

**IMPLEMENTATION OF CAREER GUIDANCE PROGRAM: BASIS
FOR AN INTERVENTION PROGRAM**

A Thesis

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of the Requirements for the Degree
MASTER OF ARTS IN EDUCATION
(Educational Management)

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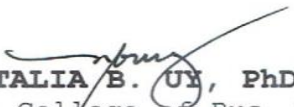
A P P R O V A L S H E E T


In partial fulfilment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT**, this thesis entitled "**IMPLEMENTATION OF CAREER GUIDANCE PROGRAM: BASIS FOR AN INTERVENTION PROGRAM**" has been prepared and submitted by **CARLO FRANCIS O. DAGUMAN** who, having passed the comprehensive examination, is hereby recommended for oral examination.

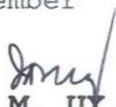

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C.F.O.D.

DEDICATION

To the bone of my bones and to the flesh of my flesh.
To the one who wins against my desire in becoming servant
of the Lord.

To the one who put colors to my world.
My little princess **Chalette Granados Daguman**.

Daddy

A B S T R A C T

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Abstract

This study determined the level of Career Guidance Program implementation in the secondary schools in the District of Motiong, Schools Division of Samar during the School Year 2019-2020. Specifically, it answered the following questions: 1) what is the profile of the teacher-

respondents in terms of: age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings and attitude toward Career Guidance Program; 2) what is the profile of the school administrator-respondents in terms of: age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, performance rating based on the latest OPCRf, number of relevant in service trainings, and attitude toward Career Guidance Program.

Furthermore, this study answered the following specific questions, also: 3) what is the assessment of the two groups of respondents on the level of implementation of Career Guidance Program in terms of the following areas, namely: learning objectives, learning content, organizations and learning experiences; 4) is there a significant difference between the assessments of the two groups of respondents on the level of implementation of Career Guidance Program in terms of the foregoing areas; 5) is there a significant relationship between the assessed level of implementation of Career Guidance Program in terms of the identified areas and the following: teacher-related variates and school administrator-related variates and 6) what intervention program may be evolved based on the

findings of this study.

Based on the specific questions posted in this study, the following hypotheses were tested: 1) there is no significant difference between the assessments of the two groups of respondents on the level of implementation of Career Guidance Modular Program in terms of the identified areas; and 2) there is no significant relationship between the assessed level of implementation of Career Guidance Program in terms of the identified areas and the following: teacher-related variates and school administrator-related variates.

The findings of the study revealed that the teacher-respondents viewed the career guidance modular program as "highly implemented" in terms of learning objectives with a grand weighted mean of 3.79 while the school administrator-respondents believed that the career guidance modular program in terms of learning objectives as "highly implemented" with a grand weighted mean of 3.67. On the other hand, the teacher-respondents considered the career guidance modular program in terms of learning content as "highly implemented" being indicated by the grand weighted mean of 3.94 while the school administrator-respondents evaluated the implementation of the career guidance modular program as "highly implemented" in terms of learning content being supported by the grand weighted mean of 3.58.

Moreover, the teacher-respondents assessed the career guidance modular program as "highly implemented" in terms of its organizations being shown by the grand weighted mean of 3.92 while the school administrator-respondents considered the career guidance modular program as "moderately implemented" in terms of organizations being manifested by the grand weighted mean of 3.33. Finally, the teacher-respondents viewed the career guidance modular program as "highly implemented" in terms of learning experiences being shown by the grand weighted mean of 3.97 while the school administrator-respondents believed that the career guidance modular program as "moderately implemented" in terms of learning experiences being shown by the grand weighted mean of 3.20.

In comparing the assessments of the two groups of respondents on the level of implementation of career guidance modular program, the evaluation was significant along the four areas, namely: learning objectives, learning content, organizations and learning experiences while in associating relationship between the assessed level of implementation of Career Guidance Modular Program and the teacher-related variates, it was found significant along highest educational attainment, performance rating based on the latest IPCRF and attitude toward Career Guidance while age, sex, civil status, gross monthly family income, number

of years in teaching and number of relevant in service trainings proved to have no influence to it.

Also, in associating relationship between the assessed level of implementation of Career Guidance Modular Program and the school administrator-related variates, it was found significant along highest educational attainment only while age, sex, civil status, gross monthly family income, performance rating based on the latest OPCR, number of years in teaching, number of relevant in service trainings, and attitude toward career guidance proved to have no influence to it.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Students need career guidance to explore and plan for future career endeavors based on their individual interests, skills, and values. Participation in career guidance enhances linkage of academic and career experiences and thus, improves career preparation and management.

The major part of people's life is spent in occupational activities and these pursuits do more than simply provide income for livelihood (Bandura, 2002:279). There is a widespread agreement that the high school years are crucial for adolescents to become prepared for transition from school to work or college (Ombaba et al., 2014:32). Secondary school years present the transition from the cooperatively sheltered life of the primary school to the freedom and responsibility of either tertiary education or employment (Watts & Kidd, 2000:10-12). Career guidance is widely accepted as a powerful and effective method of bridging the gap between education and the world of work (Ibrahim et al., 2014:25). Students will come through high school with knowledge of their preferences and interests because of their interactions with many

stakeholders in their environment. Career guidance programmes are, therefore, intended to help students understand their own potentials and develop them to the full (Ajufo, 2013:30). The process of making a choice is complex and unique for each individual depending on cognitive factors and social structures of the individual's milieu (Braza & Guillo, 2015:23-25). A career choice is a decision that most human beings make sometime in their lives; it is a decision that should be carefully considered since it can affect the rest of a person's life (Eyo, 2011:30). Therefore, the goal of career guidance and counselling is to allow an individual to explore his or her options (Lazarus & Chinwe, 2011:33).

Guidance service is an assistance given to student in school in order to increase the quality of the individual's potentials. Adolescents in school require what Baker (2000) described as transition enhancement assistance aimed at preparing them for further education, training or employment. Therefore, a school guidance programme is to provide an array of services that cater for the developmental and career development needs of these young people. As summarized by Rosemary (2002:2-5), acquiring knowledge self-knowledge, developing specific career and educational goal, adjusting to changing conditions, planning career and educational program to achieve goals,

developing problem-solving and decision making skills, coping with the outcome of decisions, and enhancing social, emotional and cognitive skills.

Furthermore, in secondary school, the phase of education guidance career is to deepen students' understanding of self and relate schooling to different education and career pathways. Students would 1) explore the world of careers; 2) understand the relevant courses of study; and 3) develop awareness of their skills, interests and values. The curriculum of career guidance in Singapore is divided in several main themes, including: 1) self-awareness and self-management; 2) awareness of relational support and decision influencers; 3) exploring the education landscape and planning pathways; and 4) career sectors exploration. It is an important policy goal to deliver the career guidance approach to all students including both individuals and groups.

Career guidance is particularly important for youth at risk who often do not receive this support through their schools, families, or personal networks and lack the information to make career choices. They may also struggle to overcome additional barriers, including incomplete educational qualifications, psychosocial issues, and poverty. Although these youths may feel forced to rush

directly into looking for work to start earning money, benefitting from career guidance will in fact help them to be more successful in finding and holding onto a job that will allow them to support themselves and their families.

In 2013, major educational reforms were introduced through the Enhanced Basic Education Act of 2013 (Republic Act 10533). One of the salient features of the K TO 12 Basic Education Program is the introduction of Career Guidance Program. The law stipulates that "to properly guide the students in choosing the career tracks that they intend to pursue, the Department of Education, in coordination with the Department of Labor and Employment (DOLE), the Technical Education Skills Development Authority (TESDA) and the Commission on Higher Education (CHED) shall regularly conduct career advocacy activities for secondary level students (Section 9).

Notwithstanding the provisions of Section 27 of RA 9258, the Implementing Rules and Regulations (IRR) of RA 10533 specifies that career advocates shall be allowed to conduct career advocacy activities for secondary level students of the schools where they are currently employed, provided, that they undergo appropriate capacity building programs developed and implemented by the Department of Education, in coordination with DOLE, TESDA, CHED, Professional Regulations Commission (PRC), National Youth

Commission (NYC), student organizations, industry association, guidance and counselling associations, and other relevant stakeholders.

DepEd's Career Guidance Program (CGP) is bolstered by the enactment of Republic Act 11206 or the Secondary School Career Guidance and Counselling Act, which seeks to institutionalize career guidance and counselling program for students in all public and private secondary schools nationwide and equip secondary school education students with the capability to make educated career decisions and expose them to relevant labor markets (Section 3).

On the other hand, the Department of Education through the Bureau of Educational Assessment conducts National Career Assessment Examination (NCAE) to all Grade 9 students all over the Philippines. The NCAE is an aptitude test geared toward providing information through test results for assessment, career awareness and career guidance. In fact, the Division of Samar assess the academic performance through conducting NCAE to all Grade 9 students. The examination basically aims to determine the learner's aptitude and occupational interest on any of the Senior High School (SHS) tracks. The exam also aims to guide the conduct of career guidance at the school level and to ensure the development of skills and competencies required for the world of work and career choices.

According to Santos (2017), this is also to provide basis for profiling learner's aptitude in the four SHS tracks such as Academic, Technical-Vocational-Livelihood, Sports, and Arts and Design. Under the Academic track are the following strands: Accountancy, Business and Management (ABM); Science, Technology, Engineering and Mathematics (STEM), and Humanities and Social Sciences (HUMSS). The career assessment covers three domains such as General Scholastic Aptitude (GSA), Occupational Interest Inventory (OII), and Aptitude for SHS tracks. The GSA refers to the student's scientific ability, reading comprehension, verbal ability, mathematical ability and logical reasoning ability. The OII pertains to the checklist of occupational interests which provides an assessment on preferences for comprehensive career guidance.

The Division of Samar attest to this by highlighting the consolidated report. In particular, Motiong District has been implementing the Career Guidance Program especially on the delivery of the Modular Program intended to Grade 10 students in order to guide and prepare them holistically in relation to their career choice the time that they will be officially enrolled in Grade 11 and 12 or the Senior High School. To concretize the goal of the NCAE toward helping students in Motiong District in relation to

their chosen course, it was found out that there were 480 students who were enrolled in Grade 9 in Motiong National School, Calapi National High School, and Bonga National High School respectively.

Data show that out of this number of students who took the NCAE 2018, there were 201 students who emerged to be inclined in Humanities and Social Sciences, 180 were mostly inclined to take TVL courses and 99 students were up to ABM as their chosen career. Out of this result, school report card of Motiong National High School and Calapi National High School which offer senior high school curriculum reveals that there were 96 students who were officially enrolled in 2018 chose HUMMS track, 60 in TVL track and 12 students were enrolled in ABM track (SRC 2018, Motiong National High School). In similar sense that Calapi National High School had 81 who were enrolled in HUMMS, 53 in TVL track (SRC 2018, Calapi National High School).

This result clearly shows that there is that congruency that exists in relation to the NCAE result as to the career choice of students (Division Records, 2013).

Relative to its implementation, several concerns had also been raised as to how the program is being implemented among the secondary schools within the District. It is on those mentioned premises, that this study had been conceptualized in order to evaluate the level of

implementation of Career Guidance Program among Grade 10 students as consequential in their journey toward career choice so as to suggest specific intervention scheme relative to the implementation of the program.

Statement of the Problem

This study determined the level of Career Guidance Program implementation in the secondary schools in the District of Motiong, Schools Division of Samar during the School Year 2019-2020.

Specifically, it answered the following questions:

1. What is the profile of the teacher-respondents in terms of:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 highest educational attainment;
- 1.4 gross monthly family income;
- 1.5 number of years in teaching;
- 1.6 performance rating based on the latest IPCRF;
- 1.7 number of relevant in-service trainings; and
- 1.8 attitude toward Career Guidance Program?

2. What is the profile of the school administrator-respondents in terms of:

- 2.1 age and sex;
- 2.2 civil status;

- 2.3 highest educational attainment;
- 2.4 gross monthly family income;
- 2.5 number of years as administrator;
- 2.6 performance rating based on the latest OPCRf;
- 2.7 number of relevant in service trainings; and
- 2.8 attitude toward Career Guidance Program?

3. What is the assessment of the two groups of respondents on the level of implementation of Career Guidance Program in terms of the following areas, namely:

- 3.1 learning objectives;
- 3.2 learning content;
- 3.3 organizations; and
- 3.4 learning experiences?

4. Is there a significant difference between the assessments of the two groups of respondents on the level of implementation of Career Guidance Program in terms of the foregoing areas?

5. Is there a significant relationship between the assessed level of implementation of Career Guidance Program in terms of the identified areas and the following:

- 5.1 teacher-related variates; and
- 5.2 school administrator-related variates?

6. What intervention program may be evolved based on the findings of this study?

Hypotheses

Based on the specific questions posted in this study, the following hypotheses were tested.

1. There is no significant difference between the assessments of the two groups of respondents on the level of implementation of Career Guidance Modular Program in terms of the identified areas.

2. There is no significant relationship between the assessed level of implementation of Career Guidance Program in terms of the identified areas and the following:

2.1 teacher-related variates; and

2.2 school administrator-related variates.

Theoretical Framework

The study adopted several theories which were extended by some scholars on career guidance which served as the basis of the researcher in the whole conceptualization of this inquiry. These theories include the Social Learning Theory by Bandura, Social Cognitive Career Theory by Lent et al., Choice Theory by Holland, and Occupational Development Theory by Super.

The Social Learning Theory of Bandura (1977) emphasizes the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura states that learning would be exceedingly

laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.

Social Learning Theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influence. The component processes underlying observational learning are: 1) Attention, including modeled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement), 2) Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal), 3) Motor Reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and 4) Motivation, including external, vicarious and self-reinforcement.

The Social Cognitive Career Theory of Lent et al. (1994:1-5) developed SCCT to facilitate understanding of career choice, interest, and performance processes. This theory identifies the factors that interplay when a student

chooses a certain track and progresses on the chosen career path. Moreover, it provides a framework on using social cognitive processes to explain success and failure, academic outcomes, and career outcomes.

SCCT is divided into two levels of theoretical analysis: the presentation of cognitive-person variables and the analysis of the additional sets of variables that may influence career-related interests and choice behavior (Lent et al., 1994:11).

The first level includes the core variables that affect career choice: self-efficacy, outcome expectations, and goals. Self-efficacy involves the student's perception whether he or she can succeed at a particular career choice. Outcome expectations include the student's perceived tangible rewards for successful performance. Goals, according to Bandura (1989:22), are the student's determination to accomplish a particular outcome. On the other hand, the second level includes the personal inputs, learning experiences, and contextual influences. Personal inputs comprise the student's physical attributes. Contextual factors take into account the conditions of the different environments.

This is also in relation to the theory of Occupational Development of David Super (Marin, 2006:5-6) which highlights the necessity of aiming the adoptability between

the expectations in occupation and self-concept. This suggests that self-concept enclose self-knowledge of our abilities and skills, likes and dislikes, as well as our weaknesses and conflicts. Once the individual finds himself in society he can effectively contribute to his community. The favorable performance will convey substantial and affective fulfillment after satisfying the occupational aspect. This portion involves the sight of an acceptable and productive guidance and counselling program category in a certain delivering educational institution.

This study is also anchored on the Choice Theory of Holland (Spokane, 1996:12-15) which maintains that in choosing a career, people search for environments that will let them use their skills and abilities, and express their attitudes and values. Behavior is determined by an interaction between personality and environment. This approach suggests that people are attracted to a given career that has similar qualities to their peculiar personalities and other background variables (Holland, 1992). Holland's perspective accentuates the accuracy of self-knowledge and career information as necessary prerequisites for career decision making. The individual's interest paves way to the understanding of how individuals differ in personality, interest, and behaviors. Interests

are multifarious in nature and express our personality, style, preferences, values and self-efficacy. Hence, people perform better when these variables are consistent with that of the chosen working environment.

The Occupational Development Theory by Super (Marin, 2006:30-35) has been adopted also by this study which highlights the necessity of aiming the adoptability between the expectations in occupation and self-concept. This suggests that self-concept encloses self-knowledge of our abilities and skills, likes and dislikes, as well as our weaknesses and conflicts. Once the individual finds himself in society, he can effectively contribute to his community. The favorable performance will convey substantial and affective fulfillment after satisfying the occupational aspect. This portion involves the sight of an acceptable and productive guidance and counselling program category in a certain delivering educational institution (Marin, 2006).

The stage of exploration or career awareness is the period when the adolescents initially discover themselves in career arena as pointed out in Super's Segmented Model for Occupational Development (Fernando,2006). In the transition stage of the person from his adolescence to adulthood, it is expected that contingent conclusion is all about the occupations in the future. For the first time in

their lives, other people were able to select an occupation and locate for a full time job, others opted a post-secondary educational institution while continuing their studies, join the military troupe and the rest will choose to take a year off in order to make a decision.

The pressures are overflowing from parents, peers and educators and the sources of information are the professional counsellors. They facilitate to explore career choices and consider possible options in this careful creation of a life plan for the student (Fernando, 2006:28-30).

The aforementioned theories have been a ground for the researcher in crafting this research and had served as a guide among others in the context and content of this study.

