note. All tests are adjusted for ties. *significant at the .05 level of alpha. **significant at .01 level of alpha.

suggesting only a slight variation that is not sufficient to establish a meaningful difference. The effect size values (η^2H), which range from 0.001 to 0.021, indicate very small effects, further supporting the conclusion that grade level has minimal influence on learners' perceptions of program effectiveness. These results suggest that the effectiveness of the Career Guidance Program is experienced in a relatively uniform manner across different grade levels. This further means that the null hypothesis, is accepted for learners' grade level. This implies that grade level does not significantly influence learners' perceptions of the effectiveness of the Career Guidance Program, indicating consistent program impact across learners at different stages of senior high school.

Test of Relationship Between the Extent of Implementation and the Level of Effectiveness of the Career Guidance Program

Table 28 presents the test of the relationship between the

extent of implementation and the level of effectiveness of the Career Guidance Program using Spearman's rho correlation.

The results show that there is a significant relationship between the extent of implementation and the level of effectiveness of the Career Guidance Program, as all computed Spearman's rho values are positive and statistically significant at the 0.01 level. The correlation coefficients range from moderate to very strong, indicating consistent positive associations across all dimensions. Among the relationships, the strongest correlation is observed between the overall extent of implementation and overall level of effectiveness ($\rho = .839$), followed by strong relationships between program objectives and overall effectiveness ($\rho = .801$), as well as program organization and program promotion with effectiveness dimensions. Similarly, all other pairwise correlations across program objectives, content, organization, and promotion demonstrate moderate to strong positive relationships.

Table 29: Spearman's rho correlation between the extent of implementation and the level of effectiveness of the Career Guidance Program

Extent of Implementation of the Career Guidance Program	Level of effectiveness of the Career Guidance Program				
	Program objectives	Program content	Program organization	Program promotion	Overall
Program Objectives	.672**	.681**	.756**	.752**	.801**
Program Content	.654**	.691**	.700**	.708**	.770**
Program Organization	.581**	.631**	.686**	.707**	.718**
Program Promotion	.592**	.655**	.676**	.747**	.739**
Overall	.688**	.728**	.787**	.805**	.839**

Note. N = 186. Spearman's rho was used. *significant at 0.05 level of alpha. **significant at 0.01 level of alpha.

These results further indicate that higher levels of program implementation are associated with higher levels of perceived effectiveness across all dimensions of the Career Guidance Program. Furthermore, the consistency of positive and significant correlations across all variables suggests that improvements in any aspect of program implementation are likely to correspond with improvements in program effectiveness. Based on these data, the null hypothesis is rejected. The data further reveal that there is a significant and positive relationship between the extent of implementation and the level of effectiveness of the Career Guidance Program.

Challenges Encountered in the Implementation of the Career Guidance Program as assessed by the High School Learners and Implementers

Table 29 presents the frequency and percentage distribution of the challenges encountered in the

implementation of the Career Guidance Program as assessed by the high school learners and implementers. The results show that among learners, the most frequently identified challenge is the lack of training or orientation on the CGP framework (61.15%), followed by scheduling conflicts (46.53%) and poor venue or setup (45.86%), indicating that both preparedness and logistical conditions affect program delivery. Other concerns such as low feedback response (43.91%), emotional fatigue (43.59%), and limited access to updated labor market information (42.31%) suggest issues related to engagement, sustainability, and access to relevant resources. Further, the distribution of responses among learners is relatively spread, with most challenges falling within the 36% to 61% range, indicating that no single issue overwhelmingly dominates but several moderate concerns exist simultaneously. From the implementers' perspective, the most pronounced challenge is low

Table 30: Frequency and percentage distribution on the challenges encountered in the implementation of the Career Guidance Program as assessed by the high school learners and implementers

