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National Career Assessment Examination Result, Career Pathway Choices, and Career Guidance Program Implementation

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ABSTRACT

The main thrust of this study was to determine the relationship between the students' National Career Assessment (NCAE) result, Career Pathway Choices, and the Level of Implementation of Career Guidance Program in Public Junior High Schools in Tagbilaran City Division. This study was conducted in six public secondary schools in Tagbilaran City Division with 307 student-respondents and 25 teacher-respondents. To achieve the said objectives, descriptive-documentary design was used, modified survey form and a self-made questionnaire. To arrive at the answers to the statistical data gathered, percentage and the average mean, weighted mean and Pearson Product Moment Correlation Coefficient and t-test was used. Findings revealed that majority of the students' obtained an average rating in the National Career Assessment Examination in the Arts Track followed by Academic Track which includes the Strands of ABM (Accountancy, Business and Management), HUMMS (Humanities and Social Sciences) then STEM (Science, Technology, Engineering and Mathematics) in particular order. It was followed by TVL Track and last in the rank was Sports Track. On the other hand, most of the students' career pathway preference was Academic Track in the Strand HUMMs which is ranked first, STEM as second then ABM for third. Next to academic track is the TVL Track followed by the Sports Track then the Arts Track. There is no significant difference between the students National Career Assessment Examination with that of their Career Pathway Choices. The Career Guidance Program for was less implemented. Hence, students' National Career Assessment Examination result does not conform to their Career Pathway Choice and Career Guidance Program in Public Junior High Schools in Tagbilaran City was poorly implemented. With these, teachers and Career Guidance Personnel should intensify Career Guidance Program for Public Junior High Schools to guide students in making wise decision in choosing the appropriate career pathway choices for Senior High School, send section advisers to trainings and workshops on Career Guidance Program to be effective in career guidance to students.

Introduction

Unemployment rate in the country is commonly associated with the misfit graduates produced by universities and colleges and the workforce needed by different companies. The wrong choice of course taken by most of high school students adds to the unemployment and underemployment rate of newly graduated students (Pascual, 2014).

In the Philippine Public Basic Education Program, the National Career Assessment Examination (NCAE) is a two-day aptitude test taken by grade 9 students that determines their strengths in different career fields geared toward providing information

through test results for self-assessment, career awareness and career guidance of junior high school students of the K to 12 Basic Education Program (BEP). Test-taking is mandatory and test results are recommendatory.

After Junior High School, Senior High School follows. It is a two year specialized upper secondary education where students may choose a career track based on aptitude, interests, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. These subjects fall under either the Core Curriculum or specified Career Pathways.

It is during junior high school where students are faced with a very tough decision as to what career pathways they would choose for senior high because they are not fully aware about where their interests and abilities lie. Generally, they seek advice from their parents, siblings, friends and their teachers.

To assist these Junior High School who are Grade 10 students, Career Guidance Program (CGP) a comprehensive, developmental program is designed to assist them in making and implementing informed educational and occupational choices. With the full implementation of the K to 12 Curriculum, the Department of Education mandated the implementation of the Career Guidance Program with corresponding timelines to be followed not only in Grade 10 Junior High School but also in Grades 11 and 12 Public Senior High Schools. But the question is whether it is properly implemented by the persons concerned.

All things considered, the researcher, being a Grade 10 adviser, is prompted to conduct this study to identify if there is a relationship on the students' National Career Assessment Examination (NCAE) result and career pathway choices, as well as to identify the level of implementation of Career Guidance Program in Public Junior High Schools in Tagbilaran City Division in terms of the planning process, human resource, and implementation proper. The researcher aimed to design a career guidance program for Junior High Schools that would lead them to the correct career pathway choices they could take in Senior High School that is in line with their skills and capabilities. This would avoid unemployment, underemployment and job mismatch in the near future.

Literature Review

Students' career success can be best attained if proper guidance is given in choosing the right course, suited to students' personality, ability and intellect. Helping a student choose the career that suits them can be done by integrating career plan with the curriculum so that students can make good decisions in what course to take in college. Collaborative effort of the school administration, guidance counsellor, teachers and parents should also be made to come-up with a better career plan for every individual student.