Conceptual Framework

Figure 1 presents the conceptual framework of the study. The base frame shows the research environment and the respondentss of the study. The respondentss were the secondary school teachers and school administrators in the District of Motiong, Schools Division of Samar. From the base frame, an arrow connects to a bigger frame containing respondents' profile in terms of their age and sex, civil income, number of years in teaching, number of relevant in-

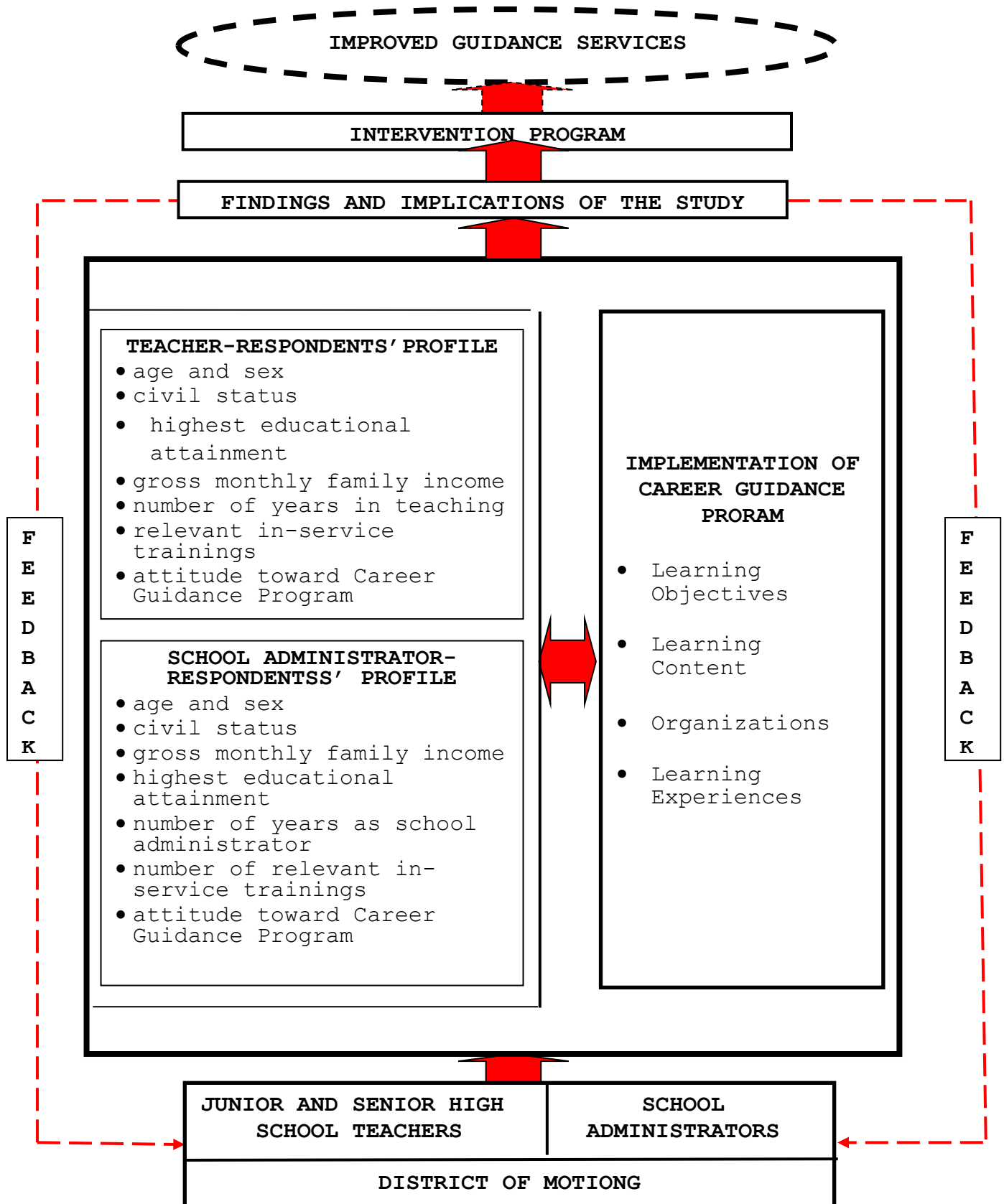


Figure 1. The Conceptual Framework of the Study

the research process. The upper right box reflects teacher-service trainings, and attitude toward Career Guidance Program.

The lower right box is the school administrator-respondents' profile which includes their age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, number of relevant in-service trainings and attitude toward Career Guidance Program. This was correlated with their perceptions on the level of implementation of the Career Guidance Modular Program along Learning Objectives, Learning Content, Organization, and Learning Experiences in the secondary schools in the District of Motiong.

This big frame enclosing the variables is connected to an upper box representing the findings and implications of the study which served as input for the intervention program proposed. This box is then connected by a broken arrow to the base of the schema indicating the feedback mechanism. It is again connected to an upper frame representing the intervention program and to the ultimate goal of the study which is improved Guidance Services.

Significance of the Study

The results of this study would be beneficial to the following: teachers, school administrators, guidance

counselors, facilitators, students, DepEd key officials, parents, and future researchers.

To the Teachers. The findings of this study would give them insights about the implementation of Career Guidance Modular Program as a mandate in the implementation of K to 12 Curriculum. Likewise, they would be able to engage activities which would make the sessions lively and fun.

To the School Administrators. The results of this study would help them assess the implementation of Career Guidance Program in schools and facilitate policy recommendations in order to improve the Career Guidance Program.

To the Guidance Counselors. The outcome of this study would enable them to understand the career choices of the students. In addition, this would serve as a means for interpretation to help students in guiding the right choice of career.

To the Facilitators. The results of this study would serve as input and guide in conducting career guidance program. This would also serve as framework in handling different career guidance program.

To the Students. The result of this study would encourage students to avail of the different guidance services and provide them a safe and conducive learning

environment, thus, increase participation rate of the school.

To the DepEd Key Officials. The results of the study might give significant insights to the DepEd officials in order for them to provide technical assistance to schools relative to Career Guidance Program implementation and for its sustainability.

To the Parents. The outcome of this study would help them to support and guide their children in choosing the right career. This would help them also realize the importance of career guidance program.

To the Future Researchers. Future researchers would likewise find this study invaluable as a reference in terms of the instruments or research design which they could apply in their research undertaking.

Scope and Delimitation

This study determined the level of implementation of the Career Guidance Program in the secondary schools in the District of Motiong, Schools Division of Samar. The respondents of the study were the junior and senior high school teachers and school administrators of Motiong District, who assessed the Career Guidance Program implementation in terms of learning objectives, learning content, organizations and learning experiences.

This study determined the profile of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings, and attitude toward Career Guidance Program. Likewise, the school administrator-respondents' profile was also identified in terms of age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, number of relevant in-service trainings and attitude toward Career Guidance Program. The level of implementation delved on the four areas, namely: learning objectives, learning content, organizations and learning experiences which focused on its implementation.

This study was conducted during the School Year 2019-2020.

Definition of Terms

For better understanding of the readers, the terms listed below had been defined conceptually and operationally.

Career. It refers to the sequence and variety of work roles, paid and unpaid, which one undertakes throughout a lifetime to actualize one's potential; career includes life roles, leisure activities, learning and work (Australia

Blueprint for Career Development, 2008:12). In this study, the term refers to any foreseen job, skill, or interest of the students which they think best suits them.

Career Assessment. It involves administration and interpretation of a variety of formal or informal techniques or instruments (whether qualitative or quantitative) to help individuals gain an understanding of their skills, abilities, attitudes, interests, achievements, knowledge, experiences, personal style, learning style, work values, and lifestyle needs (ABCD, 2008:1-2). In this study, the term refers to a deliberate process undergone by the school's guidance counsellor in interpreting results based on the competency shown by the students.

Career and Life Planning. This refers to a deliberate process to plan one's life holistically, including major life domains such as work, learning, relationships, and leisure; and to engage actively in steps for implementing these plans in one's social context (ABCD, 2008:5). As used in this study, the term refers to any activity designed to help students in planning what is good for them, what career they should have in the future, and how they will be able to attain it.

Career Counselling. It refers to an intensive service that focuses on the interaction between an individual or a

small group and the career guidance personnel, aiming at helping individuals to explore personal issues in career and life planning (ABCD, 2008). In this study, the term refers to the career counselling service provided by guidance counsellor, guidance advocate, and classroom adviser to the students.

Career Development. It refers to a lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work through different career roles (Tobert, 1974:28). In this study, the term refers to the beliefs, values, skills, aptitudes, and knowledge of students regarding their chosen career.

Career Education. Refers to a one part of a comprehensive career development strategy. It is defined as the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students in making informed decisions about their study or work options and enable effective participation in working life (ABCD, 2008:11). As used in this study, it refers to the Career Guidance Modular Program under the Department of Education, which is divided into several modules tailored toward the interest of the students regarding career choice.

Career Guidance. This is an inclusive term which usually describes a range of interventions including career education and counselling, that help students to develop and use knowledge, skills, and attitudes in making decisions on their study and/or work options and life roles (ABCD, 2008:25)

Career Guidance Personnel (CGP). In many cases, this refers to teaching personnel responsible for life planning education and career guidance matters in local schools are the career guidance masters/mistresses and his/her team members. They should have relevant and appropriate professional training (ABCD, 2008:12). In this study, the term refers to school personnel, example, guidance counsellor, guidance advocate, and classroom adviser who guide the students in making sound decision on career choice.

Career Information. This is a broad term, referring to information (including printed, electronic, personal contacts and other resources) that assists the process of life planning (ABCD, 2008). In this study, it refers to the career information provided by the teachers and guidance counsellors of secondary schools of the District of Motiong directing the students for a specific career that best suits their interests.

Career Intervention. It refers to any activity (treatment or effort) designed to enhance a student's life planning or career development or to enable him to make more effective career decisions (Spokane, 1991:33). In this study, the term refers to any activities inside the school that enables the students to have an appreciation of deciding what career choice or path they should undertake.

Career-Related Experience. Career-related experience enables students to obtain up-to-date knowledge about the world of work. Work ethics, such as integrity, commitment and responsibility are emphasized in these activities, so that students have a good idea of what will be expected of them in their future working life (Education Bureau, 2009:11). As used in this study, the term refers to a set of activities designed under the Career Guidance Modular Program which enable the students to have in-depth understanding as far as career choice is concerned.

Counselling. This refers to the process in which the counselor assists the counselee to make interpretations of facts relating to a choice, plan or adjustment which he needs to make.

Guidance. It is an assistance made by a competent counselor to an individual of any age to help him direct his own life, develop his own point of view, make his own decision and carry his own burden.

Guidance Curriculum. This is the specific curriculum standards to be emphasized, the specific competencies to be developed, and the age-appropriate results to be reached by students. In this study, the term refers to any Guidance Program curriculum set by the Department of Education.

Individual Planning. It is the listing of activities which facilitates individual planning at priority grade levels. In this study, the term refers to individual plan provided by the students in relation to achieving their future career.

Learning Content. It means the topics, themes, beliefs, behaviors, concepts and facts, often grouped within each subject or learning area under knowledge, skills, values and attitudes, that are expected to be learned and form the basis of teaching and learning (www.ube.unesco.org.glossary-curriculum-terminology, 15 Mach 2020). As used in the study, the term refers to the content as stipulated in the guidelines set by the Career Guidance Program of the Department of Education.

Learning Objective. This is the statement that defines the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction (edutechwiki.unige.ch, 15 March 2020). In this study, the term refers to the competency of the Career

Guidance Modular Program set by the Department of Education.

Organization. It refers to a system of arrangement or order, or a structure for classifying things (www.vocabulary.com, 15 March 2020). As used in the study, the term refers to arrangement of modules of the career guidance program.

Learning Experience. The term refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings or nontraditional settings or whether it includes traditional educational interactions or non-traditional interactions (<https://www.edglossary.org/learning-experience>, 15 March 2020). In this study, it refers to the actual learning gained by the students derived from the Career Guidance Modular Program.

Responsive Service. It is the systematic and timely response to requests from students. As used in this study, the term refers to any direct services provided by the school guidance counsellor to the students with regards to their career plan and choice.

System Support. This is the listing of activities and programs which best meets the school community's needs and uses the counsellor's professional skills. As used in this study, this refers to any support mechanism provide by the

school thru the guidance office to its students in planning their future career.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the literature and studies which tackle the different concepts, understanding and ideas with the different development related to study from the past up to the present which serves as the researcher's guide in developing the inquiry. The information included in this chapter helps the researcher in familiarizing pieces of information that are relevant to the present study.

Related Literature

The following concepts of the different authors had been found to have bearing or impact on this study. These concepts strengthened the conduct of this study.

According to Watts and Fretwell (2004:16), career guidance and orientation services have been defined as services intended to assist individuals of any age and at any point throughout their lives, empowering them to make educational, training and occupational choices and to manage their careers. They include three main elements: 1) career information, 2) career counselling, and 3) career education (Watts & Fretwell, 2004:12-13). Career guidance in schools usually focuses on career information that provides information on courses, occupations and career

paths. It also includes labor market information. The aim of Career counselling in schools is to hold one-on-one or small group interviews focused on the distinctive career issues faced by individuals, such as career in education. Being part of the educational curriculum, attention is paid to help groups of individuals to develop their competence to manage their career development. The role of Career Guidance is not only limited to education process but it also affects the national social and economic development. According to Watts (1977:23), formal Career guidance services are derived from economic and social development, playing a crucial role in helping to coordinate the education system and the labor market, in order to realize their goals successfully.

Generally, the aim of career guidance is to help students make decisions based on their interests, passion and abilities, while taking into account current and future career opportunities. Students are encouraged to learn more about the world of employment across different industries, so that they may take right steps to obtain their objectives, goals and aspirations (MoE, Singapore). Another perspective indicated that career guidance can be referred to as services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational

choices and to manage their career (OECD, 2004). "Career guidance" denotes systematic programs that facilitate individual career development and career management (Herr & Cramer, 1996:30-31).

The mission of career guidance is to inculcate self-understanding, realization, and to relate the education at various levels and career pathways. The world of careers is being explored by the students to, understand the pertinent courses of study and evolve awareness of their knowledge, interest and worth. In Singapore career guidance was divided into several topics like awareness and management of one's self, awareness of relational assistance and opinion influencers, education landscape and planning pathways and career sectors exploration. The career guidance approach to all students including both individuals and groups is a necessary policy to be delivered and to be implemented by the student services department (Perry et al., 2010:16).

The success in the labor market requires the use of effective career management strategies as supplement to educational and vocational expertise (Koivisto et al., 2007:22). The thrust of educational institutions is to assist the students in preparing for their careers (Hirshi, 2009:12). The necessity of career guidance and planning programs in schools is to attain the fundamental premise

that more the subjects are attached in career preparation, higher the expansion of career decisiveness (Hirschi et al., 2011:4).

The employability of graduates can be considered as gauge to measure the effectiveness of the standards and policies of the university. Graduates' employability can be assessed as a relevant academic input to the study programs such as courses that are taught, program design, availability of educational sets of equipment, student skills, deportment, and career graduate attributes from the points of view of the alumni themselves and their employees (ABCD, 2006:14)

Career decision making attracted many educational researchers as this is a very important part in planning career guidance for students, budget allocation for different institutions that provides training for the career tracks, curriculum development, and more. To understand more about career decision making, many researchers have already studied factors that may affect career decision making. Guay and co-workers (2003:21-22) proposed and tested a model in an attempt to explain career indecision in 834 French-Canadian college students. Factors considered in their model include parent role, self-efficacy, and peer role. According to Pascual (2014:18), students' first consideration in choosing career path to

pursue is the availability of work after college. Koech et al. (2016:5-6) concluded that the students' social interactions with teachers, parents, and peers affect the students' career choice. A study conducted in Antipolo, Rizal, Philippines, showed that gender, average monthly income, school preference, occupation of the head of the household, and the average scholastic ratings are associated to the career choice of Grade 9 students (Abarro 2016:11-12). According to Alexander (2010), the three most important motivators of students in choosing a career are good salary, stable job, and low stress.

With so many factors to consider in making a career decision, students experience career uncertainty which affects their emotion, attitude, and behavior (Trevor-Roberts, 2006:34-36). They face complex decisional tasks such as exploring different course of actions, reflecting on interests and skills, comparing suitable course of actions, and choosing one option. Hence, it could be very useful to have a decision tool that incorporates different factors performance is related to the mathematical ability, beliefs on this ability, and performance targets. Blanco (2011) applied SCCT to identify Spanish psychology students' interest and choice goals in participating in statistics-related academic or professional activities.

Participation in career guidance activities in school provides students with necessary awareness, knowledge and skills required in the world of work. It is a strategy for providing occupational orientation to students to become aware of what is contained and required in the career of one's choice that match interest and abilities. Occupational orientation is viewed as an important aspect of the career development process; adolescents must identify their interests and abilities, balance them with labour market opportunities and gradually develop an occupational preference (Super et al., 1996:8-10).