Indicators	Learners (n=186)		Rank	Implementers (n=8)		Rank
	f	%		f	%	
Lack of training or orientation on the CGP framework	96	61.15	1	5	62.50	9
Inadequate resources or materials	71	45.22	4	4	50.00	10
Conflicts with schedules	73	46.53	2	3	37.50	13
Limited administrative /logistical support	61	38.85	11	6	75.00	2.5
Lack of student interest/cooperation	64	40.77	9.5	1	12.50	15
Overlapping tasks	57	36.31	15	4	50.00	10
Unclear CGP guidelines	61	38.85	11	6	75.00	2.5
Inconsistent participation	61	38.85	11	6	75.00	2.5
Difficulty coordinating speakers	64	40.77	9.5	3	37.50	13
Poor venue/setup	72	45.86	3	3	37.50	13
Time constraints	67	42.68	7	6	75.00	2.5
Difficulty tracking outcomes	65	41.67	8	6	75.00	2.5
Low feedback response	69	43.91	5	7	87.50	1
Limited labor market info	66	42.31	6	6	75.00	2.5
Emotional burnout	68	43.59	6	6	75.00	2.5

feedback response from students (87.50%), followed by multiple challenges reported at 75.00%, including limited administrative or logistical support, unclear guidelines, inconsistent participation, time constraints, difficulty in tracking outcomes, limited access to updated information, and emotional burnout. These results indicate that implementers experience more concentrated and system-

related challenges, particularly in sustaining participation, managing workload, and evaluating program impact. Comparatively, both groups identify lack of training, resource limitations, and time constraints as common concerns, although these are more strongly emphasized by implementers. Learners tend to highlight issues related to participation and experience, while implementers

emphasize structural and operational difficulties. In addition, the findings indicate that the implementation of the Career Guidance Program is influenced by a combination of capacity-related, logistical, and engagement challenges, with stronger intensity reported among program implementers.

Discussions

Profile of High School Learners Attending the Career Guidance Program

The distribution of respondents reflects a group of learners primarily situated in the adolescent stage and concentrated within the senior high school level, particularly in the phase where career-related decisions become more immediate and significant. This pattern suggests a relatively uniform developmental profile, where learners share similar levels of readiness for career exploration and planning. Participation across gender appears generally balanced, although female learners demonstrate a slightly higher level of engagement, indicating a modest variation in participation. The noticeable concentration of learners in the middle to upper grade levels further emphasizes that the program is reaching students at a critical stage of transition, where academic pathways and future career directions are actively being considered and shaped. Further, the profile of respondents highlights the need for a Career Guidance Program that is developmentally responsive and aligned with the evolving needs of learners. Since most participants are at a stage characterized by exploration and decision-making, the program should prioritize structured guidance, self-assessment, and informed career planning. The presence of learners across different grade levels also calls for a progressive and scaffolded approach, where guidance interventions are introduced early and strengthened as students advance. While gender participation appears inclusive, sustained efforts are necessary to ensure that engagement strategies effectively address the needs and preferences of all learners. The observed learner profile is consistent with the literature emphasizing that age and developmental stage significantly influence career planning behaviors and engagement in guidance programs. Adolescents are generally characterized by exploratory tendencies, while more advanced learners demonstrate clearer direction and structured decision-making as cognitive maturity develops (Miller & Cook, 2021; Sahito *et al.*, 2025). Gender-related patterns also align with previous findings, where female learners tend to be more proactive in seeking guidance and participating in career-related activities (Ocampo & Paloma, 2022). Furthermore, studies highlight that learners in higher grade levels exhibit increased readiness for career decision-making due to their proximity to academic transitions, reinforcing the importance of research-based and stage-specific interventions (Suarez & Ugay, 2019; Yumul, 2019). These converging insights support the need for career guidance programs to be responsive to learner characteristics to ensure effective

and meaningful engagement.