This study is anchored on Holland's Career Choice Theory which holds the view that for an individual to make an appropriate choice, he needs to first understand personal and environmental characteristics that lead to satisfaction. Secondly, the individual should have an understanding of conditions that lead to personal fulfilment and satisfaction. Finally, an individual should be able to pair the above two sets in order to acquire a career that will fulfill the two conditions for optimum growth and productivity. He further claimed that both people and work environments can be categorised and then matched to each other. He also suggested that people develop best and find job satisfaction in work environments that are compatible with their personalities. He based his theory on of personality types on several assumptions. People tend to choose a career that is reflective of their personality. Because people tend to be attracted to certain jobs, the environment then reflects this personality.

In line with Holland's Theory, Personality Development Theory of Roe (1956) postulated that career first serves to gratify need, and secondly serves to fill in the deficits created by childhood experiences. The decision-making theory looks at career development process as identifying with a choice that guarantees maximum value addition to an individual's net worth. Roe's theory has been realized across the various facets of activities of career development professionals such as teaching, counselling, placement and research.

Knowing one's personality and capabilities indeed helps an individual to make good career choices. The Trait and Factor Theory of Occupational Choice by Parsons (1909) states that when individuals are in jobs best suited to their abilities, they

perform best and their productivity is at the highest. It operates under the premise that it is possible to measure both individual talents and the attributes required in a particular job.

Parsons concluded that occupational decision making occurs when people have achieved an accurate understanding of their individual traits, a knowledge of job and labour market, and rational and objective judgement about the relationship between their individual traits and the labour market.

In face of the unprecedented pace of changes worldwide with the advent of information technology and explosive growth of knowledge, our education system aims to develop students' knowledge, adaptability, creativity, independent thinking and life-long learning capabilities so that they can be better prepared to make informed and responsible choices and thus be able to make the best of the opportunities ahead.

This study is anchored on Batas Pambansa Blg. 232 otherwise known as Education Act of 1982, An Act Providing For The Establishment And Maintenance Of An Integrated System of Education specifically in Chapter 2 Section 9 number 3 stipulates that students' has the right to guidance and counselling services for decision and selecting alternatives in fields of work suited to his potentialities.

Similarly, Republic Act No. 10533 also known as The Enhanced Basic Education Act found in Section 2 letter b discussed the broadening of the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment.

The Enhanced Basic Education Act of 2013, or the K-12 Act, establishes a "universal kindergarten" and introduces Grades 11 and 12 to high school education in public and private schools. For this purpose, the state shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies and values for both life-long learning and employment.

In addition, the K to 12 program seeks to provide for quality 12 year basic education program that each Filipino is entitled to. It lends itself to alternative delivery modes of instruction which support self-paced study options such as Open High School Program, computer-aided instruction, modular instruction, Drop-out Reduction Program(DORP), Alternative Learning System (ALS) and multi-grade classes as these programs target learners who have unique needs not addressed by the formal school system.

On the other hand, job mismatch cases in the Philippines is so common among today's workforce, hence more and more employees become restless and frustrated with their current jobs and career paths. Here are some of the top reasons, as observed by most career experts, why the job mismatch issue remains controversial to this very day.

First, wrong choice of college course. This is due to either strong parental influenced in decision-making, or taking a course pertaining to a job that is "in" or what most of the students chose.

Second, being too money-driven. Applying for jobs that offer above-average compensation packages, like those based abroad, despite not possessing the necessary skills.

Third, being too choosy. This refers to unreasonable conditions or demands set by jobseekers when looking for or applying to jobs. Fourth, the overqualified stigma which work experiences are beyond employer's requirements for the job applied for a situation that is not new to employees who wish to switch careers or lower their standards just to avoid unemployment.

Fifth, cost-cutting measures of companies for relevant training programs. Not all employers allot the required time or budget for training new hires, who are therefore expected to be fast-learners as they go completely hands on as early as day one.

Sixth, using connections in the workplace. There are applicants and employees who consider their relationship with a top-rank person in the organization as an assurance of securing jobs, while those who are more deserving end up unemployed or victims of career mismatches themselves.