The importance of providing transition enhancement assistance has been emphasized in the further education, training or employment of students (Baker, 2000). Career guidance participation will help students acquire the knowledge, skills and awareness necessary for effective career development (Herr et al., 2004:11-12)

The relevance of vocational guidance and counselling programmes in satisfying the vocational needs of the students by helping them to explore the range and structure of occupation in the local, state and national levels cannot be underestimated (Manuel & Asuquo, 2009:16-18). Students are involved in career guidance for better self-understanding (Hiebert et al., 2001:33-35). The inclusion

of students' responses is a result of recognition that adolescents may be the best source for identifying their own needs and that including the student's perception could increase the accuracy of the assessment results.

Success is more likely when individuals make decisions about what they are to learn in a well-informed manner; link what they learned to their interests, capacities, aspirations, and are then informed about the existing opportunities to which the learning can guide. Holland's theory emphasises the accuracy of self-knowledge and career information necessary for career decision making (Zunker, 1994:12).

Also, good quality career information is a crucial factor for first-rate career decision making. Career information should include relevant information about education and training opportunities, occupations and their characteristics; labour market supply and demand. Similarly, career information should contain occupational implications of educational decisions, and on the learning pathways that lead to particular occupational destinations. Career information is necessary, but not sufficient for good-quality career decision making unless students have access to the information they need, understand the information, relate it to their personal needs and

situation, and then convert it into personal action, with help of professional counsellors and participation in career guidance related activities provided in schools.

Career exploration has been recognized by the Parson (1908:11) and Holland (1992:23) ideas in order to match individual qualities and that of the workplace environment. Participation in career guidance enables students to achieve social modelling which Bandura (1995:32) described as the second domain through which individuals develop self-efficacy.

The efficiency of career counselling program of activities is necessary elements to the institutional atmosphere in upgrading vocational programs of the students (Seyoum, 2011:6-7). Every year, the Philippines produced thousands of graduates. However, competitive job market can be personally and emotionally anxious on their part because of the number of applicants and their relative qualifications in occupying their first jobs either in public or private entities. Over the 21st century finding the job market has been resolved such as the college graduates who graduated recently trying to get into the career arena (Ardis, 2010:11-12).

The implementation of career guidance program needs to be flexible for modifications and quick to respond to the needs and interests of the students including their usual

life situations. There is a necessity to connect the availability of resources and tools that provide career guidance more in depth, pertinent and attainable. An online course which was created in Fudan University in China by the Occupational Information Networks in the United States of America by Peterson et al. in 2001. Students at Fudan gave access to students who can login into a portal using their user names and passwords and they can simply view 50 different video sessions as part of a career guidance courses implemented by the university (Sun, 2009) in reference to the problem of inadequate teaching personnel to cater the area of career guidance, independent learning network for students in some universities was built, these are the websites that supply appropriate information on career matters, producing accessible and appropriate print resources free of charge, and formulating relevant career forums (Zhao & Shen 2008:32-33).

The National Career Development Administration (NCDA) is in coherent as to the judgment, that poverty, wants, demands and other factors that could be an output of profitable societal activities were identified as the major inhibitors towards career guidance and counseling pattern on the needs of society or his own personal needs (Adensomowo et al., 2010:9-13) Furthermore, the factors that affect career guidance and counseling as yielded by

the NCDA included the skills, experience, knowledge, information, and other factors that could be the off shoot for teaching and learning activities. Educational experiences could be the reason that the individual has been subjected to career activities that are considered as forceful factor in career development (Adensomowo et al., 2012:16-18).

The efficiency of the implementation of career guidance program needs to be assessed by different theories of level of assessment. These theories on the level of assessment are justified on the result of the study. One of this is the Kirkpatrick model of assessment which is probably the best known model for analyzing and evaluating the results of training and educational programs.

It takes into account any style of training, both informal or formal, to determine aptitude based on four levels criteria; Level 1 is the Reaction. It measures how participants react to the training, that is, satisfaction. Level 2 is Learning. It analyzes if they truly understood the training, that is, the increase in knowledge, skills or experience. Level 3 is Behavior. It looks as if they are utilizing what they learned at work, that is, change in behaviors. Level 4 is Results. It determines if the material had a positive impact on the business or organization.

Another level of assessment is the theory by Holland. This assessment offers a simple and easy-to-understand typology framework on career interest and environments that could be used in career counselling and guidance. Holland postulated that vocational interest is an expression of one's personality, and that vocational interests could be conceptualized into six typologies, which are Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). If a person's degree of resemblance to the six vocational personality and interest types could be assessed.

The foregoing citations strengthened the rationale in conducting the study through the concepts and ideas cited.

Related Studies

A range of primary data sources served as the key bibliographic tools for identifying relevant work for review. The most significant of these were the web of social science databases. Personal recommendation and citation pearling also led to a significant proportion of the publications selected for analysis. Relevant publications were found in the literature of a number of academic domains including education, social science researches, management, and educational innovation.

Buraga and Caballero (2018), in their study, "Effectiveness of the Career Guidance Program and the Employability of the Graduates of Isabela State University during the School Year 2010-2015" aimed at identifying the career guidance program that attributed to the employability of the graduates of Isabela State University. The study analyzed the effectiveness and the extent of the relationship of the career guidance program to the employability of the graduates. It showed that there was significant difference in the effectiveness of the career guidance program among the three campuses and their employability. Likewise, significant difference was also found among the three campuses on the employability of their graduates such as waiting time for the first job, employment status, gross monthly income, present occupation, and place of work.

However, there was no significant correlation found in the number of jobs since graduation, nature of work, number of employees in present company and length of service in each job. Thus, the career guidance program of the Isabela State University has contributed effectively to the employability of their graduates.

The study of Buraga and Caballero had resemblance to the present study in terms of research design that was used. The previous study employed descriptive research

design that was also used by the present inquiry in asserting the level of implementation of career guidance modular program in the secondary schools of the District of Motiong. They differed in terms of the respondents who participated in the study; that of Buraga and Caballero had university students as their research participants while the present study involved junior and senior high school teachers as research participants.

Mtemeri (2017) conducted a study entitled, "Factors Influencing the Choice of Career Pathways Among High School Students in Midlands Province, Zimbabwe". This research examines current careers education and guidance being delivered in secondary schools and determines whether it is relevant and helpful for students during their decision making process by asking the students directly. The role of Careers Advisors is also investigated, the prescribed careers education curriculum examined and their professional qualifications considered.

The findings highlight the very complex nature of careers education and guidance and show there are marked differences in terms of what the students and post-students think they need in order to make informed career decisions and what the Careers Advisors are willing and able to deliver within the secondary sector. Also that students and parents should be consulted as part of any

careers education programme and their individual circumstances considered. The study highlights variances within the qualifications of Careers Advisors and careers education curriculum delivery across schools.

The study of Mtemeri resembled to the present study being conducted in terms of data gathering tool that was utilized. The study of Mtemeri used questionnaire to gather data in the same manner that the present study also used questionnaire to gather relevant information regarding the level of implementation of career guidance modular program. While the study of Mtemeri had been conducted in Zimbabwe, the present study was conducted in Motiong, Samar, Philippines, and the main thing in which the two studies differed.

Nita and Ilie (2015) conducted a study entitled, "A Research on the Educational Counselling and Career Guidance in Romania", it was found out that counselling and career guidance services are underdeveloped in our country. Even though over 60 percent of the respondents said they had received such counselling in schools, in large part, it is not performed by persons qualified to do it, but by the class master, psychologist, school counsellor. Thus, although most people who have finished a secondary education admit career counselling could have helped them to a "large" and "great" extent, about 60 percent of

students in final years claim that this type of action had no impact on them. In this context, the support to increase the number of qualified counsellors in career guidance and counselling, so that each high school student can benefit freely from these specialized services. Another important aspect highlighted by the study is that very few high school students or high school graduates resort to specialized career counselling on their own initiative, outside the educational institution, so we can see the importance of career counselling conducted in education institutions and at the same time that can highlight the need to develop national policies to focus on the implementation as compulsory of these counselling and career guidance programs in high schools.

The study of Nita and Ilie resembled to the present study being conducted in terms of data gathering tool that was utilized. The former study used questionnaire to gather data in the same manner that the present study also used questionnaire to gather relevant information regarding the level of implementation of career guidance modular program. While the previous study had been conducted in Romania, the present study was conducted in Motiong, Samar, Philippines, and the main thing in which the two studies differed.

Crisan et al. (2015) in their study entitled, "Need Assessment on Students' Career Guidance" which consists of

the assessment on students' career guidance and career counselling programs in the university. The most relevant results of the study showed that students are poorly informed about job opportunities, their expectations for the future are not connected with their own knowledge and abilities, they do not have a coherent career plan and encounter major barriers in the career decision process. The results are important for career counsellors as they can be used in the development of career guidance programs in the university environment.

The study of Crisan et al. resembled to the present study being conducted in terms of data gathering tool that was utilized. The former study used questionnaire to gather data in the same manner that the present study also used questionnaire to gather relevant information regarding the level of implementation of career guidance modular program.

Abubakar (2011) conducted a study entitled, "Career Guidance, Participation of Students and its Implication for Kano, Nigeria". The results revealed that participation in career guidance activities is generally low and no significant difference existed in the pattern of participation among genders.

The study of Abubakar had resemblance to the present study in terms of research design that was used. The study employed a Likert scale questionnaire and descriptive

statistics and independent t-test in testing the hypothesis, in the same manner that the present study also employed a Likert scale questionnaire in determining the level of implementation of career guidance modular program among secondary schools of the District of Motiong. It also used descriptive statistics in analysing the collected data. The only difference is that, the present study was conducted in among secondary schools of District of Motiong, Philippines while that of Abubakar had been conducted abroad.

Basham (2011) in her study entitled, "The Role of Career Education and Guidance for Students in Year 13 and its Implications for Students' Career Decision Making". The study highlights variances within the qualifications of Careers Advisors and careers education curriculum delivery across schools.

The study of Basham resembled to the present study in terms of its context. That of Basham, Nita and Ilie inquired on the role and impact of career education with regards to their career choice, the present study also delved on how career guidance program impact on how students are taught to make sound decision on this matter through the implementation of career guidance modular program. The difference is that, while the study of Basham,

Nita and Ilie had been conducted abroad, the present study was conducted in the Philippines.

In the study of De Leon entitled, "Career Guidance Program and the Employability of the Graduates" showed that there was significant difference in the effectiveness of the career guidance program to the graduates and their employability. Likewise, Significant difference was also found among the employability of graduates on their first job and employment status.

The study of De Leon had resemblance to the present study in terms of research design. Both studies employed descriptive research design in asserting the level of implementation of career guidance program. They differed in terms of the respondents who participated in the study; that of the previous study involved graduates of a collegiate program as their research participants while the present study involved junior and senior high school teachers as research participants.

Smith (2011) conducted a study entitled, "Choice of Career Pathways among High School Students". The findings revealed that complexity was noted in career education and guidance and show that there were marked differences in terms of what the students thought in order to make informed career decisions and what the career programs are able to deliver within their career choice. Furthermore,

the study highlights disparities within the perception of student as regards the career path they would take in the future.

The study of Smith resembled to the present study being conducted in terms of data gathering tool that was utilized. The study cited used questionnaire to gather data in the same manner that the present study also used questionnaire to gather relevant information regarding the level of implementation of career guidance modular program. While the study of Smith focused on the career choice, the present study focused on the career guidance modular program in which the two studies differed.

Coles (2011) conducted a study entitled, "Educational Counselling and Career Guidance", and found out that counselling and career guidance services were not fully implemented in most educational institution. Even though most students experienced counselling in schools, in large part, it is not performed by persons qualified to do it, but by the class master, psychologist and school counsellor. Thus, although most people who have finished a secondary education admit career counselling could have helped them to a great extent, most students who were in their final years claim that counselling was wanting.

The study of Coles resembled to the present study being conducted in terms of data gathering tool that was

utilized. The former study used questionnaire to gather data in the same manner that the present study also used questionnaire to gather relevant information regarding the level of implementation of career guidance modular program. The two studies differed in the focus of the study. While the previous study focused more on career counselling, the present study focused on the career guidance modular program.

Rojas (2011) in her study entitled, "Students' Career Guidance Program: An Assessment" disclosed that students are not well-informed about job opportunities and career path. Their expectations for the future were not planned and they do not have a coherent career plan and encounter difficulties in their career decision process.

The study of Rojas resembled to the present study being conducted in terms of data gathering tool that was utilized. The former study used questionnaire to gather data in the same manner that the present study also used questionnaire to gather relevant information regarding the level of implementation of career guidance modular program. The two studies differed in the process of the study. The previous study assessed the students' career program per se while the present study evaluated the effectiveness of the career guidance modular program.

All the studies had bearing on the inquiry being conducted which purported ideas and principles that cover the concept on Career Guidance Program.

Chapter 3

METHODOLOGY

This part presents the working process undertaken in this study. It includes the following: research design, the locale of the study, the instrumentation, the validation of the instruments, sampling procedure, and the statistical treatment of data.

Research Design

This study used the descriptive-correlation method with the questionnaire as the main source of gathering data. Descriptive in the sense that it described the teachers' profile in terms of age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, number of relevant in-service trainings, and attitude toward Career Guidance Program. Likewise, the school administrator-respondents' profile also was identified in terms of age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, number of relevant in-service trainings and attitude towards Career Guidance Program. The profile variates of the respondents were correlated with their assessment on the level of implementation along the four areas, namely: learning

objectives, learning content, organizations, and learning experiences.

The data gathered were treated statistically using the descriptive and inferential statistical tools. In the testing of the hypotheses, appropriate statistical tools were employed such as the Frequency Count, Percentage, Mean, Standard Deviation, Weighted Mean, t-Test for Independent Sample Means, Pearson's Product-Moment of Correlation Coefficient, and Fisher's t-Test.

Locale of the Study

Figure 2 presents the map showing the locale of the study.

The study was conducted in the District of Motiong, Division of Samar involving Motiong National High School, Calapi National High School and Bonga National High School.

Motiong, officially the Municipality of Motiong, is a 4th class municipality in the Province of Samar, Philippines. It is politically subdivided into 30 barangays, namely: Poblacion I, Poblacion I-A, Angyap, Barayong, Bayog, Beri, Bonga, Calantawan, Calapi, Caluyahan, Canatuan, Candomacol, Canvais, Capaysagan, Caranas, Caulayanan, Hinica-an, Inalad, Linonoban, Malobago, Malonoy, Mararangsi, Maypange, New Minarog, Oyandic, Pamamasan, San Andres, Santo Niño, Sarao, and Pusongan.

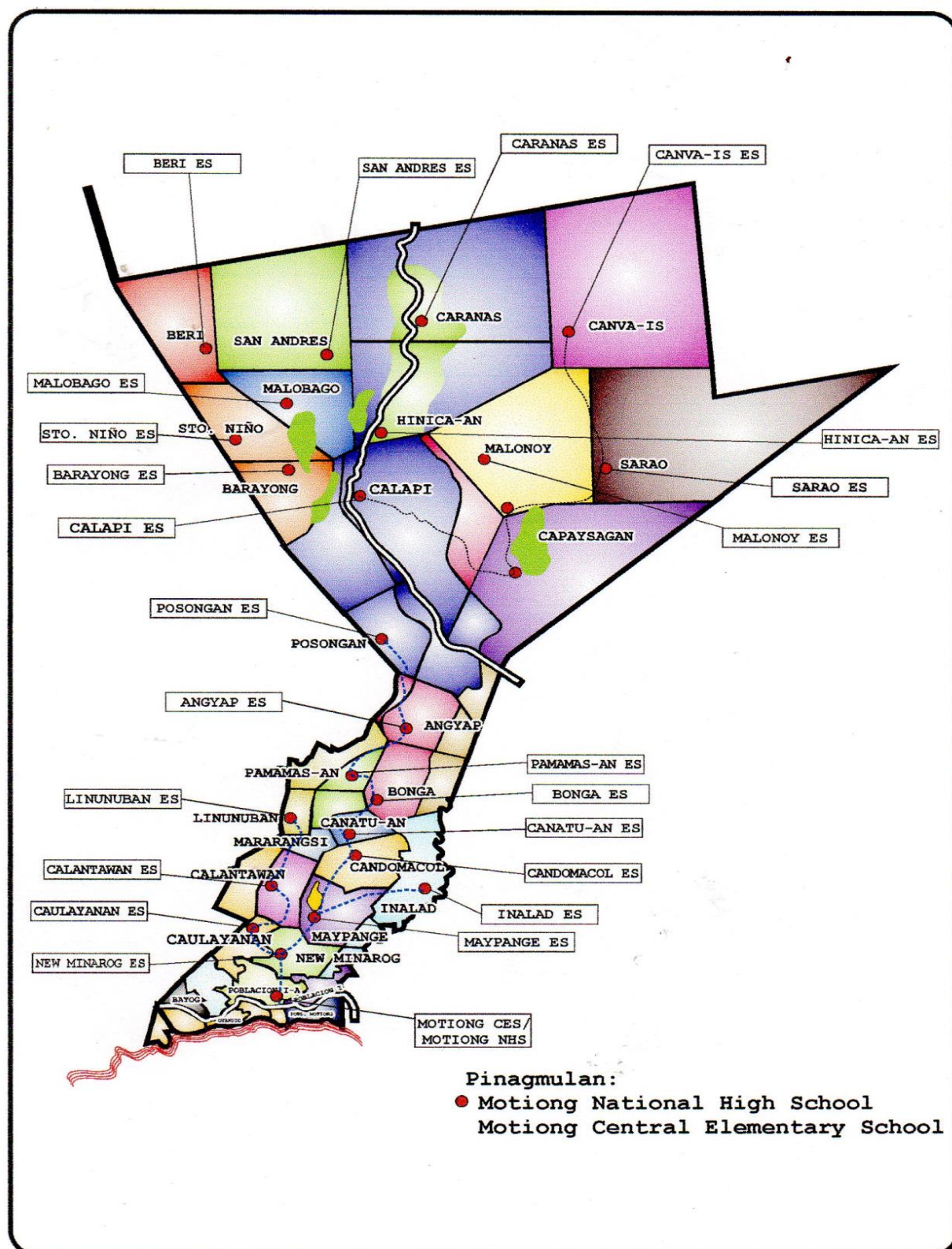


Figure 2. The Map Showing the Locale of the Study

Long before the coming of the Americans, there were already local folks inhabited in Motiong, wherein the place was unnamed at that time. Some of these people went on sea diving to gather oyster for their daily consumption and the rest barter goods such as rice, corn, cassava, taro, yam tubers, sea foods and abaca fibers to other neighboring barrios and municipalities. There were only few local caravans who are traveling in groups aided in defense against bandits as well as helped to improve economies of scale in trade although, only few people have the means to buy commodities.