Extent of Implementation of the Career Guidance Program

The overall pattern of results indicates that the Career Guidance Program is consistently implemented across its major components, reflecting a structured and functional delivery within the institution. Among the dimensions, program objectives emerge as the most strongly established aspect, suggesting that the program clearly communicates its purpose and direction to learners. This is complemented by the organization of the program, which appears to be generally well-managed in terms of scheduling, facilitation, and inclusivity, allowing learners to participate in a structured and accessible manner. The content component also demonstrates consistent implementation, particularly in delivering relevant career information and self-assessment opportunities; however, elements that require deeper engagement, such as application-based activities and goal-setting processes, appear to be less emphasized. In contrast, program promotion reflects comparatively lower consistency, indicating that while awareness mechanisms are present, strategies that encourage active participation, sustained communication, and stakeholder involvement are not as strongly reinforced. Further, the findings suggest that the program is effectively operational in its core components, with stronger emphasis on clarity of objectives and structural delivery, while engagement-driven aspects such as promotion and interactive content require further strengthening. The current level of implementation suggests that the foundation of the Career Guidance Program is well-established, particularly in defining its goals and ensuring organized delivery. This provides a strong basis for sustaining program operations and achieving intended outcomes. However, the relatively lower emphasis on promotion and interactive content highlights the need to enhance learner engagement and participation. Strengthening communication strategies, increasing student involvement, and incorporating more experiential and application-based activities may improve the overall impact of the program. Furthermore, ensuring that program objectives are consistently aligned with diverse learner needs and that all students receive equitable access to guidance services remains essential. These improvements can contribute to a more holistic and responsive program that not only informs learners but also actively engages them in meaningful career planning processes. Furthermore, the observed level of implementation aligns with literature emphasizing that effective career guidance programs are characterized by clear objectives, relevant content, organized delivery, and sustained promotion. Studies have shown that programs with well-defined goals tend to produce higher levels of learner engagement and clearer career outcomes, as objectives provide direction and coherence to program activities (Arnado, 2022; Manalo & Henson, 2022). Similarly, research highlights that comprehensive and

updated content, particularly those incorporating self-assessment and real-world applications, enhances learner understanding and engagement (Suarez & Ugay, 2019; Reyes *et al.*, 2020). The importance of organizational structure is also well-documented, with structured scheduling, trained facilitators, and institutional support contributing to consistent and effective program delivery (Dizon & Lapuz, 2020; Martinez, 2019). However, literature also points out that promotion and stakeholder involvement are often weaker areas in program implementation, especially in contexts where guidance services compete with academic priorities or lack dedicated platforms (Cruz & Molina, 2020; Gomez & de Guzman, 2019). These studies support the study's findings, indicating that while the program demonstrates strong foundational implementation, enhancing engagement strategies and communication mechanisms is essential for maximizing its overall effectiveness.

Level of Effectiveness of the Career Guidance Program

The findings indicate that the Career Guidance Program is perceived as effective across all its core dimensions, reflecting its ability to support learners in their career development. Among the components, program objectives stand out as the most impactful, particularly in fostering self-awareness, clarifying career direction, and guiding learners in making informed academic and career decisions. The organization of the program also contributes positively, as the structured flow of activities and facilitation enables learners to reflect and engage meaningfully in the process. Program promotion demonstrates a functional level of effectiveness, especially through teacher encouragement and communication efforts that sustain learner participation. Meanwhile, program content, although effective, appears to place stronger emphasis on providing information rather than facilitating deeper personal application and interpretation. This suggests that while learners gain awareness and understanding of career options, opportunities for translating this knowledge into personalized and actionable plans may be less emphasized. Moreover, the findings indicate that the program effectively builds awareness and supports decision-making, with relatively less strength in sustaining motivation and deepening individualized engagement. In addition, the effectiveness of the program across all dimensions suggests that it is successfully fulfilling its intended role in guiding learners toward informed career choices. However, the findings also highlight the need to strengthen components that promote deeper engagement and long-term impact. Enhancing strategies that build sustained motivation, encourage reflection, and support personalized career planning may improve the overall effectiveness of the program. In addition, integrating more interactive, learner-centered, and application-based activities within the content can help bridge the gap between awareness and actual decision-

