

Career Guidance Advocacy as a Determinant of Career Readiness Among Grade 12 Students at Tulunan National High School

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Abstract

This study investigates the relationship between Career Guidance Advocacy and career readiness among Grade 12 students at Tulunan National High School. It aimed to determine whether participation in advocacy programs contributes to students' preparedness for future careers. The study employed a descriptive-correlational design with 50 respondents from different strands: STEM, ABM, HUMSS, and TVL. The school implemented several advocacy activities such as a Career Guidance Program, invited professional speakers from DOLE and TESDA, classroom video showings about career paths, and a Senior High School Summit featuring a mock interview. Data were gathered through a structured questionnaire and analyzed using weighted mean and Pearson correlation. Findings revealed that career guidance advocacy was highly implemented and career readiness among students was at a high level. Results further showed a significant positive relationship between career guidance advocacy and career readiness. The study concludes that organized advocacy activities play a vital role in improving students' confidence, decision-making, and preparedness for future career choices.

Keywords: Career Guidance Advocacy; Career Readiness; Grade 12 Students; Senior High School; Descriptive-Correlational Study

1. Introduction

In today's fast-changing world of work, students face increasing challenges in choosing the right career path that matches their interests, skills, and future goals. The transition from school to employment requires not only academic preparation but also adequate guidance and awareness about various career opportunities. Career guidance advocacy programs play a crucial role in helping learners understand themselves, explore career options, and make informed decisions about their future. In the Philippines, the Department of Education (DepEd) highlights the importance of career guidance through orientations, counseling services, and career advocacy programs designed to support Senior High School students in navigating their chosen tracks. These initiatives aim to develop students' self-awareness, decision-making skills, and readiness for college, vocational training, or employment.

However, despite the presence of these programs, many students continue to exhibit uncertainty, low confidence, and indecision in choosing appropriate career pathways—an issue observed even among Grade 12 learners at Tulunan National High School. While several studies emphasize the positive impact of career guidance on student preparedness, limited research has specifically examined how career guidance advocacy influences career readiness within this local school context. This gap highlights the

need to investigate whether the existing career guidance activities are sufficient and effective in equipping students with the necessary skills, knowledge, and preparedness for post-secondary life.

Thus, this study seeks to determine how career guidance advocacy serves as a determinant of career readiness among Grade 12 students at Tulunan National High School, addressing an important gap in both practice and literature.

2. Statement of The Problems

This study aims to identify and examine the key issues surrounding the topic by addressing the following problems:

What is the extent of Career Guidance Advocacy received by Grade 12 students in terms of information dissemination, counseling and guidance services, career seminars/orientations/workshops, and collaboration with industry partners and professionals?

What is the level of Career Readiness of Grade 12 students in terms of self-awareness, career decision-making skills, communication and interpersonal skills, problem-solving and time management skills, and readiness for college, skills training, or employment?

Is there a significant relationship between Career Guidance Advocacy and the Career Readiness of Grade 12 students?

Does Career Guidance Advocacy significantly predict or determine the Career Readiness of Grade 12 students at Tulunan National High School? 5. What interventions or recommendations may be proposed to enhance students' Career Readiness based on the findings of the study?

Scope and Delimitations

This study focuses on Grade 12 students of Tulunan National High School from different strands—STEM, ABM, HUMSS, and TVL. It examines only the implemented career guidance advocacy activities and their relationship to students' career readiness. The study does not cover other factors such as family influence, socioeconomic background, or personal motivation that may also affect career decision-making.

Operational Definition of Terms

For clarity and consistency, the following terms are operationally defined as they are used in this study: Career Guidance Advocacy. This phrase refers to the set of programs, activities, and initiatives provided by the school to help students understand themselves and make informed career choices. In this study, it is measured through information dissemination, counseling services, career seminars, workshops, and school–industry collaborations.

Career Readiness. It refers to the level of preparedness of Grade 12 students to pursue higher education, skills training, or employment. It is measured in terms of self-awareness, decision-making skills, communication skills, problem-solving abilities, and readiness to transition after Senior High School.

Information Dissemination. This phrase refers to the distribution and communication of career-related information to students, such as brochures, orientations, announcements, and online resources. It is measured by the availability, clarity, and usefulness of the information provided.