One man tried to open one oyster and with great astonishment, he found a lustrous pearl where he called "Mutya". Believing that the place was full of treasure, the settlers started to name the place "Mutya" which to means "Land of Treasure".

Mariano Sapetin, Valentin Conge, Simon Tingzon Sr., Claudio Tingzon and Antonio Abalos were few people who persuaded to make Motiong an independent town. The reward of their effort was the House Bill No. 1844 by Congressman Tito V. Tizon which was approved as Republic Act No. 290 on June 16, 1948. It separated into another town the barrios of Motiong, Bayog, Uyandic, Calantawan, Sinampigan, Calapi, Bonga, Hinicaan, Caluyahan, Malolobog, and Maypangi, formerly part of the town of Wright. Mariano Sapetin and

Antonio Uy were appointed as first mayor and vice mayor respectively.

Instrumentation

The researcher utilized the questionnaire as the principal data-gathering tool.

Two sets of questionnaire were adopted by the researcher. Set 1 for the junior and senior high school teachers and set 2 for the school administrators on the identified secondary schools.

Set 1 was composed of three (3) parts. Part 1 referred to the section which collected information regarding the profile of teacher-respondents; Part II was referred to the section that elicited the attitude of the respondents toward Career Guidance Program Implementation, and Part III was on the perception of the respondents on the level of implementation of Career Guidance Program along learning objectives, learning content, organization, and learning experiences in the secondary schools in the District of Motiong.

The second set of the questionnaire, that is, the questionnaire for the administrators was composed of three parts, which more or less covered the same areas and indicators with that of the first set except for the profile of the respondents.

In relation to the categorization of responses regarding the attitudes of secondary school teachers and administrators towards Career Guidance Modular Program a scale will be used with a corresponding interpretation which is are follows; 4.51 - 5.00 (Strongly Agree), 3.51 - 4.50 (Slightly Agree), 2.51 - 3.50 (Agree), 1.51 - 2.50 (Slightly Disagree), and 1.00 - 1.50 (Strongly Disagree).

Further, on the categorization of respondent's responses on the level of implementation of career guidance modular program, a scale and specific interpretation will also be used to include the following; 4.51 - 5.00 (Strongly Agree), 3.51 - 4.50 (Slightly Agree), 2.51 - 3.50 (Agree), 1.51 - 2.50 (Slightly Disagree), and 1.00 - 1.50 (Strongly Disagree)

Documentary analysis as data gathering technique was used to validate the profile of the secondary teacher-respondents particularly on their age, length of service and all other vital information which are available at the District office.

Focused Group Discussion (FGD) was also utilized by the researcher in order to probe vague or contradicting responses given by the respondents. This was employed in order to ensure that bias was minimized.

Validation of Instrument

Since the instrument has been adopted from the monitoring tool on the implementation of Career Guidance Modular Program there is no need for it to be validated because the tool had been used and is already established.

Sampling Procedure

The researcher involved the three secondary schools comprising the District of Motiong, considering that these schools also observed and implemented the Career Guidance Program. These schools included Motiong National High School with 56 teachers and 1 principal, Bonga National High School 11 teachers and 1 principal, Calapi National High School 40 teachers and 1 head teacher.

All the school administrators with the rank of principal, coordinating principals, head teachers, and teacher-in-charge was included in the study, as well as all their respective teachers.

Table 1 shows the number of respondents of this study.

Data Gathering Procedure

The researcher sought approval from the Schools Division Superintendent of the Schools Division of Samar in fielding the questionnaire to the respondents of the identified secondary school in the District of Motiong. The approved permission was used as reference in seeking

Table 1**Number of Respondents by Category and
by School**

School	Teachers	School Administrators
Motiong National High School	57	1
Bonga National High School	10	1
Calapi National High School	40	1
Total	107	3
Response Rate	100%	100%

permission from the District Supervisor and Principal in the respondent schools. Once permission was approved, the researcher administered the research instrument to the administrators and teachers personally to ensure high percentage of retrieval.

The researcher experienced apathetic attitude of some teachers who refused to answer the questionnaire invoking their right to the data privacy however through the presentation of the intention of the survey the teachers were convinced and wilfully participated later on.

Statistical Treatment of Data

The data were tallied, organized, analyzed and interpreted using the appropriate statistical tools both descriptive and inferential such as Frequency Count, Percentage, Mean, Standard Deviation, Weighted Mean, t-Test

for Independent Sample Means, Pearson's Product-Moment of Correlation Coefficient, and Fisher's t-Test.

Frequency Count. This statistic was used in reporting the profile of the respondents in terms of age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, and number of relevant in-service trainings.

Percentage. This statistical tool was used in presenting the proportion of the teacher-respondents having the same profile variates. The formula used (Sevilla et al. 1992:200) was as follows:

$$P = [f/N] \times 100$$

where P refers to the percentage;

f refers to the number of occurrence; and

N refers to the total number of samples.

Weighted Mean. This was used to express the collective percentage of each group of respondents.

$$\bar{x}_w = \frac{\sum f_i X_i W_i}{n}$$

where: \bar{x}_w refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of variable;

W_i refers to the weights which are expressed in a

five-point Likert or Thurstone scales; and,
n refers to the sample size.

Standard Deviation. This statistical measure was used in describing the extent to which the data vary among themselves such as age, gross monthly family income. The following formula (Freund & Simon, 1992:35) was used:

$$S^2 = \sqrt{\frac{\sum f(X - \bar{X})^2}{n - 1}}$$

where: S^2 refers to the standard deviation;

$\sum f$ refers to the summation of frequency of occurrence;

X refers to the identified variable; and

\bar{X} refers to the arithmetic mean.

t-Test for Independent Sample Means. This was used to determine the significant difference on the assessment of the two groups of respondents.

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\left(\sum X^2 - \frac{(\sum X)^2}{N_x} \right) + \left(\sum Y^2 - \frac{(\sum Y)^2}{N_y} \right)}{N_x + N_y - 2} \right] \cdot \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

where: Σ = sum the following scores

M_x = mean for Group A

M_y = mean for Group B

X = score in Group 1

Y = score in Group 2

N_x number of scores in Group 1

N_y number of scores in Group 2

Pearson's Product-Moment Coefficient Correlation. This statistical tool was used to determine the relationship between teacher- and school administrator-respondents' profile and their assessed level of implementation of DRRM. The formula used (Walpole, 1982:376) was as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

where:

r_{xy} = refers to the computed correlation

coefficient between X and Y;

$\sum y$ = refers to the sum of the values in the first set of dependent variable

$\sum x$ = refers to the sum of the values in the second set of dependent variable

$\sum xy^2$ = refers to the sum of the product of X and Y;

$\sum X^2$ refers to the sum of the squared X values; and

$\sum Y^2$ refers to the sum of the squared Y values.

In interpreting the degree of correlation, Table 2 was used.

Fisher's t-Test. This was used to test the significance of relationship between paired variables. The

Fisher's t-test (Walpole, 1982:382) formula used is as follows:

$$t = r \sqrt{\frac{n-2}{1-r^2}}$$

Where:

r= refers to the computed correlation coefficient

N= refers to the number of paired observation

t= refers to the computed Fisher's t-value or the significance of the correlation coefficient.

The computed value was compared with the critical value adopting the following decision rule: accept the null hypothesis if and when the computed value turned lesser than the critical value; and reject the null hypothesis if and when it turned otherwise.

The testing of the hypotheses was set at the level of significance of .05 in determining the critical region of

Table 2

Table of Coefficient of Correlation

Correlation Coefficient	Interpretation
0	No linear association
0 < p < + 0.2	Very weak linear association
+0.2 ≤ p < +0.4	Weak linear association
+0.4 ≤ p < +0.6	Moderate linear association
+0.6 ≤ p < +0.8	Strong linear association
+0.8 ≤ p < +1.0	Very Strong linear association
+1.0	Perfect linear association

acceptance and rejection. For precision and accuracy in the computation, the researcher utilized available statistical software and statistical packages in the data processing.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included in this chapter are the following: profile of the teacher-respondents, profile of the school administrator-respondents, assessment of the two groups of respondents on the level of implementation of Career Guidance Modular Program, comparison between the assessments of the two groups of respondents on the level of implementation of Career Guidance Modular Program and relationship between the assessed level of implementation of Career Guidance Modular Program and the identified factors.

Profile of Teacher-Respondents

This part presents the profile of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings and attitude toward Career Guidance Modular Program.

Age and Sex. Table 3 provides the age and sex disaggregation of teacher-respondents.

From the table, it can be gleaned that the oldest

Table 3**Age and Sex Disaggregation of Teacher-
Respondents**

Age Bracket	Sex		Total	%
	Male	Female		
61-65	1	0	1	1.00
56-60	0	0	0	0.00
51-55	1	0	1	1.00
46-50	3	3	6	6.00
41-46	3	2	5	5.00
36-40	6	7	13	13.00
31-35	6	8	14	14.00
26-30	9	28	37	37.00
21-25	7	16	23	23.00
Total	36	64	100	100.00
%	36.00	64.00	100.00	
Mean	31.76 years old			
S.D.	8.12 years			
Max	62 years old			

teacher-respondent was aged 62 years old while the youngest was 21 years old whereby a number of them, that is, 37 or 37.00 percent were aged 26-30 years old. Twenty-three or 23.00 percent were aged 21-25 years old while 14 or 14.00 percent were aged 31-35 years old, 13 or 13.00 percent were aged 36-40 years old and the rest were distributed to the other identified age brackets.

The mean age of the teacher-respondents was posted at 31.76 years old with a standard deviation (SD) of 8.12

years old. This information denoted that the teacher-respondents were relatively young, at their early 30s at the peak of their health and at the height of their career being secondary school teachers.

Moreover, majority of the teacher-respondents were female accounting for 64 or 64.00 percent. The male counterpart was composed of 36 or 36.00 percent only. This signified that female dominance existed among the secondary teachers in the District of Motiong which suggested that more of this sex group embraced teaching as their chosen career in college.

Civil Status. Table 4 shows the civil status distribution of the teacher-respondents.

From the table, it can be gleaned that majority of the teacher-respondents were married accounting for 57 or 57.00 percent. Thirty-six or 36.00 percent of them were still

Table 4

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	36	36.00
Married	57	57.00
Widow	1	1.00
Widower	1	1.00
Not Stated	5	5.00
Total	100	100.00

single and the rest were distributed to the other identified civil statuses.

The foregoing data suggested that the teacher-respondents had entered into the marital state with a family to maintain by the fruits of their career. Probably, they, too, might have children already which they gave guidance on their career path.

Highest Educational Attainment. Table 5 discloses the highest educational attainment of the teacher-respondents.

The table shows that half of the teacher-respondents, that is, 50.00 percent were master's level while 38 or 38.00 percent were baccalaureate degree holders, seven or 7.00 percent were master's degree holders and the remaining five did not gave information regarding their highest educational attainment but for sure they were holders of a teacher education degree.

Table 5

Highest Educational Attainment of Teacher-Respondents

Educational Level	f	%
Master's Degree	7	7.00
Master's Level	50	50.00
Baccalaureate Degree	38	38.00
Not Stated	5	5.00
Total	100	100.00

The data signified that the teacher-respondents possessed the educational qualification for the position having earned a teacher education degree or related degree. Majority of them did not settle as baccalaureate degree holders but pursued advance education for professional growth and advancement.

Gross Monthly Family Income. Table 6 reveals the gross monthly family income of the teacher-respondents.

From the table, it can be noted that majority of the teacher-respondents earned Php20,001-Php25,000 monthly accounting for 66 or 66.00 percent while 22 or 22.00 percent earned Php15,000-Php20,000 monthly and the rest were distributed to the other identified income brackets including the three or 3.00 percent who neglected to give information regarding their gross monthly family income invoking their right to privacy as provided in the Data

Table 6

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	f	%
Php 30,001 and above	2	2.00
Php 25,001-Php 30,000	7	7.00
Php 20,001-Php 25,000	66	66.00
Php 15,001-Php 20,000	22	22.00
Not Stated	3	3.00
Total	100	100.00

Privacy Act.

The data showed that the modal income of the teacher-respondents was posted at Php22,501 which suggested that the teacher-respondents had the capacity to sustain their respective family in providing their needs every month considering that their modal income was higher than the poverty threshold of 2018 for the Province of Samar which was Php9,638 (PSA, 2020).

Number of Years in Teaching. Table 7 presents the number of years in teaching of the teacher-respondents.

The table shows that majority of the teacher-respondents had been teaching for 1-5 years accounting for 56 or 56.00 percent. Twenty-nine or 29.00 percent of them

Table 7

Number of Years in Teaching of Teacher-Respondents

Years in Teaching	f	%
26-30	1	1.00
21-25	4	4.00
16-20	2	2.00
11-15	2	2.00
6-10	29	29.00
1-5	56	56.00
Less than 1 year	1	1.00
Not Stated	5	5.00
Total	100	100.00
Max	26 years	

had been in the department for 6-10 years while the rest of the teacher-respondents were distributed to the other identified years of service to include the five or 5.00 percent who held their anonymity.

The data implied that the modal number of years in teaching of the teacher-respondents was posted at 3.00 years suggesting that they were still neophytes as teachers. However, due to their baccalaureate degree and their sworn in duties and responsibilities they discharged them to the best of their abilities.

Performance Rating Based on the Latest IPCRF. All the teacher-respondents or 100.00 percent obtained a "very satisfactory" performance rating based on the latest IPCRF.

Number of Relevant In-Service Trainings. Table 8 shows the number of relevant in-service trainings of teacher-respondents in the different levels.

The table shows the following mean number of relevant in-service trainings of the teacher-respondents based on the latest IPCRF: international, one training with a SD of 0.85 training; national, one training with a SD of 1.19 trainings; regional, two trainings with a SD of 1.93 trainings; division, four trainings with a SD of 4.33 trainings and district, five trainings with a SD of 3.69 trainings. The over-all mean was posted at three trainings with a SD of 2.40 trainings.

Table 8

**Number of Relevant In-Service Trainings
of Teacher-Respondents**

Level	Mean	S.D.
International	1 training	0.85 training
National	1 training	1.19 trainings
Regional	2 trainings	1.93 trainings
Division	4 trainings	4.33 trainings
District	5 trainings	3.69 trainings
Over-all	3 trainings	2.40 trainings

The foregoing data suggested that the teacher-respondents had attended trainings when given the chance, however, only limited trainings were provided for them.

Attitude Toward Career Guidance Modular Program. Table 9 contains the self-appraisal of the teacher-respondents on their attitude toward career guidance modular program. There were 10 attitude statements included in this area whereby the teacher-respondents signified their agreement or disagreement on each of the statement.

Table 9 shows that the teacher-respondents "agreed" all the attitude statements regarding their attitude toward the career guidance modular program with weighted means ranging from 4.10 to 4.35. Three statements equally obtained the highest weighted mean. These were: "I believe knowledge on career guidance is important for school administrators, teachers, and students," "I consider Career

Table 9

**Attitude Toward Career Guidance Modular Program
of Teacher-Respondents**

Attitude Statement	Weighted Mean	Interpre- tation
1. I believe knowledge on career guidance is important for school administrators, teachers, and students.	4.35	A
2. I consider Career Guidance Program as an avenue to educate students on career choice.	4.35	A
3. I feel being part of the students as I give inputs on their career choice.	4.19	A
4. I believe career guidance helps students acquire knowledge and skills about certain careers.	4.35	A
5. I believe that school career guidance widens the students' horizon on careers.	4.34	A
6. I feel that career guidance in school positively influence the students' career decision making skills.	4.28	A
7. I believe that teachers should provide students with introductory aspects of professions.	4.23	A
8. I believe that quality of teaching positively influence students' career choice.	4.27	A
9. I feel that students' enjoy with the career guidance lessons provided by the school.	4.15	A
10. I believe that whatever happens to my students in the future, I am also responsible for it.	4.10	A

Grand Weighted Mean

4.26

Interpretation

Agree

Legend:	4.51-5.00	Strongly Agree	(SA)
	3.51-4.50	Agree	(A)
	2.51-3.50	Uncertain	(U)
	1.51-2.50	Disagree	(D)
	1.00-1.50	Strongly Disagree	(SD)

Guidance Program as an avenue to educate students on career choice" and "I believe career guidance helps students acquire knowledge and skills about certain careers." On the other hand, the statement stating, "I believe that whatever happens to my students in the future, I am also responsible for it" obtained the least weighted mean.