making. Strengthening communication and follow-up mechanisms in program promotion may also ensure continuous engagement and reinforce learning beyond initial exposure. These improvements can contribute to a more comprehensive guidance experience that not only informs but also empowers learners to act on their career goals. The observed effectiveness further aligns with literature emphasizing that well-structured career guidance programs significantly contribute to learners' self-awareness, career clarity, and decision-making capabilities. Research has shown that programs with clearly defined objectives and structured delivery enhance learners' readiness for academic and career transitions (Garduce, 2025; Yamamoto *et al.*, 2025). Similarly, studies highlight that effective program organization and facilitation play a crucial role in supporting learner engagement and reflective thinking, which are essential in career planning (Dizon & Lapuz, 2020; Verhaeghe & Kok, 2023). In terms of content, literature suggests that while exposure to career information is important, the integration of personalized and experiential learning strategies is necessary to deepen understanding and application (Li & Zhou, 2021; Navarro, 2021). Moreover, the role of teachers and school support in promoting participation is widely recognized as a key factor in enhancing program effectiveness (Cruz & Molina, 2020; Leung & Ku, 2020). These studies support the study's findings, indicating that while the program is effective in its current implementation, strengthening learner-centered and application-oriented approaches can further enhance its impact.

Test of Difference in the Extent of Implementation of the Career Guidance Program When Grouped According to Learners' Profile

The results consistently indicate that there are no significant differences in the perceived extent of implementation of the Career Guidance Program when grouped according to learners' age, gender, and grade level. This uniformity suggests that learners, regardless of their profile characteristics, share similar perceptions of how the program is delivered across all dimensions. The absence of variation across groups implies that the program is implemented in a stable and consistent manner, with no particular group experiencing a distinctly higher or lower level of implementation. Such consistency reflects that the program's objectives, content, organization, and promotion are uniformly experienced by learners, indicating a standardized delivery that does not vary based on demographic or academic factors. The lack of significant differences further suggests that the Career Guidance Program is equitable in its implementation, providing similar levels of access and experience to all learners regardless of their profile. This indicates that the program has achieved a level of standardization that ensures fairness in delivery. However, while uniformity is a strength in terms of equity, it may also imply limited differentiation in addressing the unique needs of diverse

learner groups. This highlights the importance of balancing consistency with responsiveness, ensuring that while the program maintains a standard structure, it also adapts to varying learner characteristics, preferences, and levels of readiness. Enhancing differentiated strategies within the program may further improve its relevance and effectiveness for specific groups without compromising its overall consistency. Additionally, the findings are supported by literature indicating that well-structured career guidance programs tend to produce consistent implementation outcomes across different learner groups when standardized frameworks and guidelines are followed. The American School Counselor Association emphasizes that comprehensive guidance programs are designed to ensure equitable delivery regardless of student background, promoting uniform access to services (American School Counselor Association, 2019). Similarly, studies have shown that differences in learner profile variables such as age, gender, and academic level do not always result in variations in program implementation when systems are institutionally integrated and guided by clear policies (Gonzales & Innumerable, 2021; Lee & Johnston, 2022). However, other research suggests that while implementation may appear uniform, underlying learner needs may still differ, emphasizing the importance of incorporating flexible and learner-centered approaches within structured programs (Hashim & Ahmad, 2020; Yong & Wang, 2022). These perspectives align with the study's findings, highlighting that consistent implementation is a strength, but should be complemented by adaptive strategies to address diverse learner needs effectively.

Test of Significant Difference in the Level of Effectiveness of the Career Guidance Program When Grouped According to Learners' Profile

The results demonstrate a consistent pattern in which no significant differences are observed in the perceived level of effectiveness of the Career Guidance Program when grouped according to learners' age, gender, and grade level. This indicates that learners, regardless of their demographic or academic classification, share similar perceptions regarding the program's impact on their career development. The uniformity of responses suggests that the program delivers comparable outcomes across different groups, with no particular category of learners experiencing a distinctly higher or lower level of effectiveness. Even in areas where slight variations are observed, these differences remain minimal and do not reflect meaningful divergence in perception. Moreover, the findings indicate that the effectiveness of the program is experienced in a stable and consistent manner across all learner groups, reflecting a balanced and uniform impact. The absence of significant differences implies that the Career Guidance Program is effective in providing equitable outcomes for all learners, ensuring that its benefits are not limited to specific groups. This suggests that the program's design and implementation are