One of the objectives of the K to 12 Program is to either prepare students for gainful work after basic education or prepare students for college. It intends both to equip the students with the skills necessary for gainful employment and to prepare them for college within the same time constraint.

Moreover, one of K-12 Education Vision is to produce empowered individuals who are employable and ready, possessing competencies and skills relevant to the job market as well as graduates who are prepared for higher education.

The K-12 Program, Kindergarten and 12 years of basic education (six years of primary education , four years of Junior High School and two years of Senior High School) provides sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment and entrepreneurship.

The National Career Assessment Examination (NCAE) is an aptitude test geared toward providing information through test results for self-assessment, career awareness and career guidance of junior high school students of the K to 12 Basic Education Program (BEP). It is utilized for K to 12 Program: career guidance for choosing the tracks in Senior High School.

This examination also provides the basis for profiling learner's aptitude in the four Senior High School 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), Humanities and Social Sciences (HUMSS).

NCAE basically aims to determine the learner's aptitude and occupational interest on any of the Senior High School (SHS) tracks. Occupational interest is the learner's preference in specific vocations and career categories. The two-day 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.

In addition, the NCAE was developed to foster the highest quality of education in the Philippines by regulating and monitoring the flow of students to postsecondary institutions of learning and their potential contribution to national development. Moreover, it aims to minimize indiscriminate wastage of manpower and resources by working for a match between manpower skill outputs and job market demands.

Basavage (1996) in her thesis asked, "What is it that influences children one way or another?" Over the school's front door at Rindge School of Technical Arts is the saying, "Work is one of our greatest blessings. Everyone should have an honest occupation".

On the other hand, Splaver (1977), personality plays an important role in the choosing of the right career. A student's personality must be a self-motivated type, as to investigate career possibilities early in life, and not the procrastinating type that waits until they are compelled to decide.

Each student in Senior High School can choose among these career pathways: Humanities and Social Sciences, Science, Technology, and Engineering, Business and Entrepreneurship, Sports, and Arts; and Technical-Vocational. Students undergo On-the-Job Training (OJT) or immersion, which may include earn-while-you-learn opportunities, to provide them relevant exposure and actual experience in their chosen track.

Career pathways lead to eligibility for Certificate of Competency (COC), which TESDA issues to individuals who satisfactorily demonstrates competence on a particular or cluster of units of competency. The COC leads to certification beginning with National Certificate (NC) 1 which indicates the performance of a routine and predictable task, requiring little judgment and supervision, and NC 2, the performance of a prescribed range of functions.

Aside from TESDA certification, other recognitions maybe issued by government or non-government agencies. For instance, art-related career pathways maybe assessed by the National Commission for Culture and Arts (NCCA), sports-related career pathways maybe assessed by Philippine Sports Commission (PSC), and foreign languages maybe assessed by TESDA or foreign language institutes.

After finishing grade 10 or Junior High School, a student can obtain Certificates of Competency (COC) or a National Certificate Level I (NC I). After finishing a Technical-Vocational Track in grade 12, a student may obtain a National Certificate Level II (NC II), provided he or she passes the competency-based assessment of the TESDA. NC I and NC II obtained by the students improves employability of graduates in fields like Agriculture, Electronics and Trade.

This fact is given in-depth essence by Cruz (2012). He stated that another reason for extending basic education is to give students enough knowledge and skills to enter the job market immediately upon graduation from high school. Philippine employers have already agreed in writing that they will hire high school graduates provided that they are first, already 18 years old and legally allowed to work, and second, prepared to do the jobs needed by companies.

On the other hand, one of the tasks of high school students is to explore and plan for their postsecondary career options. According to Super's (1990) developmental theory of career development, high school students are at the exploration stage of career development, which involves crystallizing and specifying their occupational preferences, while also making preliminary decisions about their career choice.

For students to provide themselves with answers to career choice questions, decision-making has become a tool to form career choices. Kroll et al., (1970) cited Super's own research, which indicates that the decision making process concerning one's career is not so much a function of the information amassed to the individual, but more the process of maturity and planning. Kroll cites Clarke, Gelatt, and Levine in which they stressed that good decision-making relied upon adequate information and effective strategies for making choice.