Taken as a whole, the teacher-respondents "agreed" on their attitude toward the career guidance modular program being indicated by the grand weighted mean of 4.26. This signified that the teacher-respondents highly favored with the use of career guidance modular program to their students who are in the quandary as to what course they would take in college.

Profile of School Administrator-Respondents

This part provides the profile of the school administrator-respondents in terms of age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, performance rating based on the latest OPCR, number of relevant in service trainings and attitude toward Career Guidance.

Age and Sex. Table 10 presents the age and sex disaggregation of the school administrator-respondents.

Table 10 presents that there were only three school

Table 10

**Age and Sex Disaggregation of School
Administrator-Respondents**

Age	Sex		Total	%
	Male	Female		
38	1	0	1	33.34
35	1	0	1	33.33
23	1	0	1	33.33
Total	3	0	3	100.00
%	100.00	0	100.00	
Mean	32.00 years old			
S.D.	7.94 years			

administrator-respondents corresponding to the three secondary schools in the District of Motiong whereby one or 3.34 percent of them was aged 38 years old, another one or 33.33 percent was aged 35 years old and the last one or 33.33 percent was aged 23 years old, the youngest of the three school administrators.

The mean age of the school administrator-respondents was posted at 32.00 years old with a SD of 7.94 years old. The data suggested that the school administrator-respondents were relatively young on their early 30s also which could be construed at the peak of their health and at the height of their career being school administrators.

Moreover, all of the school administrator-respondents,

that is, 100.00 percent belonged to the female sex which indicated that they were the first to qualify to ascend in the hierarchical structure of the DepEd based on the approved staffing pattern in their rationalization. But this did not pre-empt the male counterpart who were still in the process for their professional advancement.

Civil Status. Table 11 shows the civil status of the school administrator-respondents.

The table shows that majority of the school administrator-respondents were still single accounting for two or 66.67 percent. The remaining school administrator-respondent was married accounting for one or 33.33 percent.

The data signified that single blessedness of the school administrator-respondents. Probably, they believed that they were not yet in the position to contract marriage however this did not discount the idea that they have families to sustain by their hard-earned income. They have

Table 11

**Civil Status of School Administrator-
Respondents**

Civil Status	f	%
Single	2	66.67
Married	1	33.33
Total	3	100.00

their biological parents and siblings to support financially.

Highest Educational Attainment. Table 12 presents the highest educational attainment of the school administration-respondents.

The table presents that majority of the school administrator-respondents reached the master's level accounting for two or 66.67 percent while the remaining one or 33.33 percent was a full-fledged master's degree holder.

The data showed that the school administrator-respondents possessed the educational qualification for their current position having met its minimum requirement that is above the baccalaureate level.

Gross Monthly Family Income. Table 13 shows the distribution of the gross monthly family income of the school administrator-respondents.

Table 13 shows that the school administrator-

Table 12

**Highest Educational Attainment of School
Administrator-Respondents**

Educational Level	f	%
Master's Degree	1	33.33
Master's Level	2	66.67
Baccalaureate Degree	0	0.00
Total	100	100.00

Table 13

**Gross Monthly Family Income of School
Administrator-Respondents**

Income Bracket	f	%
Php30,001 and above	1	33.34
Php25,001-Php30,000	1	33.33
Php20,001-Php25,000	1	33.33
Php15,001-Php20,000	0	0.00
Total	3	100.00

respondents disclosed a despaired gross monthly family income. This could be attributed to their appointment and length of service. Furthermore, one or 33.34 percent of them earned Php30,001 and above every month while the other one or 33.33 percent earned Php25,001-Php30,000 monthly and the remaining one or 33.33 percent earned a monthly income of Php20,001-Php25,000.

Consequently, the modal income of the school administrator-respondents was calculated at P27,501. The data signified that this group of respondents earned sufficiently above the published poverty threshold by the PSA (2020) for the Year 2018. This meant that this group of respondents had the capacity to sustain their family by the regular income they earned and provide them a little luxury.

Number of Years as School Administrator. Table 14

Table 14

**Number of Years as School Administrator of School
Administrator-Respondents**

Years as Administrator	f	%
25	1	33.34
14	1	33.33
3	1	33.33
Total	3	100.00
Mean	14.00 years	
S.D.	11.00 years	

contains the number of years as school administrator.

From the table, it can be gleaned that each of the school administrator-respondents disclosed varied number of years of service as school administrator based on their appointment or designation. One of them or 33.34 percent had been in the service for 25 years while one or 33.33 percent for 14 years and the last one or 33.33 percent had been a school administrator for a year only.

Corollarily, the modal number of years as school administrator of the school administrator-respondents was posted at 14 years. This information suggested that the school administrator-respondents had been a school administrator for a longer period of years which expectedly honed their administrative and supervisory skills thus,

manifested exemplary performance in the discharge of their duties and responsibilities as a good father of the family.

Number of Relevant In-Service Trainings. Table 15 discloses the number of relevant in-service trainings of school administrator-respondents in the different levels.

The table shows the mean number of relevant in-service trainings was as follows: international, one training; national, six trainings with a SD of 1.73 trainings; regional, 10 trainings with a SD of 4.04 trainings and division, 23 trainings with a SD of 2.65 trainings.

The overall mean number of relevant in-service trainings attended by the school administrator-respondents was posed at 10 trainings with a SD of 2.11 trainings. This information manifested that this group of respondents regularly attended relevant in-service trainings to be updated with the curricular developments. However, most of

Table 15

**Number of Relevant In-Service Trainings
of School Administrator-Respondents**

Level	Mean	S.D.
International	1 training	0
National	6 trainings	1.73 trainings
Regional	10 trainings	4.04 trainings
Division	23 trainings	2.65 trainings
Over-all	10 trainings	2.11 trainings

their trainings attended were regional and division levels only.

Attitude Toward Career Guidance. Table 16 provides the self-appraisal of the school administrator-respondents regarding their attitude toward career guidance. Ten attitude statements were included in this area whereby the respondents signified their agreement or disagreement on each of the statement.

Table 16 shows that the school administrator-respondents "agreed" on five statements which corresponded to the following: "I feel being part of the students as I give inputs on their career choice," "I believe career guidance helps students acquire knowledge and skills about certain careers," "I feel that career guidance in school positively influence the students' career decision making skills," "I believe that quality of teaching positively influence students' career choice" and "I feel that students' enjoy with the career guidance lessons provided by the school," with the same weighted mean of 3.67.

The remaining five statements were appraised by the same group of respondents as "uncertain" with the same weighted mean of 3.33. These were the statements stating: "I believe knowledge on career guidance is important for school administrators, teachers, and students," "I consider Career Guidance Program as an avenue to educate students on

Table 16

**Attitude Toward Career Guidance of School
Administrator-Respondents**

Attitude Statement	Weighted Mean	Interpretation
1. I believe knowledge on career guidance is important for school administrators, teachers, and students.	3.33	U
2. I consider Career Guidance Program as an avenue to educate students on career choice.	3.33	U
3. I feel being part of the students as I give inputs on their career choice.	3.67	A
4. I believe career guidance helps students acquire knowledge and skills about certain careers.	3.67	A
5. I believe that school career guidance widens the students' horizon on careers.	3.33	U
6. I feel that career guidance in school positively influence the students' career decision making skills.	3.67	A
7. I believe that teachers should provide students with introductory aspects of professions.	3.33	U
8. I believe that quality of teaching positively influence students' career choice.	3.67	A
9. I feel that students' enjoy with the career guidance lessons provided by the school.	3.67	A
10. I believe that whatever happens to my students in the future, I am also responsible for it.	3.33	U
Grand Weighted Mean	3.50	

Interpretation	Uncertain
-----------------------	------------------

Legend:	4.51-5.00	Strongly Agree	(SA)
	3.51-4.50	Agree	(A)
	2.51-3.50	Uncertain	(U)
	1.51-2.50	Disagree	(D)
	1.00-1.50	Strongly Disagree	(SD)

career choice, "I believe that school career guidance widens the students' horizon on careers," "I believe that teachers should provide students with introductory aspects of professions" and "I believe that whatever happens to my students in the future, I am also responsible for it."

Taken as a whole, the school administrator-respondents were "uncertain" with their attitude toward career guidance in school being shown by the grand weighted mean of 3.50. This indicated that the school administrator-respondents had a moderate regard with the career guidance as necessary for the students to guide them in choosing their careers in college.

Level of Implementation of Career Guidance Modular Program as Assessed by the Two Groups of Respondents

This part presents the assessment of the two groups of respondents on the level of implementation of career guidance modular program in terms of the following areas, namely: learning objectives, learning content; organizations and learning experiences.

Learning Objectives. Table 17 presents the level of implementation of career guidance modular program in terms of learning objectives based the assessments of the two groups of respondents. There were four indicators included in this area.

Table 17

**Level of Implementation of Career Guidance Modular Program
as Assessed by the Two Groups of Respondents along
Learning Objectives**

Indicators	Teachers		School Adminis- trators	
	WM	I	WM	I
1. Main objective of the program.	3.88	HI	3.67	HI
2. Specific objectives which are achievable and relevant.	3.78	HI	3.67	HI
3. Well-described expected results of the program.	3.74	HI	3.67	HI
4. Achievable success indicators of the career guidance program objectives.	3.76	HI	3.67	HI
Grand Weighted Mean	3.79		3.67	
Interpretation	HI		HI	
Legend:	4.51-5.00	Extremely Implemented	(EI)	
	3.51-4.50	Highly Implemented	(HI)	
	2.51-3.50	Moderately Implemented	(MI)	
	1.51-2.50	Slightly Implemented	(SI)	
	1.00-1.50	Not Implemented	(NI)	

From the table, it can be noted that the teachers considered the implementation of career guidance modular program in terms of learning objectives as "highly implemented" in all the four indicators with weighted means ranging from 3.74 to 3.88. The indicators that obtained the highest and the least weighted means corresponded to the following: "main objective of the program" and "well-described expected results of the program," respectively.

Taken as a whole, the teacher-respondents viewed the

career guidance modular program as "highly implemented" in terms of learning objectives with a grand weighted mean of 3.79. This signified that this group of respondents believed that the career guidance modular program aligned to its objectives was utilized to facilitate the students in choosing the course they would take up in college.

Likewise, Table 17 presents that the school administrator-respondents, too, considered all indicators covered in the implementation of the career guidance modular program in terms of learning objectives as "highly implemented" with the same weighted means. These indicators were: "main objective of the program," "specific objectives which are achievable and relevant," "well-described expected results of the program" and "achievable success indicators of the career guidance program objectives."

Taken as a whole, the school administrator-respondents believed that the career guidance modular program in terms of learning objectives as "highly implemented" with a grand weighted mean of 3.67. This signified that this group of respondents observed that the learning objectives of the career guidance modular program were utilized by the teachers to guide the students in choosing their career.

In summary, the two groups arrived at the same adjectival assessment as regards the level of implementation of the career guidance modular program in

terms of learning objectives. Both groups considered it "highly implemented." However, they differed in their numerical assessments. While the teacher-respondents gave a grand weighted mean of 3.79, the school administrators-respondents gave 3.67.

Learning Content. Table 18 reveals the level of implementation of career guidance modular program in terms of learning content based the assessments of the two groups of respondents. There were four indicators included in this area.

Table 18 shows that the teacher-respondents assessed the implementation of the career guidance modular program in terms of learning content as "highly implemented" along all its indicators with weighted means ranging from 3.92 to 3.96. The indicators that obtained the highest and the least weighted means corresponded to the following: "learning content of the program that is suited to the level of understanding of the students" and "learning content of the program that is suited to the level of appreciations of the students," respectively.

Taken as a whole, the teacher-respondents considered the career guidance modular program in terms of learning content as "highly implemented" being indicated by the grand weighted mean of 3.94. This signified that this group of respondents believed that the learning contents of the

Table 18

**Level of Implementation of Career Guidance Modular Program
as Assessed by the Two Groups of Respondents along
Learning Content**

Indicators	Teachers		School Adminis- trators	
	WM	I	WM	I
1. Aligned learning content of the program with the objectives.	3.95	HI	3.67	HI
2. Learning content of the program that is suited to the level of understanding of the students.	3.96	HI	3.67	HI
3. Learning content of the program that is suited to the level of appreciations of the students.	3.92	HI	3.33	MI
4. Assignments given that are useful and complementary to the objective of the program.	3.95	HI	3.67	HI
Grand Weighted Mean	3.94		3.58	
Interpretation	HI		HI	
Legend:	4.51-5.00	Extremely Implemented	(EI)	
	3.51-4.50	Highly Implemented	(HI)	
	2.51-3.50	Moderately Implemented	(MI)	
	1.51-2.50	Slightly Implemented	(SI)	
	1.00-1.50	Not Implemented	(NI)	

career guidance modular program were utilized to facilitate the students in choosing the course they would take up in college.

Also, Table 18 presents that the school administrator-respondents assessed three the indicators along implementation of career guidance modular program as "highly implanted" in terms of learning content with the

same weighted means of 3.67. These indicators were: "aligned learning content of the program with the objectives," "learning content of the program that is suited to the level of understanding of the students" and "assignments given that are useful and complementary to the objective of the program." The remaining indicator was assessed by this same group of respondents as "moderately implemented" corresponding to "learning content of the program that is suited to the level of appreciations of the students," with a weighted mean of 3.33.

Taken as a whole, the school administrator-respondents assessed the implementation of the career guidance modular program as highly "implemented" in terms of learning content being supported by the grand weighted mean of 3.58. This signified that the school administrator respondents, likewise, believed that the learning contents of the career guidance modular program were always utilized by the teachers to guide students in choosing their career in college.

In summary, the two groups arrived at the same adjectival assessment as regards to the level of implementation of the career guidance modular program in terms of learning content. Both groups considered it "highly implemented." However, they differed in their numerical assessments. While the teacher-respondents gave a

grand weighted mean of 3.94, the school administrators-respondents gave 3.58.

Organizations. Table 19 reveals the level of implementation of career guidance modular program in terms of organizations based the assessments of the two groups of respondents. There were three indicators included in this area.

It can be gleaned from Table 19 that the teachers appraised all the indicators along implementation of career guidance modular program in terms of its organizations as "highly implemented" with weighted means ranging from 3.84 to 3.97. In these indicators, "program that is well-organized in terms of content and flow" and "time allotted in conducting the program that is appropriate" obtained the highest and the least weighted means, respectively.

Taken as a whole, the teacher-respondents assessed the career guidance modular program as "highly implemented" in terms of its organizations being shown by the grand weighted mean of 3.92. This indicated that to belief of the teacher-respondents, continuous and sustained use of career guidance modular program in terms of organizations could give guidance to the students in their quest for career in life.

Table 19 also shows that the school administrator-respondents assessed the career guidance modular program

Table 19

**Level of Implementation of Career Guidance Modular Program
as Assessed by the Two Groups of Respondents along
Organizations**

Indicators	Teachers		School Adminis- trators	
	WM	I	WM	I
1. Program that is well-organized in terms of content and flow.	3.97	HI	3.33	MI
2. Activities in the program that are sequenced in logical manner.	3.94	HI	3.33	MI
3. Time allotted in conducting the program that is appropriate.	3.84	HI	3.33	MI
Grand Weighted Mean	3.92		3.33	
Interpretation	HI		MI	

Legend:	4.51-5.00	Extremely Implemented	(EI)
	3.51-4.50	Highly Implemented	(HI)
	2.51-3.50	Moderately Implemented	(MI)
	1.51-2.50	Slightly Implemented	(SI)
	1.00-1.50	Not Implemented	(NI)

was "moderately implemented" in terms of organizations on its three indicators with the same weighted means of 3.33. These indicators were: "program that is well-organized in terms of content and flow," "activities in the program that are sequenced in logical manner" and "time allotted in conducting the program that is appropriate."

Taken as a whole, the school administrator-respondents considered the career guidance modular program as "moderately implemented" in terms of organizations being manifested by the grand weighted mean of 3.33. This indicated that the school

administrator-respondents believed that the career guidance modular program was moderately used by the teachers in terms of organizations as guide for the students in choosing their career.

In summary, the two groups of respondents arrived at a despaired assessment on the implementation of the career guidance modular program in terms of organizations, both adjectival and numerical assessments. The teachers arrived at a grand weighted mean of 3.92 being interpreted as "highly implemented," the school administrator-respondents gave 3.33 with an adjectival interpretation of "moderately implemented."