sufficiently inclusive and standardized to support diverse learners in a similar manner. However, while uniform effectiveness reflects fairness and consistency, it may also indicate that the program does not strongly differentiate its approaches based on varying learner needs, readiness levels, or contexts. This highlights the importance of incorporating more adaptive and personalized strategies that can enhance the depth of impact for different groups while maintaining overall program consistency. Strengthening individualized support mechanisms may further improve the program's ability to address specific learner needs and maximize its effectiveness. These findings are consistent with the literature further suggesting that well-designed and systematically implemented career guidance programs tend to yield uniform effectiveness across diverse learner groups when guided by standardized frameworks and institutional support. Research indicates that structured programs with clear objectives and consistent delivery can produce similar outcomes regardless of learner characteristics such as age, gender, or academic level (Sahito *et al.*, 2025; Yamamoto *et al.*, 2025). Additionally, studies emphasize that the absence of significant differences in effectiveness often reflects equitable access and consistent program quality across participants (Suarez & Ugay, 2019; Garduce, 2025). However, other scholars argue that while overall effectiveness may appear uniform, learners may still benefit from differentiated and context-sensitive approaches that address individual needs and preferences (Leung & Ku, 2020; Yong & Wang, 2022).

Test of Relationship Between the Extent of Implementation and the Level of Effectiveness of the Career Guidance Program

The results demonstrate a clear and consistent positive relationship between the extent of implementation and the level of effectiveness of the Career Guidance Program. This indicates that when the program is more thoroughly and systematically implemented across its core components—objectives, content, organization, and promotion—it is also perceived to be more effective by the learners. The strength and consistency of the correlations across all dimensions suggest that implementation and effectiveness are closely interconnected rather than independent aspects of the program. In practical terms, this means that improvements in how the program is delivered are directly reflected in how beneficial and impactful it is perceived to be by its participants. These findings further imply that strengthening the implementation processes of the Career Guidance Program is essential to enhancing its overall effectiveness. Schools should therefore prioritize ensuring that program objectives are clearly defined and communicated, content is relevant and updated, activities are well-organized, and promotion strategies are consistent and engaging. The strong relationship also suggests that partial or inconsistent implementation may limit the program's effectiveness, even if the content itself is well-designed. Hence, a

holistic and sustained approach to implementation is necessary, supported by adequate resources, trained personnel, and systematic monitoring mechanisms. This further confirms the importance of continuous program evaluation and refinement, as improvements in delivery are likely to yield corresponding improvements in learner outcomes. Moreover, the observed relationship aligns with existing literature emphasizing that the effectiveness of career guidance programs is highly dependent on the quality and consistency of their implementation. Studies have shown that well-structured and properly delivered guidance programs significantly enhance students' self-awareness, career decision-making, and readiness for future transitions (Vonna & Hasmalawati, 2024). Similarly, the framework of Social Cognitive Career Theory supports the idea that supportive and well-executed guidance interventions strengthen learners' self-efficacy and outcome expectations, which are key determinants of career-related behaviors (Lent *et al.*, 1994). Furthermore, program evaluation models such as the CIPP model highlight that the success of educational programs is closely linked to how effectively inputs and processes are managed, ultimately influencing desired outcomes (Stufflebeam & Zhang, 2017). The findings are also consistent with prior research indicating that inadequate implementation; due to factors such as limited resources, insufficient training, and weak program organization, can diminish the perceived effectiveness of guidance programs, regardless of their intended design. Furthermore, the results reinforce the established view in the literature that effective implementation is a critical driver of program success, confirming that the impact of career guidance initiatives depends not only on what is offered but also on how it is delivered.

Challenges Encountered in the Implementation of the Career Guidance Program

The actual responses of the respondents reveal that the implementation of the Career Guidance Program was influenced by a combination of capacity-related, logistical, and engagement challenges, as perceived by both learners and implementers. Based on the ranked results, the top five challenges identified by learners included lack of training or orientation on the CGP framework, conflicts with schedules, poor venue or setup for CGP implementation, inadequate resources or materials, and low feedback response from students after sessions. Findings further indicate that learners' concerns were primarily related to preparedness, scheduling constraints, learning environment, and feedback mechanisms, suggesting that both instructional delivery and situational conditions shaped their experiences. In contrast, implementers reported more concentrated and system-related challenges. The most critical challenge identified by implementers was low feedback response from students after sessions, followed by a cluster of equally high-ranking concerns, including limited administrative or logistical support, unclear CGP guidelines, inconsistent