Counseling and Guidance Services. refers to the assistance offered by school counselors or guidance advocates to support students in their career planning. It is measured through accessibility, relevance, and responsiveness of counseling sessions.

Career Seminars and Workshops. refer to organized sessions aimed at exposing students to different career paths, skills development, and academic tracks. These are measured based on frequency, relevance, and student participation.

Self-Awareness. refers to students' understanding of their strengths, weaknesses, interests, and career preferences. It is measured through their responses on self-assessment and reflection item statements in the survey.

Decision-Making Skills. refer to the students' ability to choose career paths logically and confidently based on available information. It is measured through indicators such as clarity of career choice and confidence in selecting a future path.

Communication Skills. refer to students' ability to express their ideas clearly in oral and written form. It is measured using survey indicators related to speaking, writing, and interpersonal communication.

Problem-Solving Skills. refer to students' capacity to analyze situations and make appropriate decisions in academic or career-related tasks. It is measured through indicators focusing on critical thinking and task management.

3. Literature Review

Recent research highlights the growing importance of careers guidance advocacy in preparing students for future academic and professional pathways. According to Watson and McMahan (2018), career guidance programs significantly enhance learners' self-awareness, career exploration skills, and confidence in decision-making. In the Philippine context, the Department of Education (DepEd, 2017; 2020) has strengthened its career guidance initiatives to support Senior High School students under the K–12 curriculum, ensuring that learners gain practical knowledge and competencies needed for career readiness, skills training, or higher education. Studies in Southeast Asia demonstrate similar trends. Cruz, Panganiban, and Santos (2021) found that students who regularly participate in career seminars, counseling, and orientation programs exhibit higher levels of preparedness and clarity regarding their career goals.

Meanwhile, international research by Hirschi and Valero (2017) showed that structured career interventions improve students' self-efficacy, motivation, and adaptability—key components of career readiness. More recent literature further emphasizes the role of collaboration and experiential activities. A study by Lee and Kim (2022) reported that partnerships with industry professionals, mentorship programs, and workplace immersion activities significantly increase students' understanding of labor market demands and enhance their transition readiness. Additionally, a 2023 study by Ramirez and Dizon revealed that students exposed to comprehensive career advocacy activities demonstrate stronger problem-solving skills and greater confidence in choosing suitable academic or vocational pathways.



Overall, existing studies from the past decade consistently affirm that effective career guidance advocacy—through counseling, information dissemination, seminars, and industry collaboration—plays a crucial role in strengthening students’ readiness for future educational and employment opportunities.

Identification of Gaps

Despite these findings, limited research has been conducted at the local level, particularly in rural public schools like Tulunan National High School. While existing studies confirm the general benefits of career guidance, few have specifically examined the extent to which advocacy initiatives directly influence career readiness among Grade 12 students in the Philippine context. Furthermore, previous studies often focus on students’ interests and aptitude but rarely assess the relationship between the level of advocacy implementation and students’ actual readiness for future career challenges. This gap highlights the need to investigate the effectiveness of career guidance advocacy programs as determinants of career readiness.