Learning Experiences. Table 20 reveals the level of implementation of career guidance modular program in terms of learning experiences based the assessments of the two groups of respondents. There were five indicators included in this area.

From the said table, it can be gleaned that the teacher-respondents assessed all the indicators along the implementation of career guidance modular program in terms of learning experiences as "highly implemented" with weighted means ranging from 3.83 to 4.06. The indicators that obtained the highest and least weighted means corresponded to the following: "activities that are essentials to the needs of my students as the High School Early Registration draws near" and "challenging and

Table 20

**Level of Implementation of Career Guidance Modular Program
as Assessed by the Two Groups of Respondents along
Learning Experiences**

Indicators	Teachers		School Adminis- trators	
	WM	I	WM	I
1. Program with activities that is enjoyable to the students.	4.01	HI	3.00	MI
2. Challenging and stimulating program.	3.83	HI	3.33	MI
3. Learning activities that are completely aligned to the program objectives.	3.98	HI	3.33	MI
4. Activities that are essentials to the needs of my students as the High School Early Registration draws near.	4.06	HI	3.00	MI
5. Easy to get materials needed in the program.	3.99	HI	3.33	MI
Grand Weighted Mean	3.97		3.20	
Interpretation	HI		MI	
Legend:	4.51-5.00	Extremely Implemented	(EI)	
	3.51-4.50	Highly Implemented	(HI)	
	2.51-3.50	Moderately Implemented	(MI)	
	1.51-2.50	Slightly Implemented	(SI)	
	1.00-1.50	Not Implemented	(NI)	

stimulating program," respectively.

Taken as a whole, the teacher-respondents viewed the career guidance modular program as "highly implemented" in terms of learning experiences being shown by the grand weighted mean of 3.97. This suggested that the teacher-respondents believed that the learning experiences in the

career guidance modular program could give a better guidance to the students in their choice of career when used regularly in the implementation of career guidance program.

Also, Table 20 shows that the school administrator-respondents assessed the implementation of the aforementioned area in terms of learning experiences as "moderately implemented" in all its indicators with weighted means ranging from 3.00 to 3.33. The following indicators similarly obtained higher weighted means: "challenging and stimulating program," "learning activities that are completely aligned to the program objectives" and "easy to get materials needed in the program." On the other hand, the remaining two indicators equally obtained the least weighted mean corresponding to: "program with activities that is enjoyable to the students" and "activities that are essentials to the needs of my students as the High School Early Registration draws near."

Taken as a whole, the school administrator-respondents believed that the career guidance modular program as "moderately implemented" in terms of learning experiences being shown by the grand weighted mean of 3.20. This suggested that the aforementioned respondents observed that the learning experiences in the career guidance modular program could give a better guidance to the students in

their choice of career however it seems that the teachers moderately used it in the implementation of career guidance program.

In summary, the two groups of respondents arrived at a varied assessment on the implementation of the career guidance modular program in terms of learning experiences, both adjectival and numerical assessments. The teachers arrived at a grand weighted mean of 3.97 being interpreted as "highly implemented," the school administrator-respondents gave 3.20 with an adjectival interpretation of "moderately implemented."

Comparison Between the Assessments of the Two Groups of Respondents on the Level of Implementation of Career Guidance Modular Program

Table 21 presents the comparison between the

Table 21

Comparison of the Assessment of the Two Groups of Respondents on the Level of Implementation of Career Guidance Modular Program

Area	t-Value		df	p-Value	Assessment/ Decision
	Computed	Critical			
Learning Objectives	3.860	<u>+2.447</u>	6	0.008	S / Reject Ho.
Learning Content	4.213	<u>+2.447</u>	6	0.006	S / Reject Ho.
Organizations	14.928	<u>+2.776</u>	4	0.000	S / Reject Ho.
Learning Experiences	8.665	<u>+2.306</u>	8	0.000	S / Reject Ho.

assessments of the two groups of respondents on the level of implementation of Career Guidance Modular Program in terms of learning objectives, learning content; organizations and learning experiences.

Learning Objectives. It can be recalled that the two groups arrived at the same adjectival assessment as regards the level of implementation of the career guidance modular program in terms of learning objectives. Both groups considered it "highly implemented." However, they differed in their numerical assessments. While the teacher-respondents gave a grand weighted mean of 3.79, the school administrators-respondents gave 3.67. This yielded a mean difference of 0.12 which was tested for its significance using the t-Test for Independent Sample Means.

In testing the significance of the noted disparity between the two means, the computed value was posted at 3.860 with $df = 6$ and a p-value of 0.008 at .05 α . The critical t-value was set at ± 2.447 . Furthermore, in the assessment, the computed value was compared with the critical value and the p-value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned

greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the variation between the two means was significant which signified that assessment of the two groups as regards the implementation of the career guidance modular program was essentially dissimilar. Therefore, the null hypothesis stating that, "there is no significant difference between the assessments of the two groups of respondents on the level of implementation of Career Guidance Modular Program in terms of learning objectives," was rejected.

Based on the means, it can be noted that the teachers gave higher weighted mean than the school administrators. This denoted that the teachers, being tasked to implement career guidance among their students averred that they adhered to its process using the modular program. But the school administrators being the overseer of all programs of the school felt that the best practice of the teacher was not enough in giving guidance to the students with their career choice. Probably, it would best to involve the school administrators in every effort of the teachers in providing career guidance to their students.

Learning Content. It may be recalled that the two groups arrived at the same adjectival assessment as regards the level of implementation of the career guidance modular program in terms of learning content. Both groups considered it "highly implemented." However, they differed in their numerical assessments. While the teacher-respondents gave a grand weighted mean of 3.94, the school administrators-respondents gave 3.58 which yielded to a mean difference of 0.36. This was tested for its significance using the t-Test for Independent Sample Means.

In testing the significance of the noted disparity between the two means, the computed value was posted at 4.213 with $df = 6$ and a p-value of 0.006 at .05 α . The critical t-value was set at ± 2.447 . Furthermore, in the assessment, the computed value was compared with the critical value and the p-value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the

critical value and the p-value turned lesser than the α thus the variation between the two means was significant which signified that assessment of the two groups as regards the implementation of the career guidance modular program was essentially dissimilar. Therefore, the null hypothesis stating that, "there is no significant difference between the assessments of the two groups of respondents on the level of implementation of Career Guidance Modular Program in terms of learning content," was rejected.

Based on the means, it can be noted that the teachers gave higher weighted mean than the school administrators. This denoted that the teachers, being tasked to implement career guidance among their students averred that they adhered to the learning content of the modular program. But the school administrators being the overseer of all programs of the school felt that the teacher was not able to provide guidance wholly to the students with their career choice using the learning content of the career guidance modular program. Probably, it would best to involve the school administrators in crafting, revising and enhancing the learning content of the modular program to ensure that career guidance could be effective to their students.

Organizations. It can be noted that the two groups of

respondents arrived at a despaired assessment on the implementation of the career guidance modular program in terms of organizations, both adjectival and numerical assessments. The teachers arrived at a grand weighted mean of 3.92 being interpreted as "highly implemented," the school administrator-respondents gave 3.33 with an adjectival interpretation of "moderately implemented." This yielded a mean difference of 0.59 which was tested for its significance using the t-Test for Independent Sample Means.

In testing the significance of the noted disparity between the two means, the computed value was posted at 14.928 with $df = 4$ and a p-value of 0.000 at $.05 \alpha$. The critical t-value was set at ± 2.776 . Furthermore, in the assessment, the computed value was compared with the critical value and the p-value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α

thus the variation between the two means was significant which signified that assessment of the two groups as regards the implementation of the career guidance modular program was essentially dissimilar. Therefore, the null hypothesis stating that, "there is no significant difference between the assessments of the two groups of respondents on the level of implementation of Career Guidance Modular Program in terms of organizations," was rejected.

Based on the means, it can be noted that the teachers gave higher weighted mean than the school administrators. This denoted that the teachers, being tasked to implement career guidance among their students averred that they adhered to its organizations using the modular program. But the school administrators being the overseer of all programs of the school felt that the best practice of the teacher was not enough in giving guidance to the students with their career choice. Probably, it would best to involve the school administrators in organizing the module program and the career guidance program in general.

Learning Experiences. It can be recalled that the two groups of respondents arrived at a varied assessment on the implementation of the career guidance modular program in terms of learning experiences, both adjectival and numerical assessments. The teachers arrived at a grand

weighted mean of 3.97 being interpreted as "highly implemented," the school administrator-respondents gave 3.20 with an adjectival interpretation of "moderately implemented" which yielded to a mean difference of 0.36. This was tested for its significance using the t-Test for Independent Sample Means.

In testing the significance of the noted disparity between the two means, the computed value was posted at 8.665 with $df = 8$ and a p-value of 0.000 at .05 α . The critical t-value was set at ± 2.306 . Furthermore, in the assessment, the computed value was compared with the critical value and the p-value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the variation between the two means was significant which signified that assessment of the two groups as regards the implementation of the career guidance modular

program was essentially dissimilar. Therefore, the null hypothesis stating that, "there is no significant difference between the assessments of the two groups of respondents on the level of implementation of Career Guidance Modular Program in terms of learning experiences," was rejected.

Based on the means, it can be noted that the teachers gave higher weighted mean than the school administrators. This denoted that the teachers, being tasked to implement career guidance among their students averred that they fully utilized the learning experiences in the modular program to provide career guidance among students. But the school administrators being the overseer of all programs of the school felt that the teacher was not able to provide guidance wholly to the students with their career choice using the learning experiences of the career guidance modular program. Probably, it would be best to involve the school administrators in reviewing the learning experiences in the modular program to ensure that career guidance could be effective to their students.

**Relationship Between the Assessed Level of
Implementation of Career Guidance Modular
Program and the Identified Variates**

This part contains the relationship between the assessed level of implementation of Career Guidance Modular

Program and the following variates, namely: teacher-related variates; and school administrator-related variates.

Teacher-Related Variates. Table 22 reveals the relationship between the assessed level of implementation of Career Guidance Modular Program and the teacher-related variates in terms of: age, sex, civil status, highest educational attainment, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in service trainings and attitude toward Career Guidance.

Age. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the age of the teachers using the Pearson's r , the computed value was posted at .059 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 0.585 with $df = 98$ and a p -value of 0.560 at .05 α . The critical t -value was set at ± 1.984 . Furthermore, the computed value was compared with the critical value and the p -value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p -value turned greater than the α ; on the other hand, the variation was significant if

Table 22

**Relationship Between the Assessed Level of Implementation
of Career Guidance Modular Program and the Teacher-
Related Variates**

Variate	Linear Association		Fisher's t-Value	p-Value	Assessment/ Decision
	Coefficient	Degree			
Age	.059	Very Weak	0.585	0.560	NS / Accept Ho.
Sex	.108	Very Weak	1.075	0.286	NS / Accept Ho.
Civil Status	.185	Very Weak	1.864	0.065	NS / Accept Ho.
Highest Educational Attainment	.265	Weak	2.721	0.018	S / Reject Ho.
Gross Monthly Family Income	.037	Very Weak	0.367	0.716	NS / Accept Ho.
Number of Years in Teaching	.036	Very Weak	0.357	0.729	NS / Accept Ho.
Performance Rating	.219	Weak	2.222	0.028	S / Reject Ho.
Number of Relevant In-Service Trainings	.035	Very Weak	0.347	0.730	NS / Accept Ho.
Attitude Toward Career Guidance Modular Program	.480	Moderate	5.417	0.000	S / Reject Ho.

Fisher's t-Critical Value = ± 1.984
df = 98 $\alpha = .05$

S - Significant
NS - Not Significant

and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was

proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the age of the teachers did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the age of the teachers," was accepted.

Sex. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the sex of the teachers using the Pearson's r , the computed value was posted at .108 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 1.075 with $df = 98$ and a p-value of 0.286 at .05 α . The critical t -value was set at ± 1.984 . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if

and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the sex of the teachers did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the sex of the teachers," was accepted.

Civil Status. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the civil status of the teachers using the Pearson's r , the computed value was posted at .185 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 1.864 with $df = 98$ and a p-value of 0.065 at .05 α . The critical t -value was set at ± 1.984 . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the assessment, the following decision rule was applied:

the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the civil status of the teachers did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the civil status of the teachers," was accepted.

Highest Educational Attainment. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the highest educational attainment of the teachers using the Pearson's r , the computed value was posted at .265 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing

the Fisher's t-Test, the computed value was posted at 2.721 with $df = 98$ and a p-value of 0.018 at $.05 \alpha$. The critical t-value was set at ± 1.984 . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the highest educational attainment of the teachers did significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the highest educational attainment of the teachers," was rejected.

The coefficient being positive suggested a direct proportional linear association indicating that the teacher

with higher educational attainment gave higher assessment on the implementation of the career guidance modular program than the teachers with baccalaureate degrees only.

Gross Monthly Family Income. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the gross monthly family income of the teachers using the Pearson's r , the computed value was posted at .037 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 0.367 with $df = 98$ and a p -value of 0.716 at .05 α . The critical t -value was set at ± 1.984 . Furthermore, the computed value was compared with the critical value and the p -value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p -value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p -value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p -value turned greater than the α thus the linear association between the two variables was

not significant which signified that the gross monthly family income of the teachers did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the gross monthly family income of the teachers," was accepted.

Number of Years in Teaching. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the number of years in teaching of the teachers using the Pearson's r , the computed value was posted at .036 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 0.367 with $df = 98$ and a p -value of 0.729 at .05 α . The critical t -value was set at ± 1.984 . Furthermore, the computed value was compared with the critical value and the p -value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p -value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the

critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the number of years in teaching of the teachers did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the number of years in teaching of the teachers," was accepted.

Performance Rating. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the performance rating of the teachers using the Pearson's r , the computed value was posted at .219 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 2.222 with $df = 98$ and a p-value of 0.028 at .05 α . The critical t -value was set at ± 1.984 . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the assessment, the following decision rule was applied:

the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the performance rating of the teachers did significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the performance rating of the teachers," was rejected.

The coefficient being positive suggested a direct proportional linear association indicating that the teacher who obtained very satisfactory rating gave higher assessment on the implementation of the career guidance modular program than the teachers with satisfactory rating only.

Number of Relevant In-Service Trainings. In associating linear relationship between the assessed level

of implementation of Career Guidance Modular Program and the number of relevant in-service trainings of the teachers using the Pearson's r , the computed value was posted at .035 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 0.347 with $df = 98$ and a p -value of 0.730 at .05 α . The critical t -value was set at +1.984. Furthermore, the computed value was compared with the critical value and the p -value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p -value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p -value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p -value turned greater than the α thus the linear association between the two variables was not significant which signified that the number of relevant in-service trainings of the teachers did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null

hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the number of relevant in-service trainings of the teachers," was accepted.

Attitude Toward Career Guidance Modular Program. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the attitude toward career guidance modular program of the teachers using the Pearson's r , the computed value was posted at .480 denoting a "moderate" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 5.417 with $df = 98$ and a p -value of 0.000 at .05 α . The critical t -value was set at ± 1.984 . Furthermore, the computed value was compared with the critical value and the p -value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p -value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p -value turned lesser than the α .

In the comparison of the aforementioned values, it was

proven that the computed value turned greater than the critical value and the p-value turned lesser than the α thus the linear association between the two variables was significant which signified that the attitude toward career guidance modular program of the teachers did significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the attitude toward career guidance modular program of the teachers," was rejected.

The coefficient being positive suggested a direct proportional linear association indicating that the teacher who manifested very favorable attitude toward career guidance modular program gave higher assessment on the implementation of the career guidance modular program than the teachers with less favorable attitude toward it.

In summary, of the teacher-related variates, only highest educational attainment, performance rating based on the latest IPCRF and attitude toward career guidance modular program proved to influence their assessments on the level of implementation of career guidance modular program. The other variates did not show any evidence that they significantly influenced it.

School Administrator-Related Variates. Table 23

reveals the relationship between the assessed level of implementation of Career Guidance Modular Program and the school administrator-related variates in terms of: age, sex, civil status, highest educational attainment, gross monthly family income, number of years as school administrator, performance rating based on the latest OPCR, number of relevant in service trainings and attitude toward Career Guidance.

Age. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the age of the school administrators, it showed no linear association between the two variables. Meaning, neither of the aforementioned variables did influence the other.

Sex. Likewise, in associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the sex of the school administrators, it showed no linear association between the two variables. Meaning, neither of the aforementioned variables did influence the other.

Civil Status. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the civil status of the school administrators using the Pearson's r , the computed value

Table 23

**Relationship Between the Assessed Level of Implementation
of Career Guidance Modular Program and the School
Administrator-Respondents**

Variate	Linear Association		Fisher's t-Value	p-Value	Assessment/Decision
	Coefficient	Degree			
Age	No Linear Association				
Sex	No Linear Association				
Civil Status	.756	High	1.155	0.454	NS / Accept Ho.
Highest Educational Attainment	.998	Very High	15.788	0.039	S / Reject Ho.
Gross Monthly Family Income	.327	Weak	0.346	0.788	NS / Accept Ho.
Number of Years as School Administrator	.982	Very High	5.199	0.121	NS / Accept Ho.
Performance Rating	.041	Very Weak	0.041	0.974	NS / Accept Ho.
Number of Relevant In-Service Trainings	.920	Very High	2.347	0.256	NS / Accept Ho.
Attitude Toward Career Guidance	.993	Very High	8.407	0.074	NS / Accept Ho.