A Study on career choice in Ethiopia by Stebleton (2007) indicated that the students had an external locus of control and believes that there are numerous external factors which influence their career choices. These external factors include; political and economic considerations, previous work experience and the influence of key individuals in a person's life.

Furthermore, Pummel, Harwood and Lavallee (2008) reports that external influences that helps to shape an individual's career choice are also influenced by significant others through social support from peers.

In a study by Natalie (2006), young adults through interaction with the context of family, school and community learn about and explore careers which ultimately lead to their career choice. One consistent finding in research suggests that adolescents' own aspirations are influenced by their parent's aspirations or expectations. Parental support and encouragement are important factors that have been found to influence career choice. Children may choose what their parents desire simply to please them (Taylor et al, 2004).

Many students have difficulty making a career choice because they have had few chances to be involved in a program of career awareness. Moxley et al. (2001) stressed that that the value of career awareness stating that, " The idea of career can help students to make sense of the choices, decisions, and transitions they faced" (p.87). Still some students will make career choice by chance.

Career guidance is a vitally important aspect of today's youth who are more than ever "motivated but directionless" (Schneider & Stevenson ,1999). Career guidance and academic counselling can provide students with the necessary tools to set career goals, provide them with an understanding of career education and skills they need to meet their goals.

It is through this notion that one can see the intense importance of career guidance in helping students' to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems and to relate this to what they know about themselves.

In addition, Rivera and Schaefer (2009) argued that career education programs are integral to a student's academic and social/personal development. Therefore addressing students' needs in this area via career education programs is recognised as an important responsibility of a professional career counsellor (not defined). However, research indicates that efforts to address students' career development tend to be lacking or services such as career education programs are provided in a disconnected manner.

Educational institutions play a vital role in the molding of the students' career choice more systematically. The Career Guidance teacher teaches them to plan and make decisions about work and learning. Schools with more fully implemented model career guidance programs had students who were more likely to report that they had earned higher grades, their education was better preparing them for their future, their school made more career and college information available to them, and their school had a more positive climate.

Today, one has not only to make due career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009). Most of students who are secondary schools do not have accurate information about occupational opportunities to help them make appropriate career choice.

Guidance counsellors play a vital role in facilitating students' career development in K-12 settings, particularly at the high school level, because high school students are more actively engaged in planning and implementing their post-secondary career options.

In line with this, Patton and McCrindle (2001) found that Queensland Year 12 completers perceived school career advisors as the most useful information source for post-school careers among people. In addition, research has found that students' perceptions about the usefulness of different sources of career information differed by year level.

In the same vein, Joann Deml, career advisor for the University of Wisconsin-Stout and Lia Reich (2001), graduate student in counseling, discussed the factors that enrich students' potential for career success. Work internships and work experience provide students the chance to explore while also providing valuable experience along the way. Deml stated that students need to learn how to sell themselves, a valuable asset to getting in the door. Maturity may be the result of these types of career experiences, which should be included in a plan to insure career choice success.

To better accomplish the mission of helping students achieve their educational and career goals in today's social, economic, and cultural context, school counselors need to be adequately informed about what factors influence high school students' career choices and what approaches would best facilitate their career decision-making process. Career exploration is important during adolescence as adolescents begin to engage in self-exploration and potential career options (Dupont & Gingras 1991; Gati & Saka 2001; Julien 1999; Super 1990). The process of career exploration and decision making can be a particularly stressful time in an adolescents' life (Taveira et al 1998).

In connection to this, Pascual (2014) stated that students' first consideration in choosing career path to pursue is the availability of work after college. Koech and his colleagues (2016) concluded that the students' social interactions with teachers, parents, and peers affect the students' choice.