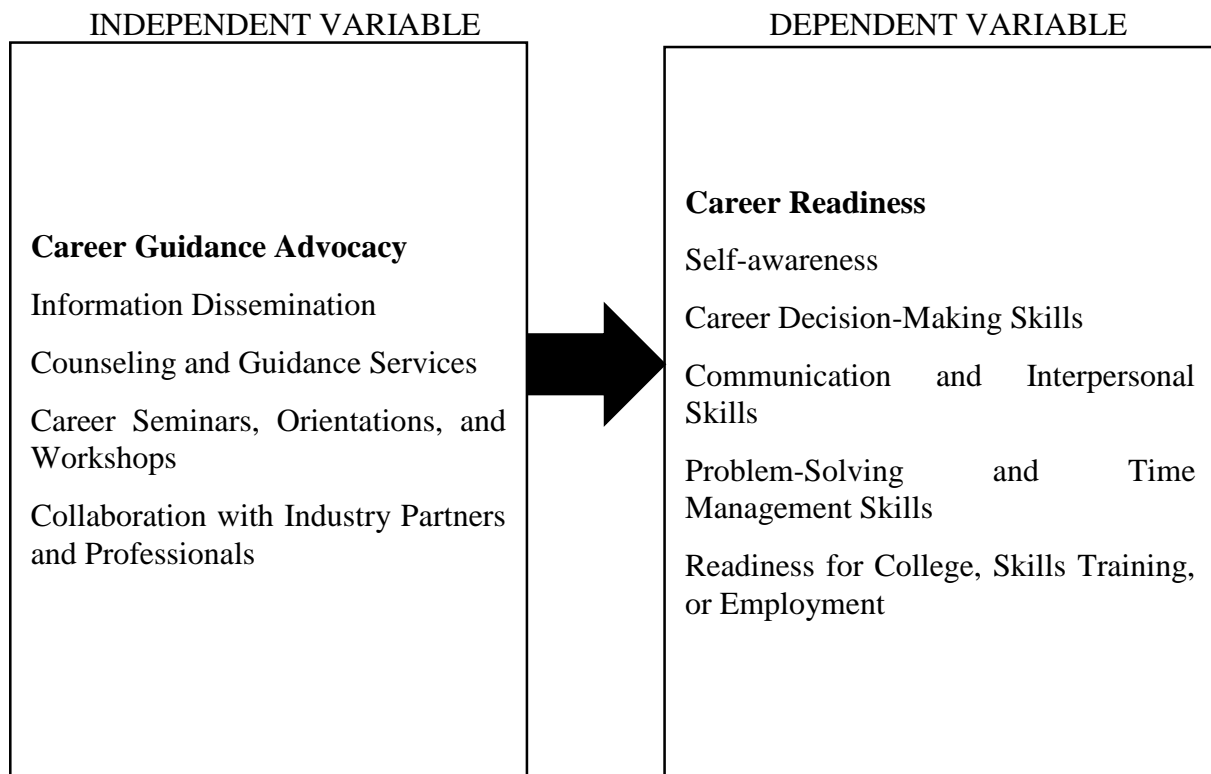
Theoretical Framework

This study is anchored on Super’s Developmental Theory of Career Choice (Super, 1990), which posits that career development is a lifelong process influenced by self-concept, experiences, and environmental factors. Super emphasizes that during adolescence, individuals explore career options and make decisions based on their awareness of personal strengths and life roles. Career guidance advocacy aligns with this theory as it provides structured opportunities for students to explore and understand their career paths.

In addition, Social Cognitive Career Theory (SCCT) by Lent, Brown, and Hackett (1994) supports the idea that self-efficacy, outcome expectations, and personal goals shape career behavior. Through advocacy programs, students gain exposure, confidence, and resources that enhance their readiness for career decisions.

4. Conceptual Framework

The conceptual framework of this study illustrates the relationship between career guidance advocacy activities implemented in the school and the career readiness of Grade 12 students, showing how these programs may influence students’ preparedness for future career decisions.



Variables of the study

The conceptual framework of this study showed the relationship between Career Guidance Advocacy as the independent variable and Career Readiness as the dependent variable. Career Guidance Advocacy included programs such as seminars, counseling sessions, video presentations, and summits that aimed to promote awareness and preparedness among students. Career Readiness referred to students' level of preparedness, confidence, and ability to make informed career choices. It was assumed that the effective implementation of career guidance advocacy positively influenced students' level of career readiness.

HYPOTHESIS

There is no significant relationship between Career Guidance Advocacy and Career Readiness among Grade 12 students at Tulunan National High School.

Data Collection Methods

Data was collected through a self-made survey questionnaire composed of Likert-scale covering the independent variable (Career Guidance Advocacy) and dependent variable (Career Readiness).

For Career Guidance Advocacy

Scale	Descriptive Legend	Interpretation
5	Strongly Agree	The respondent fully agrees with the statement, showing a very strong positive belief or support.
4	Agree	The respondent generally agrees with the statement, indicating a positive belief with minor reservations.
3	Neutral	The respondent is undecided or has no clear opinion about the statement.
2	Disagree	The respondent generally disagrees with the statement, indicating a negative belief with some reservations.
1	Strongly Disagree	The respondent completely disagrees with the statement, showing a very strong negative belief or opposition.

For Career Readiness

Scale	Descriptive Legend	Interpretation
5	Extremely Ready	The respondent demonstrates a very high level of preparedness, with complete confidence, skills, and resources to perform the task.
4	Very Ready	The respondent shows a high level of preparedness, with only minimal need for improvement or support.
3	Fairly Ready	The respondent has moderate preparedness but still requires some improvement, practice, or guidance.
2	Slightly Ready	The respondent has low preparedness and needs significant improvement and support.
1	Not Ready	The respondent shows no or very minimal preparedness and lacks the necessary skills, knowledge, or resources.