Fisher's t-Critical Value = ± 12.706
df = 1 $\alpha = .05$

S - Significant
NS - Not Significant

was posted at .756 denoting a "high" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t-Test, the

computed value was posted at 1.155 with $df = 1$ and a p-value of 0.454 at .05 α . The critical t-value was set at ± 12.706 . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the civil status of the school administrators did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the civil status of the school administrators," was accepted.

Highest Educational Attainment. In associating linear relationship between the assessed level of implementation

of Career Guidance Modular Program and the highest educational attainment of the school administrator-respondents using the Pearson's r , the computed value was posted at .998 denoting a "very high" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 15.788 with $df = 98$ and a p -value of 0.039 at .05 α . The critical t -value was set at +1.984. Furthermore, the computed value was compared with the critical value and the p -value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p -value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p -value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned greater than the critical value and the p -value turned lesser than the α thus the linear association between the two variables was significant which signified that the highest educational attainment of the school administrators did significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null

hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the highest educational attainment of the school administrators," was rejected.

The coefficient being positive suggested a direct proportional linear association indicating that the school administrator with master's degree gave higher assessment on the implementation of the career guidance modular program than the school administrators with unit in the master's level only.

Gross Monthly Family Income. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the gross monthly income of the school administrators using the Pearson's r , the computed value was posted at .327 denoting a "weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 0.346 with $df = 1$ and a p -value of 0.788 at .05 α . The critical t -value was set at ± 12.706 . Furthermore, the computed value was compared with the critical value and the p -value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser

than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the gross monthly family income of the school administrators did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the gross monthly family income of the school administrators," was accepted.

Number of Years as Administrator. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the number of years as administrator of the school administrators using the Pearson's r , the computed value was posted at .982 denoting a "very high" linear association. In testing the significance of the noted linear association between the two variable utilizing the

Fisher's t-Test, the computed value was posted at 5.199 with $df = 1$ and a p-value of 0.121 at .05 α . The critical t-value was set at ± 12.706 . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the number of years as school administrator of the school administrators did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the number of years as school administrator of the school administrators," was accepted.

Performance Rating. In associating linear relationship

between the assessed level of implementation of Career Guidance Modular Program and the performance rating of the school administrators using the Pearson's r , the computed value was posted at .041 denoting a "very weak" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 0.041 with $df = 1$ and a p -value of 0.974 at .05 α . The critical t -value was set at ± 12.706 . Furthermore, the computed value was compared with the critical value and the p -value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p -value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p -value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p -value turned greater than the α thus the linear association between the two variables was not significant which signified that the performance rating of the school administrators did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null

hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the performance rating based on the latest OPCRF of the school administrators," was accepted.

Number of Relevant In-Service Trainings. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the number of relevant in-service trainings of the school administrators using the Pearson's r , the computed value was posted at .920 denoting a "very high" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 2.347 with $df = 1$ and a p -value of 0.256 at .05 α . The critical t -value was set at ± 12.706 . Furthermore, the computed value was compared with the critical value and the p -value was compared with the α . In the assessment, the following decision rule was applied: the variation was not significant if and when the computed value turned lesser than the critical value and the p -value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p -value turned lesser than the α .

In the comparison of the aforementioned values, it was

proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the number of relevant in-service trainings of the school administrators did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the number of relevant in service trainings of the school administrators," was accepted.

Attitude Toward Career Guidance. In associating linear relationship between the assessed level of implementation of Career Guidance Modular Program and the attitude toward career guidance of the school administrators using the Pearson's r , the computed value was posted at .993 denoting a "very high" linear association. In testing the significance of the noted linear association between the two variable utilizing the Fisher's t -Test, the computed value was posted at 8.407 with $df = 1$ and a p-value of 0.074 at .05 α . The critical t -value was set at ± 12.706 . Furthermore, the computed value was compared with the critical value and the p-value was compared with the α . In the assessment, the following decision rule was applied:

the variation was not significant if and when the computed value turned lesser than the critical value and the p-value turned greater than the α ; on the other hand, the variation was significant if and when the computed value turned greater than the critical value and the p-value turned lesser than the α .

In the comparison of the aforementioned values, it was proven that the computed value turned lesser than the critical value and the p-value turned greater than the α thus the linear association between the two variables was not significant which signified that the attitude toward career guidance of the school administrators did not significantly influence their assessment on the level of implementation of Career Guidance Modular Program. Therefore, the null hypothesis stating that, "there is no significant relationship between the assessed level of implementation of Career Guidance Modular Program and the attitude toward career guidance of the school administrators," was accepted.

In summary, of the school administrator-related variates, only the highest educational attainment proved to significantly influence their assessment on the level of implementation of career guidance modular program. Age and sex posed no linear association to the aforementioned

variable and the other variates did not prove to have significant influence to it.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings of the study with the conclusions drawn and recommendations based on the conclusions drawn.

Summary of Findings

The following were the salient findings of the study:

1. The oldest teacher-respondent was aged 62 years old while, the youngest was 21 years old whereby the mean age was posted at 31.76 years old with a standard deviation (SD) of 8.12 years old, dominated by the female accounting for 64 or 64.00 percent.
2. Majority of the teacher-respondents were married accounting for 57 or 57.00 percent.
3. Half of the teacher-respondents, that is, 50.00 percent were master's level.
4. Majority of the teacher-respondents earned Php20,001-P hp25,000 monthly accounting for 66 or 66.00 percent with a modal income of P hp22,501.
5. All the teacher-respondents or 100.00 percent obtained a "very satisfactory" performance rating based on the latest IPCRF.
6. The overall mean was posted at three trainings

with a SD of 2.40 trainings.

7. Majority of the teacher-respondents had been teaching for 1-5 years accounting for 56 or 56.00 percent with a modal number of years in teaching of the teacher-respondents was posted at 3.00 years.

8. The teacher-respondents "agreed" on their attitude toward the career guidance modular program being indicated by the grand weighted mean of 4.26.

9. The mean age of the school administrator-respondents was posted at 32.00 years old with a SD of 7.94 years old whereby all of them, that is, 100.00 percent belonged to the female sex.

10. Majority of the school administrator-respondents were still single accounting for two or 66.67 percent.

11. Majority of the school administrator-respondents reached the master's level accounting for two or 66.67 percent.

12. The modal income of the school administrator-respondents was calculated at P27,501.

13. The modal number of years as school administrator of the school administrator-respondents was posted at 14 years.

14. The overall mean number of relevant in-service trainings attended by the school administrator-respondents was posed at 10 trainings with a SD of 2.11 trainings.

15. The school administrator-respondents were "uncertain" with their attitude toward career guidance in school being shown by the grand weighted mean of 3.50.

16. The teacher-respondents viewed the career guidance modular program as "highly implemented" in terms of learning objectives with a grand weighted mean of 3.79 while the school administrator-respondents believed that the career guidance modular program in terms of learning objectives as "highly implemented" with a grand weighted mean of 3.67.

17. The teacher-respondents considered the career guidance modular program in terms of learning content as "highly implemented" being indicated by the grand weighted mean of 3.94 while the school administrator-respondents assessed the implementation of the career guidance modular program as "highly implemented" in terms of learning content being supported by the grand weighted mean of 3.58.

18. The teacher-respondents assessed the career guidance modular program as "highly implemented" in terms of its organizations being shown by the grand weighted mean of 3.92 while the school administrator-respondents considered the career guidance modular program as "moderately implemented" in terms of organizations being manifested by the grand weighted mean of 3.33.

19. The teacher-respondents viewed the career guidance modular program as "highly implemented" in terms of learning experiences being shown by the grand weighted mean of 3.97 while the school administrator-respondents believed that the career guidance modular program as "moderately implemented" in terms of learning experiences being shown by the grand weighted mean of 3.20.

20. In comparing the assessments of the two groups of respondents on the level of implementation of career guidance modular program, the assessment was significant along the four areas, namely: learning objectives, learning content, organizations, and learning experiences.

21. In associating relationship between the assessed level of implementation of Career Guidance Modular Program and the teacher-related variates, it was found significant along highest educational attainment, performance rating based on the latest IPCRF and attitude toward Career Guidance while age, sex, civil status, gross monthly family income, number of years in teaching, and number of relevant in service trainings proved to have no influence to it.

22. In associating relationship between the assessed level of implementation of Career Guidance Modular Program and the school administrator-related variates, it was found significant along highest educational attainment only while age, sex, civil status, gross monthly family income,

performance rating based on the latest OPCR, number of years in teaching, number of relevant in service trainings and attitude toward career guidance proved to have no influence to it.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The teacher-respondents were relatively young, at their early 30s, at the peak of their health and at the height of their career being secondary school teachers. Moreover, female dominance existed among the secondary teachers in the District of Motiong which suggested that more of this sex group embraced teaching as their chosen career in college.

2. The teacher-respondents had entered into the marital state with a family to maintain by the fruits of their career. Probably, they, too, might have children already, which, they gave guidance on their career path.

3. The teacher-respondents possessed the educational qualification for the position having earned a teacher education degree or related degree. Majority of them did not settle as baccalaureate degree holders but pursued advance education for professional growth and advancement.

4. The teacher-respondents had the capacity to

sustain their respective family in providing their needs every month considering that their modal income was higher than the poverty threshold of 2018 for the Province of Samar which was Php9,638 (PSA, 2020).

5. The teacher-respondents manifested exemplary performance based on the latest IPCRF, which signified that they were able to achieve their targets.

6. The teacher-respondents had attended trainings when given the chance, however, only limited trainings were provided for them.

7. The teacher-respondents were still neophytes as teachers. However, due to their baccalaureate degree and their sworn in duties and responsibilities they discharged them to the best of their abilities.

8. The teacher-respondents highly favored with the use of career guidance modular program to their students who are in the quandary as to what course they would take in college.

9. The school administrator-respondents were relatively young on their early 30s also which could be construed at the peak of their health and at the height of their career being school administrators. The female school administrators were the first to qualify to ascend in the hierarchical structure of the DepEd based on the approved staffing pattern in their rationalization. But this did not

pre-empt the male counterpart who were still in the process for their professional advancement.

10. The school administrator-respondents invoked their single blessedness. Probably, they believed that they were not yet in the position to contract marriage however this did not discount the idea that they have families to sustain by their hard-earned income. They have their biological parents and siblings to support financially.

11. The school administrator-respondents possessed the educational qualification for their current position having met its minimum requirement that is above the baccalaureate level.

12. The school administrator-respondents earned sufficiently above the published poverty threshold by the PSA (2020) for the Year 2018, this meant that this group of respondents had the capacity to sustain their family by the regular income they earned and provide them a little luxury.

13. The school administrator-respondents had been a school administrator for a longer period of years, which expectedly honed their administrative and supervisory skills, thus, manifested exemplary performance in the discharge of their duties and responsibilities as a good father of the family.

14. The school administrator-respondents regularly

attended relevant in-service trainings to be updated with the curricular developments. But most of their trainings attended were regional and division levels only.

15. The school administrator-respondents had a moderate regard with the career guidance as necessary for the students to guide them in choosing their careers in college.

16. The teacher- and school administrator-respondents believed that the career guidance modular program aligned to its objectives was utilized to facilitate the students in choosing the course they would take up in college.

17. The two groups of respondents believed that the learning contents of the career guidance modular program were utilized to facilitate the students in choosing their career in college.

18. To belief of the teacher-respondents, continuous and sustained use of career guidance modular program in terms of organizations could give guidance to the students in their quest for career in life while the school administrator-respondents believed that the career guidance modular program was moderately used by the teachers in terms of organizations as guide for the students in choosing their career.

19. The teacher-respondents believed that the learning experiences in the career guidance modular program

could give a better guidance to the students in their choice of career when used regularly in the implementation of career guidance program. The school administrator-respondents observed that the learning experiences in the career guidance modular program could give a better guidance to the students in their choice of career however it seems that the teachers moderately used it in the implementation of career guidance program.

20. The assessments of the two groups significantly differed in terms of the four areas, namely: learning objectives, learning content, organizations and learning experiences.

21. Of the teacher-related variates, only highest educational attainment, performance rating based on the latest IPCRF and attitude toward career guidance modular program proved to influence their assessments on the level of implementation of career guidance modular program. The other variates did not show any evidence that they significantly influenced it.

22. Of the school administrator-related variates, only the highest educational attainment proved to significantly influence their assessment on the level of implementation of career guidance modular program. Age and sex posed no linear association to the aforementioned variable and the other variates did not prove to have

significant influence to it.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are the recommendations:

1. Inasmuch as the assessments of the teachers and school administrators on the level of implementation of career guidance modular program differed from each group whereby the teachers gave higher assessment, this finding could be a policy redirection to get involved in the crafting, revision, and implementation of the modular program in terms of its objectives, content, organization, and learning experiences.

2. Considering that highest educational attainment surfaced as correlate in the assessment of the implementation of career guidance modular program among teachers and school administrators, they should pursue in earning their master's degree even in doctorate degrees vertically aligned with their field of specialization.

3. Likewise, performance rating as well as the attitude toward career guidance served as influencer to their assessment as regards the level of implementation of career guidance program among teachers, they should be provided with administrative support to sustain their exemplary performance such as attendance to relevant in-

service trainings which was found limited for them.

4. A regular monitoring and evaluation be conducted on the career guidance modular program implementation not only by the school administrators, but also the DepEd key officials.

5. School administrators and DepEd officials should provide policy recommendations to the department to attract and retain licensed guidance counselors in schools.

6. A career guidance plan may be developed and proposed based on the findings of the study for implementation to effectively guide the students with their career choice.

7. Another study may be conducted to validate the findings of this study. It can be a follow-up or sequel study.

Chapter 6

CAPABILITY BUILDING PROGRAM FOR CAREER ADVOCATES

This chapter presents the Capability Building Program in Implementing Career Guidance among Career Advocates of Motiong District.

Rationale

Education Act of 1982 stipulates that “students and pupils in all schools shall enjoy... the right to school guidance and counselling services for decisions and selecting the alternatives in fields of work suited to his potentials” (Section 9.3). The exercise of this right is supported by the Department of Education (DepEd) through its various guidance and counselling policies and programs.

The Guidance and Counselling Act of 2004 (Republic Act No. 9258) professionalized the practice of guidance and counselling. The law provides that the profession “involves the use of integrated approach to the development of a well-functioning individual primarily by helping her/him to utilize his/her potentials to the fullest and plan his/her future in accordance with his/her abilities, interests and needs. It includes functions such as counselling subjects, particularly subjects given in the licensure examination, and other human development services (Section 3-a).

In 2013, major educational reforms were introduced through the Enhanced Basic Education Act of 2013 (RA 10533). One of the

salient features of the K to 12 Basic Education Program is the introduction of Career Guidance. The law stipulates that "to properly guide the students in choosing career tracks that they intend to pursue, the DepEd in coordination with the DOLE, the TESDA and the CHED, shall regularly conduct career advocacy activities for secondary level students (Section 9). Notwithstanding the provisions of Section 27 of RA 9258 the Implementing Rules and Regulations (IRR) of RA 10533 specifies that "career advocates shall be allowed to conduct career advocacy activities for secondary level students of the schools where they are currently employed; provided, that they undergo appropriate capacity building programs developed and implemented by the DepEd, in coordination with the DOLE, TESDA, CHED, PRC, NYC, student organization, industry association, guidance and counselling association, professional association, and other relevant stakeholders (Section 19).

DepEd's Career Guidance Program (CGP) is bolstered by the enactment of RA 11206 or the Secondary School Career Guidance and Counselling Act, which seeks to "institutionalize career guidance and counselling program for students in all public and private secondary schools nationwide and equip secondary education students with the capability to make educated career decisions and expose them to relevant labor markets (Section 3).

From the findings of the study, a capability building program is what the district needs today especially for the implementers in the secondary schools of whom the majority really lacks pre-service and in-service trainings in guidance and

counselling. As Gysbers (2011) posed, when counsellors have time, resources and a structure of a comprehensive program in which to work, good things happen. He presented examples as follows: 1) Guidance interventions improve academic achievement; 2) Students take more demanding courses; 3) Students develop and use career plans; and, 4) Schools have more positive climates.

This Capability Building Program has been designed to serve as a guide for the administrators, guidance implementers and stakeholders on implementing guidance program in secondary schools in Motiong District based on the findings of the study undertaken. This has been formulated in accordance with the standards in the implementation of guidance program presented by authorities in the field of guidance and counselling, laws, DepEd issuances or mandate.

It is hoped that, with this program, mindset on guidance will be redirected and lack of awareness on ethical standards be addressed to improve the effectiveness of the Guidance Services.

Objectives

By the end of the three-day training, the career advocates of Motiong District should be able to demonstrate and enhance their competencies and skills in delivering the career guidance program and comprehensive understanding about the program, specifically:

- a. Initiate activities that promotes career advocacy to secondary students.

- b. Strengthen skills in delivering program modules efficiently and effectively.
- c. Widen understanding about career guidance program.

