EXPLORING CAREER READINESS SKILLS OF SENIOR HIGH SCHOOL GRADUATES: A PHENOMENOLOGICAL STUDY

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ABSTRACT

The lived experiences of senior high school graduates who are prepared for their future occupations were explored in this phenomenological study, together with the challenges encountered, coping mechanisms employed, and gained insights. The six purposively selected participants in the study came from three different exit tracks: higher education, employment, and entrepreneurship. Several important topics about the development of career preparation abilities, obstacles encountered, coping strategies, realizations, and suggestions for improvement are revealed by the information gathered. Many of the participants emphasized the value of skills they gained during their final year of high school, including communication, self-discipline, problem-solving, teamwork, and time management. Participants stated a variety of experiences. They pointed out that these abilities were essential for overcoming obstacles in their chosen industries, be it higher education, business, or the workplace. The study also identified stress, worry, self-doubt, and the challenge of balancing personal and academic responsibilities as major challenges to professional preparedness. Despite these challenges, participants used a variety of coping mechanisms to improve their preparedness, including time management, managing their emotions, and consulting guidance. The study also emphasizes how important professional preparation skills are for success in the future and how important it is for schools to help senior high school graduates develop these competencies. To guarantee that students have enough skills for the workforce or higher education, participants suggested additional workshops, career-related activities, on-the-job training (OJT), and mentorship programs. They also emphasized the necessity of a longer and more thorough OJT program to give students practical experience in real-world job settings. This study's result highlights the importance of job-ready skills for both short-term after-graduation success and long-term professional fulfillment. To educate students for the changing demands of the workforce, it suggested a comprehensive approach to education that promotes both professional and personal growth.

Keyword: - *educational administration, career readiness, senior high school graduates, challenges, skills development, coping mechanisms, phenomenology*

1. INTRODUCTION

In pursuit of higher education, the alignment of career readiness skills among senior high school students is crucial using the K–12 curriculum as a component of the teaching reform around the nation. The Department of Education aims to produce quality senior high school graduates ready for employment, higher education, and even entrepreneurship as exits of the K-12 Basic Education Curriculum (Cuy & Salinas, 2019) [1]. However, the labor markets of today's technology-driven businesses prefer graduates who have superior skill sets, thus educational systems are challenged to produce career-ready students (Potter, 2022) [2].

In the United States of America, the lack of employment preparedness among senior high school graduates is still a major issue, according to Peterson (2020) [3], even if the number of jobs that require fundamental skills has increased. This exacerbates the problem by pointing to graduates' incapacity to satisfy labor market needs as a cause of unemployment. These results emphasize the need for a more thorough analysis of critical job skills and career readiness.

In the Philippines, merely 20% of businesses are open to hiring senior high school graduates (Carag et al., 2023)[4]. In this scenario, it is challenging for newly graduated senior high school students to get job opportunities, which contradicts the K–12 curriculum's target, according to Lumapac et al. (2023) [5]. Furthermore, a study of career readiness in Sorsogon City revealed that most graduates opted to pursue higher education over employment (Palabrica & Ferolino, 2023) [6]. Although the Department of Education sees senior high school graduates as potentially great contributors, this perspective may present an overly optimistic picture. Despite having the necessary abilities and expertise, they still struggle to enter the workforce due to application constraints (Maravilla, 2020) [7].

At Andap National High School in New Bataan, Davao de Oro, about 40% of senior high school graduates opt for to continue their education instead of finding career. This pattern suggests that students would rather pursue additional education than find work right away, based on the learners' tagging report for the previous two academic years. According to tracer research, the remaining 60% of graduates decided to forgo additional education in favor of starting small enterprises or finding work, although at lower-than-minimum pay. This raises concerns about the career readiness of these graduates and highlights the need for effective guidance and support to prepare them for the workforce.

Consequently, the researcher embarked in this study to explore the lived experiences of senior high school students of Andap National High School regarding career readiness skills. Upon dwelling on this research, relevant knowledge and factual ideas were revealed that could be useful for the development of senior high school programs.

1.1 Research Questions

This study explored the career readiness skills of senior high school students. Upon dwelling on the experiences of the students, it sought to find answers to the following questions:
1. What are the lived experiences of senior high school students with regards to their career readiness skills?
2. What are the challenges encountered by senior high school students regarding their career readiness skills?
3. What mechanisms do the senior high school students employ best cope with the challenges encountered in career readiness?
4. What insights do senior high school students gain with regards to the acquisition of career readiness skills?

2. METHODOLOGY

2.1 Research Design

This study employed qualitative research using phenomenological approach to senior high school students of Andap National High School. In-depth interviews (IDI) were used in gathering the data. Since the study explored the career readiness skills of the participants, qualitative research was suitable. Qualitative research is an inquiry method that uses ideas to create a complete, holistic representation of an issue that affects people or society, presenting the viewpoints of participants, and conducting the study in an environment conducive to learning.

According to Creswell (2013) [8], the outcome of this kind of research incorporates participant voices and emphasizes the interpretive aspect of the study.

Moreover, the phenomenological approach was used in this study to investigate a specific phenomenon related to the participants' lived experiences, challenges, coping strategies, and insights on the development of career readiness skills. Given the importance of multiple points of view on a given subject, phenomenology makes sense in this field of research. A qualitative method known as phenomenological research aims to capture the core of an experience by describing the lived phenomenon (Creswell, 2019) [9].

2.2 Research Participants

A limited number of participants was considered in this study. As part of the research, six senior high school graduates of Andap National High School were selected as research participants using IDI or in-depth interviews. For the inclusion criteria, only those graduates of senior high school from school year 2018-2019 to 2022-2023 were considered as research participants. They were determined through criterion sampling method which is one of the purposive samplings according to Creswell (2013) [8].