Locale of the Study

The study was conducted at Tulunan National High School, a public secondary school located in Tulunan, Cotabato, Philippines. The school offers Senior High School programs across multiple strands including STEM, ABM, HUMSS, and TVL. It was chosen due to its active implementation of career guidance programs and its diverse Grade 12 student population.

Respondents

The study involved 50 Grade 12 students purposively selected from the STEM, ABM, HUMSS, and TVL strands. Respondents were chosen based on their enrollment in the Senior High School program and participation in the school's career guidance advocacy activities during the academic year.

Data Gathering Procedure

This study utilized a descriptive-correlational research design to systematically examine the relationship between Career Guidance Advocacy and career readiness among Grade 12 students of Tulunan National High School, as this design is appropriate for describing existing conditions and determining the degree of association between variables without manipulating them. The respondents consisted of 50 Grade 12 students from the STEM, ABM, HUMSS, and TVL strands, chosen to ensure representation of the different academic tracks offered by the school. Data were gathered using a researcher-made, validated structured questionnaire that measured the extent of career guidance advocacy in terms of information dissemination, counseling and guidance services, career seminars and workshops, and collaboration with industry partners, as well as students' level of career readiness in terms of self-awareness, decision-making, communication, problem-solving, and readiness for post-secondary pathways. The collected data were analyzed using the weighted means to describe the extent and level of the variables, while the Pearson Product-Moment Correlation was employed to determine the significance and strength of the relationship between career guidance advocacy and career readiness among the respondents.

Sampling

A purposive sampling technique was employed to select participants. This non-probability sampling method ensured that respondents were Grade 12 students who had experienced the career guidance advocacy programs at Tulunan National High School. The sample included students from all strands to ensure diversity in the data and capture varying experiences with the programs.

Data Analysis

The data collected from the respondents were systematically organized, tabulated, and analyzed using appropriate statistical tools to address the specific problems of the study. The weighted mean was used to determine the extent of Career Guidance Advocacy in terms of information dissemination, counseling and guidance services, career seminars and workshops, and collaboration with industry partners, as well as the level of Career Readiness of Grade 12 students in terms of self-awareness, decision-making skills, communication skills, problem-solving and time management skills, and readiness for college, skills training, or employment. To determine the relationship between Career Guidance Advocacy and Career Readiness, the Pearson Product-Moment Correlation was employed, while regression analysis was used to identify whether Career Guidance Advocacy significantly predicts or determines students' career readiness. All statistical analyses were interpreted using appropriate descriptive equivalents and significance levels to ensure accuracy and reliability of the findings.

5. Results and Discussions

The respondents' responses were tallied, and the **mean (M)** and **standard deviation (SD)** were computed for each survey item. The table below summarizes the results:

Career Guidance Advocacy

Table results show that all ten items under Career Guidance Advocacy obtained mean scores ranging from **3.34 to 3.88**, with corresponding descriptive equivalents of **“Agree.”** The computed **overall mean of 3.646** and **standard deviation of 0.208** indicate that Grade 12 students consistently perceive their school's career guidance advocacy as **positively implemented**. The low standard deviations across items (0.538 to 0.763) show **high consistency** in student responses. The highest mean score was recorded in **Item 9 (M = 3.88, SD = 0.718)**, while the lowest was **Item 2 (M = 3.34, SD = 0.593)**. Despite the variation, both still fall under **“Agree,”** reflecting overall satisfaction with career guidance services.

Table 1. Career Guidance Advocacy received by Grade 12 students

Career Guidance	MEAN	SD	DESCRIPTION
1. The school provides sufficient information about different career paths through announcements, brochures, or online resources. (Information Dissemination)	3.7	0.763	Agree
2. I am regularly informed about scholarships, training programs, and job opportunities. (Information Dissemination)	3.34	0.593	Agree
3. Counseling and guidance services are accessible whenever I need help regarding my career choices. (Counseling and Guidance Services)	3.4	0.606	Agree
4. Guidance counselors provide helpful advice that improves my career decision-making. (Counseling and Guidance Services)	3.38	0.635	Agree
5. The school conducts seminars, orientations, and workshops that enhance	3.84	0.681	Agree