Features of the Program

This is a formal face-to-face professional program to capacitate the career advocates of Motiong District. The aim is to enhance their prior knowledge about Career Guidance Program of the Department of Education in order for them to be fully equipped with the necessary skills and know-how for better program implementation of Career Guidance.

The program would enhance the competencies in initiating activities that promotes career guidance advocacy and all career advocates in the District would be better qualified and capable to deliver career guidance services to its clients as its success indicator.

Intervention Program

Schedule of Sessions				
Time	Day 1	Day 2		Day 3
7:30-8:00	Opening Program	MOL		MOL
8:00-12:00	Legal Basis on the Implementation of Career Guidance Program under K12 Curriculum	8:00-10:00	Trends and Strategies in Career Guidance Advocate Program	Walkthrough on Senior High School Career Guidance Program

	Facilitated by Public School District Supervisor (PSDS)		Facilitated by Public Development Officer representative from the Division Office	Facilitated by School Head
		10:00- 12:00	Career Guidance Program under Youth Formation Division Facilitated by Division YFD Coordinator	
LUNCH BREAK				
1:00-4:00	Duties and Functions of Career Guidance Advocate	Walkthrough on Junior High School Career Guidance Program Facilitated by School Head	Crafting of Action Plan	Closing Program •Pledge of commitment
	Facilitated by District Career Guidance Advocate			

The target participants include the following: Career Advocates to include the School Heads Guidance Counselors, Guidance Counselor-Designate, Grade 10 Teachers, Grade 11 Teachers, and Grade 12 Teachers.

Strategy of Implementation

The researcher will pilot test the intervention program among randomly selected career advocates in his school and document observations and outputs of the pilot test. This will be

done through proper representation with the school head by presenting an activity paper outlining the specific objective.

Then, the researcher will submit the said intervention program to the school heads and district supervisor for the recommendation to the Schools Division Superintendent together with the documented result of the pilot test. Once approved, the researcher will write a letter asking for any form of assistance to industry partners and stakeholders attaching the approved intervention program for reference so as to get "other sources of fund" in the implementation of the said program. The researcher will also invite teachers, school heads, parents, community members, industry partners and stakeholders to generate fund intended for the series of activities of the intervention program.

Similar activity paper submitted during the pilot test will be submitted to the district supervisor to ensure her cooperation. There will be registration so that a certificate of attendance or participation could be issued which would be submitted for accreditation to the DepEd for possible CPD units that can be used by the attendees in the renewal of their PRC ID. This is another way to invite participation among concerned career advocates and guidance counselors.

Monitoring and Evaluation

The researcher will provide a template/checklist for the monitoring and evaluation of the intervention program. The researcher will coordinate with the Division Coordinators for the

reliability of the tool, but first, the researcher will conceptualize a tool to monitor the extent of implementation of the intervention program subject for the approval of the Schools Division Superintendent.

There will be a monitoring report per quarter for the sustainable implementation of the program and basis for another intervention program or intervention scheme.

Budgetary Requirements

The proposed intervention program will need the following materials and resources: meta strips, manila paper, marker pens, chalk, white board markers, masking tape, scissors, computer, LCD projector, name tags, pencils, ballpoint pens, notebooks, bond papers and crayons.

The expected number of participants for the three-day capability building is 110 which will be provided with lunch and two snacks for three days including training kit.

The following is the budgetary requirements to finance the implementation of the intervention program:

Meals and snacks @ ₱350/pax			
(₱350 x 110 pax x 3 days)	₱	115,500.00
Materials and supplies			
(₱250 x 110 pax)		27,500.00
Administrative Cost		14,300.00

Total		₱	157,300.00
=====			

Funds will be solely sourced out from the registration fees to be collected which will be augmented by the pledges and donations from partners.

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C. ELECTRONIC SOURCES

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APPENDICES

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

6 December 2019

Dr. NIMFA T. TORREMORO

Dean, College of Graduate Studies
Samar College
City of Catbalogan

M a d a m e:

The undersigned will enroll in thesis writing this 2nd Semester, School Year 2019-2020. In this regard, she would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. Implementation of Career Guidance Program: Basis for an Intervention Program
2. Career Guidance Program and the K to 12 Education Curriculum: Basis for an Intervention
3. The K to 12 Curriculum and the Career Guidance Program of Motion National High School

(SGD.) CARLO FRANCIS O. DAGUMAN
Researcher

Recommended Title No.

- # 1 (SGD.) LETECIA R. GUERRA, PhD
Evaluator
- # 1 (SGD.) NATALIA B. UY, PhD
Evaluator
- # 1 (SGD.) IMELDA M. UY. EdD
Evaluator

Approved Title No.: # 1

(SGD.) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
 Commission on Higher Education
 Region VIII
 SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
 City of Catbalogan

ASSIGNMENT OF ADVISER

NAME : CARLO FRANCIS O. DAGUMAN

COURSE : Master of Arts in Education

SPECIALIZATION : Educational Management

TITLE OF THESIS PROPOSAL : Implementation of Career
 Guidance Program: Basis for
 an Intervention Program

NAME OF ADVISER : Guillermo D. Lagbo, DPA

(SGD.) CARLO FRANCIS O. DAGUMAN
 Researcher

CONFORME:

(SGD.) GUILLERMO D. LAGBO, DPA
 Adviser

APPROVED:

(SGD.) NIMFA T. TORREMORO, PhD
 Dean, College of Graduate Studies

APPENDIX C**QUESTIONNAIRE**

(For Teachers)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
City of Catbalogan

Dear Respondent:

The undersigned is conducting a study on the **"IMPLEMENTATION OF CAREER GUIDANCE PROGRAM: BASIS FOR AN INTERVENTION PROGRAM"** as one of the requirements for the degree in Master of Arts in Education major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan

In this regard, he is requesting your whole hearted cooperation in answering this questionnaire by supplying information in the space provided or by checking the appropriate responses.

Rest assured that the information given will be held in strict confidentiality and will be used soled for the purpose of this study.

Thank you and more power.

Very Truly Yours,

(SGD.) CARLO FRANCIS O. DAGUMAN

Researcher

PART I. PERSONAL PROFILE

Direction: Please indicate your answer with a check mark

(/) or write the data on the blank provided before/after each item.

1. Name: (Optional) _____

2. Sex: _____ Male _____ Female 3. Age: _____

4. Civil Status (kindly check)

_____ Single _____ Widow
_____ Married _____ Widower

5. Gross Monthly Income (kindly check one)

_____ Php 15,000 - Php 20, 000
_____ Php 20,001 - Php 25, 000
_____ Php 25,001 - Php 30,000
_____ Php 30,001 and above

6. Number of years in teaching: _____

8. Performance Rating based on the latest IPCRF:

Numerical: _____

Adjectival: _____ Outstanding _____ Unsatisfactory
_____ Very Satisfactory _____ Poor
_____ Satisfactory _____ Not Applicable

7. Number of relevant in-service trainings attended:

Training Level	No. of Trainings Attended
International	
National	
Regional	
Division	
District	

PART II. ATTITUDE TOWARDS CAREER GUIDANCE PROGRAM

Direction: Below are the attitude of teachers toward Career Guidance Program. Rate each attitude as it

applies to you by indicating your response using the scale below:

- 5 - Strongly Agree (SA)
 4 - Agree (A)
 3 - Uncertain (U)
 2 - Disagree (D)
 1 - Strongly Disagree (SD)

Statement	1 (SA)	2 (A)	3 (U)	4 (D)	5 (SD)
1. I believe knowledge on career guidance is important for school administrators, teachers, and students.					
2. I consider Career Guidance Program as an avenue to educate students on career choice.					
3. I feel being part of the students as I give inputs on their career choice.					
4. I believe career guidance helps students acquire knowledge and skills about certain careers.					
5. I believe that school career guidance widens the students' horizon on careers.					
6. I feel that career guidance in school positively influence the students' career decision making skills.					
7. I believe that teachers should provide students with introductory aspects of professions.					
8. I believe that quality of teaching positively influence students' career choice.					
9. I feel that students' enjoy with the career guidance lessons provided by the school.					
10. I believe that whatever happens to my students in the future, I am also responsible for it.					

PART III: LEVEL OF CAREER GUIDANCE PROGRAM IMPLEMENTATION

Direction: The statements below are taken from the Career Guidance Program Monitoring tool. Indicate your rating for the following items below by putting a check (/) in the box corresponding to your answer using the scale below.

- 5 - Extremely Implemented (EI)
 4 - Highly Implemented (HI)
 3 - Moderately Implemented (MI)
 2 - Slightly Implemented (SI)
 1 - Not Implemented (NI)

Indicator	1 (EI)	2 (HI)	3 (MI)	4 (SI)	5 (NI)
A. Learning Objectives					
1. Main objective of the program.					
2. Specific objectives which are achievable and relevant.					
3. Well-described expected results of the program.					
4. Achievable success indicators of the career guidance program objectives.					
B. Learning Content					
1. Aligned learning content of the program with the objectives.					
2. Suited learning content of the program to the needs of the students.					
3. Learning content of the program that is suited to the level of understanding of the students.					
4. Learning content of the program that is suited to the level of appreciations of the students.					
5. Assignments given that are useful and complementary to the objective of the program.					

C. Organizations					
1. Program that is well-organized in terms of content and flow.					
2. Activities in the program that are sequenced in logical manner.					
3. Time allotted in conducting the program that is appropriate.					
D. Learning Experiences					
1. Program with activities that is enjoyable to the students.					
2. Challenging and stimulating program.					
3. Learning activities that are completely aligned to the program objectives.					
4. Activities that are essential to the needs of my students as the High School Early Registration draws nears.					
5. Materials needed in the program which are easy to get.					

THANK YOU!!

APPENDIX D**QUESTIONNAIRE**

(For School Administrators)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGES INC.
Catbalogan, Samar

Dear Respondent:

The undersigned is conducting a study on the **"IMPLEMENTATION OF CAREER GUIDANCE PROGRAM: BASIS FOR AN INTERVENTION PROGRAM"** as one of the requirements for the degree in Master of Arts in Education major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan

In this regard, he is requesting your whole hearted cooperation in answering this questionnaire by supplying information in the space provided or by checking the appropriate responses.

Rest assured that the information given will be held in strict confidentiality and will be used soled for the purpose of this study.

Thank you and more power.

Very Truly Yours,

(SGD.) CARLO FRANCIS O. DAGUMAN

Researcher

PART I. PERSONAL PROFILE

Direction: Please indicate your answer with a check mark (✓) or write the data on the blank provided before/after each item.

1. Name: (Optional) _____

2. Sex: _____

3. Age: _____

4. Civil Status (kindly check)

_____ Single

_____ Widow

_____ Married

_____ Widower

5. Gross Monthly Income (kindly check one)

_____ Php 15, 000 - Php 20, 000

_____ Php 20, 001 - Php 25, 000

_____ Php 25, 001 - Php 30,000

_____ Php 30, 001 and above

6. Number of years in teaching: _____

7. Number of relevant in-service trainings attended: _____

PART II. ATTITUDE TOWARD CAREER GUIDANCE PROGRAM

Direction: Below are the attitude of school administrators and teachers towards Career Guidance Program. Rate each attitude as it applies to you by indicating your response using the scale below:

5 - Strongly Agree (SA)

4 - Agree (A)

3 - Uncertain (U)

2 - Disagree (D)

1 - Strongly Disagree (SD)

Statement	1 (SA)	2 (A)	3 (U)	4 (D)	5 (SD)
1. Knowledge on Career Guidance is important for every school administrator, teacher, and learner.					
2. I consider Career Guidance Program an avenue to educate children on career choice.					

3. I feel being part of the learners as I give inputs on Career Guidance Program.					
4. I believe career guidance help children acquire knowledge and skills about certain careers.					
5. I believe that school career guidance widens the children's horizon on careers.					
6. I feel that career guidance in schools positively influence career decision making skills					
7. I believe that mentors in forms of teachers provide students with an introductory aspects of professions					
8. I believe that quality of teaching positively influence students' career choice.					
9. I feel that student's enjoy career guidance lessons schools provide.					
10. I believe that whatever happens in the future of my students, I am also responsible for it.					

PART III: LEVEL OF CAREER GUIDANCE PROGRAM IMPLEMENTATION

Direction: The statements below are taken from the Career Guidance Modular Program Monitoring tool. Indicate your rating for the following items below by putting a check (/) in the box corresponding to your answer using the scale below:

- 5 - Strongly Agree (SA)
- 4 - Agree (A)
- 3 - Uncertain (U)
- 2 - Disagree (D)
- 1 - Strongly Disagree (SD)

Indicator	1 (SA)	2 (A)	3 (U)	4 (D)	5 (SD)
A. Learning Objectives					

1. Clearly understood the objects of the modules.					
2. The Objectives of the modules were specific, achievable and relevant.					
3. The expected results of the modules were well described.					
4. The objectives of the modules delivered were all achieved at the end of the session.					
B. Learning Content					
1. The Learning Content of the modules is aligned with the objectives.					
2. The Learning Content of the modules is suited to the needs of the learners.					
3. The Learning Content of the modules is suited to the level of understanding of the learners.					
4. The Learning Content of the modules is suited to the level of appreciations of the learners.					
5. The assignments given were useful and complement the objective of the modules.					
C. Organizations					
1. The modules are well-organized in terms of content and flow.					
2. The activities in the modules were sequenced in logical manner.					
3. The time given in conducting the modules is appropriate.					
D. Learning Experiences					
1. I believed my learners enjoyed the modules activities.					
2. I found the module challenging and stimulating.					
3. I believe the learning activities were completely aligned to the modules objectives.					

4. I found the activities essential to the needs of my learners as the High School Early Registration draws nears.					
5. The materials needed in the module are easy to get.					

THANK YOU!!

APPENDIX E

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGES INC.
Catbalogan, Samar

THE SCHOOLS DIVISION SUPERINTENDENT

Schools Division of Samar
City of Catbalogan

Madame:

The undersigned is conducting a study on the **"IMPLEMENTATION OF CAREER GUIDANCE PROGRAM: BASIS FOR AN INTERVENTION PROGRAM"** as one of the requirements for the degree in Master of Arts in Education major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan

In this regard, he is requesting permission from your good office to field the questionnaire to the sample school administrators and teachers under your jurisdiction.

Rest assured that the information given will be held in strict confidentiality and will be used soled for the purpose of this study.

Thank you and more power.

Very Truly Yours,

(SGD.) CARLO FRANCIS O. DAGUMAN
Researcher

APPROVED:

(SGD.) CARMELA TAMAYO, PhD, CESO V
Schools Division Superintendent

APPENDIX F

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGES INC.
Catbalogan, Samar

THE PRINCIPAL

Motiong National High School
Motiong, Samar

Madame:

The undersigned is conducting a study on the
"**IMPLEMENTATION OF CAREER GUIDANCE PROGRAM: BASIS FOR AN
INTERVENTION PROGRAM**" as one of the requirements for the
degree in Master of Arts in Education major in Educational
Management with the College of Graduate Studies of Samar
College, City of Catbalogan

In this regard, he is requesting permission from your
good office to field the questionnaire to your teachers.

Rest assured that the information given will be held
in strict confidentiality and will be used soled for the
purpose of this study.

Thank you and more power.

Very Truly Yours,

(SGD.) CARLO FRANCIS O. DAGUMAN
Researcher

APPROVED:

not legible
School Principal

CURRICULUM VITAE

NAME	CARLO FRANCIS O. DAGUMAN
DATE OF BIRTH	7 September 1987
PLACE OF BIRTH	Motiong, Samar
OCCUPATION	Teaching
CIVIL STATUS	Married
FATHER	Oscar J. Daguman (+)
MOTHER	Lorna D. Orbeso
STATION	Motiong National High School Motiong, Samar
CURRICULUM PURSUED	Master of Arts in Education
SPECIALIZATION	Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY	Motiong Central Elementary School Motiong, Samar 1994-1999
SECONDARY	Motiong National High School Motiong, Samar 1999-2003
COLLEGE	Holy Family Center of Studies, Inc. Juban, Sorsogon 2003-2008 St. Camillus College Seminary Marikina, City 2008-2010

CIVIL SERVICE/ BOARD EXAMINATION PASSED

Licensure Examination for Teachers (LET), Tacloban City,
March 2012

SEMINARS/ TRAININGS ATTENDED

National Training on the Critical Content of Edukasyon sa Pagpapakatao held at Guimaras Province on May 21-26, 2019.

Capability Building on Digital Citizenship held at DepEd Redaja, Hall Catbalogan, City on November 7-9, 2019.

Regional Training of Trainers on Positive Discipline held at RELC, NEAP Regional Office VIII, Government Center, Candahug, Palo, Leyte on November 10-13 2019.

Resource Package Development on Sexual Orientation, Gender Identity and Gender Expression held at RELC, NEAP Regional Office VIII, Government Center, Candahug, Palo, Leyte on November 13-15, 2019.

Division Capability Building on Facilitations Skills of Division Pool of Learning Facilitators held at Leyte Park Hotel, Tacloban, City on September 15-18, 2019.

Regional Capability Building on Facilitation Skills of NEAP Region VIII Pool of Facilitators held at Leyte Park Hotel, Tacloban, City on October 18-20, 2018.