Meanwhile, a study by Aguado and co-workers (2015) showed that students' personal choice with parental support affects the level of interest in pursuing maritime program. According to Okiror and Otabong (2015), 30% of the 110 BS Agriculture students in an African university chose to pursue Agriculture because of their personal interests. About 20% considered the benefits of having a degree in Agriculture, 15% said that they have farming background, 15% were due to parent's advice, and 10% followed the advice from Career Guidance Program conducted during the secondary level. Gysbers & Henderson (2001) indicate that discussion surrounding the appropriateness of guidance programs (career education and career development programs) in secondary schools has been taking place since the early 1900s. The questions asked about guidance programs in the early 1900s are still being asked today. This includes the focus of guidance, where guidance should be placed organisationally, who should lead and manage guidance programs, what titles would best identify guidance program leaders, supervision of guidance programs, evaluation of programs and staff (Henderson & Gysbers, 1998).

In line with the Department of Education's (DepEd) Implementation of the K to 12 Curriculum, the Bureau of Learner Support Services (BLSS), through the Youth Formation Division (YFD), some teachers, supervisors and guidance counsellors from different public high schools nationwide undergone training on Career Guidance Program. It aims to equip teachers with concrete understanding on career guidance and with capabilities to perform tasks to effectively deliver the Career Guidance Program to the learners.

Pursuant to DepEd Order No. 41, s. 2015 entitled Senior High School Career Guidance Program and Early Registration and DepEd Memorandum No. 161, s. 2016 entitled Conduct of Senior High School Career Guidance Program and Early

Registration for School Year 2016-2017, Grade 10 class advisers are advised to deliver the Grade 10 Career Guidance Modules between November 2017 to December 2017.

The Department of Education (DepEd) has rolled out a Career Guidance Program (CGP) for incoming Senior High School (SHS) students to guide them on their career path. Former Education Secretary Br. Armin A. Luistro FSC said the CGP will assist Grade 10 students make informed choices regarding their preferred SHS track. “We want our students to be aware of the importance of choosing a track that suits their interest while at the same time matches the available resources as well as job opportunities that await them,” he added.

The four major tracks in the SHS Program are Academic, Technical-Vocational Livelihood, Sports, and Arts and Design. As specified in Department Order 41 series of 2015, one of the activities of the CGP is the discussion of the Career Guidance Manual containing three modules to be conducted by the class adviser during their Homeroom Guidance class. Module 1 “Embarking on a Journey of Self-Discovery” is about the learner’s discovery of who they are in terms of likes, values, skills, and interests. Module 2 “Examining the Destinations” informs the learner of the possible resources they may use in realizing their dreams through the different SHS tracks. Module 3 “Charting Your Own Course” focuses on improving the decision-making skills of the learner and integrates his/her self-awareness in choosing the SHS track that suits him/her.

Career education programs are also considered to be appropriate if they address the needs of the students, provide developmentally appropriate techniques, actively involve students, cater for a variety of learner styles and ability levels plus provide for students with special needs.

In assessing the appropriateness of career education programs Borgen and Hiebert (2006) put forward the idea that consideration needs to be given to the skills students will need to gain before they leave school. This includes being flexible and innovative in times of uncertainty, being resilient and managing in chaotic environments, expecting the unexpected while remaining optimistic, remaining hopeful and self-confident, feeling included and competent plus engaging in activities that promote self-recycling and self-renewal. (Department of Education, Training & the Arts, 2012).

In connection to this, Career Guidance teacher teaches students to plan and make decisions about work and learning. Based on that knowledge, one can access information about the labour market and educational opportunities by organizing it, systematizing it and retrieving as and when required. Career guidance would help students to make transitions to the working world.

In addition, the International Labour Organization (ILO, 2004) introduced a few goals to career guidance services. Career information is the foundation for the provision of career guidance services with the following objectives:

1. To enable the individual to explore viable education and career options through the provision of accurate and comprehensive information;

School career guidance centers should provide necessary information about accessing both formal and non-formal labour markets. That information should include the economic sector and occupational trends, occupational content and competency demands, learning opportunities, formal economy jobs, self-employment opportunities and information for migrating workers. And this information should have met certain criteria. For examples; the information which career guidance teacher provides should be up to date, easily accessible and be available on a self-service basis wherever possible.