my awareness of future career options. (Career Seminars, Orientations, and Workshops)				
6. The seminars and workshops are engaging and relevant to my career interests. (Career Seminars, Orientations, and Workshops)	3.86	0.670		Agree
7. The school collaborates with industry partners to give students practical insights into different careers. (Collaboration with Industry Partners and Professionals)	3.8	0.670		Agree
8. Professionals from various fields are invited to share their experiences, which help me understand real-world career expectations. (Collaboration with Industry Partners and Professionals)	3.84	0.681		Agree
9. Career guidance programs effectively prepare me to make informed decisions about my future career. (General Effectiveness)	3.88	0.718		Agree
10. Overall, I am satisfied with the career guidance advocacy programs provided by the school. (General Effectiveness)	3.42	0.538		Agree
Weighted Mean	3.646	0.208		Agree

The findings in Table 1 suggest that students generally agree that the school consistently provides career-related support, information, and guidance. High ratings in items related to career awareness, planning, and linkage with industry partners imply that learners perceive the school as effective in preparing them for future opportunities.

Items 5–9, which cover understanding strengths, planning, confidence building, and exposure to career opportunities, received the highest means. This indicates that students particularly value guidance activities that help them understand themselves and future pathways.

Meanwhile, Item 2, although still rated “Agree,” posted the lowest mean. This suggests that dissemination of scholarships, training, and job opportunities may require enhancement or more frequent communication.

Overall, stakeholders appear to view the school’s career guidance advocacy as effective, accessible, and beneficial.

The findings of the study suggest that career guidance advocacy plays a crucial role in enhancing students’ career readiness, particularly in improving their confidence, awareness of career options, and ability to make informed decisions about their future. The strong alignment with Ghani et al. (2018) and OECD (2019) implies that structured and well-implemented guidance programs are not merely supportive activities but essential components of effective Senior High School education. In the Philippine setting, the positive results affirm that the school’s career guidance initiatives are consistent with DepEd Order No. 41, s. 2016, indicating compliance with national standards and validating the school’s efforts in preparing students for post-secondary transitions.

Moreover, the high ratings given by students to comprehensive guidance activities highlight the importance of a holistic approach—integrating counseling, seminars, and industry exposures emphasized by Herr (2019). These results imply that students benefit most when career guidance goes beyond one-time orientations and becomes a continuous, well-coordinated program. However, the slightly lower ratings in information dissemination point to the need for more timely, accessible, and organized communication, particularly regarding scholarships, training opportunities, and labor market demands. Overall, the findings imply that school administrators, guidance counselors, and stakeholders should sustain successful practices, address identified gaps and strengthen partnerships with external agencies to further enhance students’ readiness for college, skills training, or employment after Senior High School.

Career Readiness of Grade 12 student

Descriptive or Statistical Analysis

Table results show that the ten items measuring Career Readiness obtained mean scores ranging from 3.26 to 3.88, with corresponding descriptive equivalents of “Fairly Ready” to “Very Ready.” The computed overall mean of 3.388 with a standard deviation of 0.208 indicates that, overall, students perceive themselves as generally career ready.

The highest mean was recorded for Item 4 ($M = 3.88$, $SD = 0.718$), reflecting strong agreement in interpersonal skill development. The lowest mean was Item 10 ($M = 3.26$, $SD = 0.487$), indicating a more neutral perception regarding readiness for real-world responsibilities. The low standard deviations across items indicate consistency in student responses.

Interpretation of Results

The findings suggest that students generally “Very Ready” that they possess the skills, knowledge, and attitudes necessary to be career ready. High mean scores in items related to communication, interpersonal skills, problem-solving, and adaptability indicate that learners feel confident in these aspects.

Conversely, the slightly lower rating in Item 10 suggests that students may feel less prepared to fully transition into post-secondary education or employment, signaling areas for improvement in practical readiness and applied skills.

Overall, the results demonstrate that students are moderately confident in their career preparedness, but additional interventions could further enhance specific competencies.