participation across grade levels, time constraints in conducting sessions, difficulty in tracking outcomes, limited access to updated labor market information, and emotional burnout or role fatigue. These results also confirm that implementers experienced challenges that were largely structural and operational, particularly in terms of support systems, program clarity, monitoring processes, and workload demands. Furthermore, a notable convergence between both groups lies in issues related to engagement and feedback, particularly the low feedback response from students, which emerged as a key concern for both learners and implementers. Moreover, the findings highlight that while the program was implemented, its delivery was affected by interconnected issues involving training, resources, coordination, and stakeholder engagement, with implementers experiencing these challenges more intensively. These outcomes also suggest that strengthening the implementation of the Career Guidance Program requires a more comprehensive and coordinated approach. Addressing gaps in training and orientation is essential to ensure that both learners and implementers clearly understand the program's goals and processes. Enhancing administrative and logistical support can improve the efficiency and consistency of program delivery, while reducing workload-related pressures may help mitigate burnout among implementers. In addition, improving communication systems and feedback mechanisms can foster greater learner participation and engagement. The results also point to the need for more systematic monitoring and evaluation processes to effectively track program outcomes. Furthermore, the identified challenges are consistent with findings in existing literature, which highlight common barriers in the implementation of career guidance programs, particularly in terms of limited resources, insufficient training, and lack of institutional support (Roldan, 2020; Villarosa & Banadera, 2021). Studies have also emphasized that unclear program guidelines and overlapping responsibilities among implementers can hinder effective delivery and reduce program coherence (Bantayanon, 2021; Hashim & Ahmad, 2020). Additionally, difficulties in sustaining learner engagement and obtaining feedback have been widely recognized as critical issues affecting the success of guidance programs, as active participation is essential for meaningful learning outcomes (Leung & Ku, 2020; Navarro, 2021). The presence of workload-related stress and burnout among implementers is likewise supported by research indicating that inadequate support systems and role overload can negatively impact program effectiveness (Philippine Guidance and Counseling Association, 2020).

CONCLUSION

The findings showed that the majority of high school learners were within the adolescent age group, with a slight predominance of female learners and a concentration in Grade 11, indicating that participation occurred at a critical stage of career awareness and decision-making.

The Career Guidance Program was implemented across all dimensions, with stronger emphasis on program objectives and organization, which supported its structured and systematic delivery, while program promotion received comparatively lower emphasis. In terms of effectiveness, the program was found to be effective in enhancing learners' self-awareness and supporting informed academic and career decision-making. Learners were able to better understand career pathways and align their interests and strengths with future plans; however, aspects related to sustaining motivation and personal commitment obtained relatively lower ratings. The top five challenges identified by learners included lack of training or orientation on the CGP framework, conflicts with school schedules, poor venue or setup, inadequate resources or materials, and low feedback response from students after sessions. Meanwhile, implementers identified low feedback response, limited administrative or logistical support, unclear CGP guidelines, inconsistent participation, and time constraints as the most prominent challenges, reflecting both engagement-related and system-level concerns affecting program delivery. In terms of inferential findings, there were no significant differences in both the extent of implementation and the level of effectiveness of the Career Guidance Program when grouped according to learners' profile, indicating that the program was delivered in a consistent and equitable manner across age, gender, and grade level. However, a significant positive relationship was established between the extent of implementation and the level of effectiveness, demonstrating that higher levels of program implementation were associated with higher levels of perceived effectiveness across all dimensions. This implies that improvements in the quality, consistency, and completeness of program implementation can directly enhance program outcomes. Furthermore, while the Career Guidance Program was implemented and generally effective in supporting learners' career development, the presence of challenges related to promotion, learner engagement, feedback mechanisms, and institutional support indicates the need for strengthened implementation strategies. Thus, these findings further provide a strong basis for developing targeted interventions and a strategic action plan aimed at improving program delivery, increasing learner participation, and enhancing the overall effectiveness of the Career Guidance Program.

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