2. To nurture one’s self- awareness, self-directedness and life skills to set wise goals, to continually learn, and add value to their future workplace;

Some core work skills should be provided through career guidance programs. These core work skills are needed to succeed in the workplace. The most frequently mentioned skills are learning how to learn, competence in reading, writing and computing, effective listening and oral communication skills, adaptability through creative thinking and problem-solving, personal management with strong self-esteem and initiative, interpersonal skills, the ability to work in teams or groups, basic technology skills and leadership effectiveness,(Riordan and Rosas, 2003)

3. To inculcate an appreciation for the value of all occupations and how they contribute to the well- functioning of society;

4. To equip students with skills and means to positively engage their parents and other career influencers.

Career guidance counsellors should help job seekers to prepare their curriculum vitae or develop resumes, prepare cover letters and prepare them for interviews. Students will also be informed how to register in some websites to find appropriate jobs.

In line with this, Hillman (2009), McMahon and Tatham (2008) has highlighted the need for career counsellors to have a thorough understanding of career development if they want to assist students with their career pathways. In other documents, Schloss (2011) suggested that career counsellors in secondary schools needed to assist teachers who work in career education since teachers did not have the skills necessary to assist students with their career pathways.

Many students in secondary school knowing where to begin the process of choosing a career may be difficult. Lepre (2007) puts forward the notion that student's initial choices may be unrealistic because they are often based on little knowledge about school options or job requirements. Hence career counsellors need to develop and implement strategies and techniques from career education programs to assist students with post-secondary school options.

Moreover, Career Guidance Program implementation will be done by class advisers and be called Career Advisors or advocates. Career Advisors should have specialized training and be able to provide specific information to individuals such as how to put together a resume and cover letter, what to expect in a job interview, how to find a job, and how to use the resources in the career counselling center. They may conduct workshops about these topics to groups of students as well as to advise students individually. (Handbook on career counseling, 2002).

In view of this, Gysbers, Heppner and Johnston (2009) argue that by having the necessary skills and techniques career counsellors are better prepared to understand and support students. The skills and techniques displayed by career counsellors helps them to interpret student information gathered, and behaviour observed within career education programs. This could be done by using concepts from traditional and new and emerging postmodern conceptualisations of career development relating to ideas, beliefs, attitudes, and values students hold about themselves, others, and the world in which they live including their quest to achieve their career goals or resolve their career concerns.

In addition, Watts (2006) argues that career education programs in secondary schools should be centred on a number of components to assist students with their career development. These components include, self- awareness (strategies and techniques used by career counsellors to help students identify their personal attributes), opportunity awareness (strategies and techniques used by career counsellors which provide students with opportunities to investigate, explore and experience the world of work and the various pathways within it), decision learning (strategies and techniques used by career counsellors which assist students to identify decision making styles to generate a range of career related options) and transition learning (strategies and techniques used by career counsellors to help students learn skills needed to cope with new situations both desired and undesired).

Public Junior High Schools in Tagbilaran City Division is composed of six public high schools namely Manga National High School (MNHS), Cogon High School Evening Class (CHSEC), Dr. Cecilio Putong National High School (DCPNHS), San Isidro National High School (SINHS), Tagbilaran City Science High School (TCSHS) and Mansasa National High School (MNHS).

The said division has a total enrolment of 1,635 Grade 10 Public Junior High School students for the school year 2017-2018 and a total of 30 section advisers who are not Registered Guidance Counsellors but mandated to implement the Career Guidance Program to Junior High School students and were called Career Guidance Advocates/Career Guidance designate. Tagbilaran City Division Public Junior High School has no RGC (Registered Guidance Counsellor). Dr. Cecilio Putong National High School has a Licensed Guidance Counsellor but Licensed as a Psychometrician.

The researcher believes that to address the job mismatch and wrong choice of students career in Senior High School, they should undergo an intensive career guidance program. School administrators, teachers and Career Guidance Personnel in Public Junior High Schools should intensify the Career Guidance Program to guide students in making wise career decisions.

With the full implementation of the K-12 Curriculum, the Department of Education must ensure that career guidance program is fully implemented so that the students will be guided accordingly as to the correct pathway choices that he is going to undertake in Senior High School so as to avoid wastage of time, money and effort.

In line with this, Tatham (2009a, 2009b) argues that if career counsellors assist students with their career needs then career development in secondary schools contributes to the development of human capital leading to economic growth and social cohesion. Thus, realization of the agency's vision and mission which is to create students to their full potential, develop lifelong learners and contribute meaningfully to building the nation will be achieved.