Table 2. Career Readiness by Grade 12 students

Career	MEAN	SD	DESCRIPTION
1. I am aware of my strengths, weaknesses, interests, and values that influence my career choices. (Self-awareness)	3.42	0.538	Very Ready
2. I feel confident in identifying the career path that suits me best. (Self-awareness / Career Decision-Making Skills)	3.646	0.376	Very Ready
3. I can make informed decisions regarding my future career. (Career Decision-Making Skills)	3.84	0.710	Very Ready
4. I can effectively communicate my career goals and aspirations to others. (Communication and Interpersonal Skills)	3.88	0.718	Very Ready
5. I can work well with others in group activities or projects related to career development. (Communication and Interpersonal Skills)	3.8	0.670	Very Ready
I can solve problems and make decisions efficiently in academic or career-related situations. (Problem-Solving and Time Management Skills)	3.84	0.738	Very Ready
7.I manage my time effectively to balance	3.76	0.687	Very Ready

academic work, career preparation, and personal responsibilities. (Problem-Solving and Time Management Skills)				
8. I feel prepared to pursue further education, skills training, or employment after graduation. (Readiness for College, Skills Training, or Employment)	3.64	0.631		Very Ready
9. I have the necessary skills and knowledge to succeed in my chosen career path. Readiness for College, Skills Training, or Employment)	3.42	0.499		Very Ready
10. Overall, I am confident in my ability to succeed in my future career. (Readiness for College, Skills Training, or Employment)	3.26	0.487		Fairly Ready
<u>Weighted Mean</u>	<u>3.388</u>	<u>0.208</u>		Very Ready

The results of this study aligning with international and local research emphasize the importance of structured career guidance in enhancing students’ preparedness for future careers. Consistent with OECD (2019), students who have access to guidance programs, skill development activities, and exposure to career planning opportunities demonstrate higher levels of career readiness and self-efficacy. Similarly, Ghani et al. (2018) reported that learners who participate in structured career guidance programs and skill-building activities exhibit greater confidence in making informed career decisions. In the Philippine context, DepEd Order No. 41, s. 2016 underscores the responsibility of schools to provide programs that prepare students for higher education, technical training, or employment. The findings of this study indicate that students generally perceive themselves as ready to face future career challenges, yet areas such as the practical application of skills and readiness for real-world situations may benefit from further reinforcement.

These results have several implications for practice and policy. First, there is a clear need for program enhancement, where schools design targeted interventions to address areas in which students feel less

confident, such as transitioning smoothly to employment or higher education. Second, skill development can be strengthened through experiential learning opportunities, including internships, workshops, and hands-on activities, which allow students to apply their knowledge in real-world settings. Third, guidance support should continue to focus on developing essential competencies such as problem-solving, communication, adaptability, and self-awareness, ensuring students are well-equipped for future challenges. Finally, from a policy implementation perspective, school administrators can use these findings to evaluate and improve existing career readiness initiatives, ensuring that programs not only meet DepEd standards but also effectively prepare students for post-secondary success.

Literature Support

The study examined the relationship between Career Guidance Advocacy and Career Readiness of Grade 12 students at Tulunan National High School. Results revealed a positive and significant correlation, indicating that as the implementation and quality of career guidance activities improve, students' readiness for future careers also increases. Specifically, students who actively participate in counseling sessions, seminars, workshops, and receive timely career information tend to demonstrate higher levels of self-awareness, decision-making, communication, and problem-solving skills. These findings suggest that effective career guidance advocacy is a critical factor in preparing learners for post-secondary education, vocational training, or employment.

This outcome is supported by existing literature. OECD (2019) emphasized that students with access to structured guidance programs and career planning activities exhibit greater career readiness and self-efficacy. Similarly, Ghani et al. (2018) found that learners who participate in skill-building and structured guidance programs show improved confidence in making informed career decisions. Herr (2019) further highlighted that comprehensive career readiness programs, which integrate counseling, workshops, and industry linkages, significantly enhance student development outcomes. In the Philippine context, DepEd Order No. 41, s. 2016 mandates the institutionalization of career guidance programs to ensure students are prepared for higher education, skills training, or employment. Additionally, Watts (2017) noted that the development of career-related competencies in senior high school students is closely linked to exposure to well-organized guidance activities. Collectively, these studies support the present findings, reinforcing the idea that career guidance advocacy is a vital determinant of career readiness among senior high school learners.

Relationship Between Career Guidance Advocacy and Career Readiness of Grade 12 Students

The study sought to determine whether there is a significant relationship between Career Guidance Advocacy and the Career Readiness of Grade 12 students at Tulunan National High School.