Methodology

The study used descriptive-documentary to assess the level of implementation of Career Guidance Program in six Grade 10 Public Junior High Schools in Tagbilaran City Division by probing into the National Career Assessment Result of the students and the career pathway choices.

Results and Discussion

This study was conducted to assess the relationship of the students' National Career Examination Result and Career Pathway Choices as well as the level of implementation of the Career Guidance Program of Grade 10 Public Junior High Schools in Tagbilaran City Division.

The study is documentary and descriptive in nature. Documentary in the sense that it utilizes the students' National Career Examination Results for the school year 2016-2017 and descriptive in a way that it utilizes research instrument on students' career pathway choices as well as the level of implementation of Career Guidance Program. Pilot testing was done to the Grade 11 Senior High School students and advisers who were not the respondents of the study to check its validity.

The respondents of the study are the 307 students and 25 Grade 10 section advisers and Career Guidance Personnel in Grade 10 Public Junior High Schools.

Findings

The findings in the study were anchored on the analysis and interpretation of the data collated.

1. Profile of students National Career Examination Results

For the STEM, 3.26% obtained a rating of excellent, 5.54% is very high, 26.38% above average, 40.72% is average, 20.20% is low average, 3.91% is below average while 0% both for poor and very poor. Most of the students has an average rating in this area.

For the ABM, 2.93% had a rating of excellent, 3.58% is very high, 21.17% is above average, 42.35% is average, 27.69% is low average, 2.28% is below average and 0% were rated as poor and very poor. This implies that for the ABM area, most students has an average rating.

For HUMMS, 0.65% had a rating of excellent, 6.51% is very high, 22.80% is above average, 42.35% is average, 24.76% is low average, 2.93% is below average while 0% were rated for both poor and very poor. Most of the students has an average rating in this area.

For the TVL area, 3.26 had a rating of excellent, 4.89% is very high, 24.43% is above average, 36.16% is average, 27.36% is low average, 3.91% is below average while 0% both for poor and very poor. In this area, most students had an average rating.

For the Sports area, 0.65% obtained a rating of excellent, 4.89% is very high, 24.43% is above average, 36.61% is average, 27.36% is low average, 3.91% is below average and 0% both for poor and very poor. Most of the students in this area had a rating of average which is 36.61%.

For the Arts, 0.65% had a rating of excellent, 1.30% is very high, 21.50 is above average, 39.09% is average, 32.57% is low average, 4.89% is below average while 0% for both poor and very poor. Average is the most common descriptive rating in this area.

2. Profile of students Career Pathway Choices

Of the four career pathway choices, Academics has the most percentage of choice which is 63.52%, TVL is 29.64%, Sports is 4.23% and Arts is 2.61%.

3. Level of Career Guidance Program Implementation in Grade 10 Public Junior High Schools in Tagbilaran City Division

The Grade 10 Public Junior High Schools in Tagbilaran City Division has less implemented the Career Guidance Program for Grade 10 students.

4. Difference in students' National Career Assessment Examination Result and Career Pathway Choices

Statistics tells that there is no significant difference between the students National Career Assessment Examination Result and Career Pathway Choices, hence accepting the null hypothesis.

Conclusion

Based on the findings of this study, the following conclusions were drawn:

A thoughtfully constructed career choice process will provide a meaningful, productive, satisfying quality of career choices. Career choice must be brought into a clearer focus, starting with students in elementary school and continuing beyond. Career choice is an ever-evolving process. Career choice is a process that includes experimentation, trial and error, decision-making and eventually judgment.

Students' preference in Career Choice does not conform with the result of their National Career Assessment Examination. The students' high rating in the NCAE was not used as their basis in selecting the most preferred Career Pathway that they are to take in Senior High School. Poor implementation of Career Guidance Program was the reason for such incongruence. Poor implementation of Career Guidance Program was attributed to lack of training of the Career Advocates or Career Advisors together with the insufficient materials for the said program. In addition, the school administrators and the Department of Education Career Guidance Program Officer-In-Charge were also contributors for such poor implementation.

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