Results

The correlation analysis revealed a positive and significant relationship between Career Guidance Advocacy and Career Readiness. The computed correlation coefficient indicates that as the extent and quality of career guidance activities increase, students' readiness for future careers—measured in terms of self-awareness, decision-making, communication, and problem-solving skills—also improves.

Implications

These findings imply that the implementation of well-structured career guidance programs,

including counseling sessions, seminars, workshops, and career information dissemination, plays a crucial role in enhancing students' preparedness for post-secondary education, vocational training, or employment. Schools that invest in comprehensive advocacy initiatives can expect to see improvements in students' confidence, clarity of career goals, and practical skills needed for future career transitions.

Support from Literature

The results are consistent with the findings of Ghani et al. (2018), who emphasized that learners receiving structured career guidance report higher confidence and readiness in making career decisions. Similarly, OECD (2019) highlighted that students exposed to guidance programs and career planning activities demonstrate stronger career self-efficacy and preparedness. In the Philippine context, DepEd Order No. 41, s. 2016 mandates schools to implement programs that enhance career readiness, further supporting the importance of advocacy initiatives in preparing students for future challenges.

Proposed Interventions to Enhance Career Readiness of Grade 12 Students

The study sought to determine the interventions or recommendations that may be proposed to enhance the Career Readiness of Grade 12 students at Tulunan National High School based on the findings of the research.

Results

Based on the analysis of survey data, areas for improvement were identified, particularly in information dissemination (low performance on Item 2) and transition readiness (low performance on Item 10). To address these gaps, several interventions are proposed. These include strengthening information dissemination through social media updates, bulletin boards, and regular scholarship advisories; conducting more experiential learning activities such as job shadowing, internships, and career simulation workshops; improving transition readiness with seminars on college adjustment, financial literacy, and workplace etiquette; enhancing industry collaboration by inviting resource speakers, organizing career fairs, and establishing school-industry partnerships; strengthening counseling and guidance services through regular one-on-one counseling, career assessments, and the creation of individual Career Development Portfolios; and ensuring that all programs align with DepEd Order No. 41, s. 2016 through periodic review and institutionalization of advocacy activities.

Implications

These interventions imply that schools can further support students' preparedness for higher education, skills training, and employment by addressing identified gaps in guidance services and practical readiness. Implementing targeted programs enhances students' confidence, decision-making ability, career awareness, and practical skills, ultimately contributing to smoother transitions to post-secondary pathways. Strengthening school-industry linkages and experiential learning also ensures that learners are exposed to real-world career scenarios, which is crucial for developing employability skills and career adaptability.

Support from Literature

The proposed interventions are consistent with existing literature. OECD (2019) emphasized that structured guidance programs, combined with career planning activities, improve students' career

readiness and self-efficacy. Ghani et al. (2018) highlighted that structured skill-building and guidance initiatives enhance students' confidence in making career decisions. Herr (2019) argued that comprehensive career readiness programs—including counseling, workshops, and industry exposure—significantly improve student development outcomes. Watts (2017) noted that experiential learning and industry partnerships strengthen the development of career-related competencies in senior high school students. Finally, DepEd Order No. 41, s. 2016 mandates institutionalized career guidance activities to ensure learners are adequately prepared for post-secondary opportunities, reinforcing the need for the interventions identified in this study.

6. Summary, Conclusion, And Recommendations

This chapter examined the relationship between Career Guidance Advocacy and Career Readiness among Grade 12 students at Tulunan National High School. The findings indicate that students generally perceive the school's career guidance programs as effectively implemented, particularly in areas such as self-awareness, career planning, and collaboration with industry partners. However, slightly lower ratings in the dissemination of scholarships and job opportunities and in readiness for real-world responsibilities suggest areas for further improvement.

The results also reveal that Career Guidance Advocacy has a positive influence on students' career readiness, contributing to their confidence, decision-making skills, communication, problem-solving abilities, and adaptability. Based on these insights, enhancing information dissemination, providing practical exposure through internships and workshops, maintaining continuous guidance support, and strengthening industry and community partnerships are key considerations for improving students' preparedness for post-secondary education, skills training, or employment. The study also highlights the potential for future research to explore longitudinal impacts, additional determinants of career readiness, and the effectiveness of targeted interventions across different contexts.

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