2.3 Data Collection Procedure

This study explored the lived experiences of senior high school graduates of Andap National High School with regards to career readiness skills. To conduct the study, a set of steps were followed. The data was collected through in-depth interviews with the selected six participants of this research. Data sources were considered since these provided opportunities in understanding situations from various phenomena (Merriam, 1996[10]; Stake, 2000[11]). An in-depth interview, a data collection method, was primarily employed to six research participants to elicit their lived experiences, challenges, coping mechanisms, and insights gained in career readiness skills of senior high school graduates using the research instrument. The in-depth interview was utilized to gain a better grasp of certain opinions. The interview followed the interview guide prepared by the researcher.

Before conducting the interview, the researcher secured an ethical clearance from the Ethics Review Committee from Assumption College of Nabunturan. Also, an endorsement letter and letters of permission to the office of the Division of Davao de Oro, Office of the District Coordinating Principal in New Bataan, and office of the school head of Andap National High School was sent by the researcher to ask for permission to conduct the study. The manuscript was subjected to ethical review to ensure validity, honesty, integrity, and respect in all dealings with the participants and in the utilization of evaluation data from all sources.

During the interview, participants had the opportunity to engage in a free-flowing discussion in a secure setting. To avoid surprises, research participants were personally informed about the interview ahead of time and were given an informed consent form from the RPDC office. These were conducted in accordance with proper regulations to ensure the safety of both the participants and the researcher. Following data collection, the findings were transcribed, analyzed thematically, coded, and interpreted.

2.4 Data Analysis

For this study, the data was analyzed using thematic analysis method in qualitative research. During the data gathering time, analysis was also done. The data obtained was examined, synthesized, and recorded to maintain accurate, thorough, and detailed records of the responses. After gathering enough data through in-depth interviews, thematic analysis was utilized to further analyze the results and look for disparities and similarities across the responses received. The responses generated were categorized into themes.

3. RESULT, ANALYSIS AND DISCUSSIONS

3.1 Lived experiences of the senior high school students with regard to their career readiness skills

Experiences with Regard to Career Readiness Skills. The emerging themes in this structured theme were experienced financial problems, developed skills like communication, skills developed in senior high school

helped, got anxious with future challenges and excited but full of doubts. These were the experiences of the senior high school students in connection with their career readiness skills.

The findings from the study paint a vivid and complex picture of senior high school students' journey toward career readiness. On one hand, many students face financial difficulties, an all-too-common challenge that acts as a major roadblock. These struggles can limit their access to vital career development opportunities and may even push them to prioritize short-term income over long-term career goals. On the other hand, amidst these challenges, there is a silver lining: students are building strong communication skills, a key asset in any professional setting. This suggests that the curriculum is doing something right by equipping students with soft skills that truly matter (Heckman, 2020) [12].

Students also recognize the value of what they are learning in senior high school, noting that many of the skills they have acquired feel genuinely useful. That sense of relevance is a promising sign. However, this confidence is often shadowed by a deep-seated anxiety about what lies ahead. There's a complicated mix of excitement and doubt as students look to the future, reflecting both hope and uncertainty. These mixed emotions may stem from unclear career paths, limited hands-on experience, or fear of an increasingly competitive job market.

Altogether, these insights highlight the need for a more holistic approach to career preparation. It's not enough to teach skills, we must also address the financial barriers students face, provide meaningful career counseling, and create more real-world learning opportunities. By doing so, we can help students not only dream big but feel genuinely prepared to chase those dreams with confidence.

Skills Learned in School Necessary in One's Field. The study revealed that self-disciplined, skills like communication, problem-solving, teamwork, and time management, communication skills, and critical thinking skills. The skills learned in school contribute to students' career readiness. These skills strengthen their ability to select their career paths after senior high school. One informant shared that self-discipline is the most significant skill he/she learned in school. This is in consonance to Yeager (2022)[13], that skills made it easier for him to manage the problems he had surpassed.

The findings highlight something really important: students are picking up valuable life skills in school. These things like self-discipline, communication, problem-solving, teamwork, time management, and critical thinking are the skills that help young people succeed in the workplace and navigate the challenges of adult life. One of the most encouraging skills is how strongly communication skills are developing. Being able to express yourself clearly, work well with others, and think through problems logically are all essential in almost any job. Moreover, students get a solid foundation in these areas, which speaks well of the current curriculum.

Particular Instances Where Oneself Use the Skills Learned in School. The emerging themes were used it in one's business, during group projects, interacting with costumers, in my work and in my college program. The finding revealed that skills can be used in several ways. Students applied their skills in different instances which shows that skills learned in school are essential to survive in their future career paths.

The findings reveal that students learning for the sake of passing exams, they are using what they have learned in real-life situations. Additionally, it is aligned to Davis (2023)[14] that whether it is running a small business, working on group projects, dealing with customers, or navigating tasks at work and in their college programs, they are applying their skills in meaningful ways. This implies that the skills taught in school are not only relevant, they are very essential. This shows that students are making the connection between what they learn in the classroom and what they need in the real world. The said connection helps build confidence and prepares them for whatever comes next in their careers.

3.2 Challenges encountered by the senior high school students with regard to their career readiness skills

Challenges Encountered about Career Readiness Skills. The emerging themes were pressure, time management, communication and teamwork, anxiety and nervousness. The result indicated that the students encountered challenges as they transitioned to the next phase following their senior high school experience. One of the challenges mentioned was pressure. They often experience pressure when planning for their future because of the different factors involved.

The findings reveal that as students move from senior high school to the next stage of their lives, they encounter many challenges. Pressure, which comes from various sources, such as expectations from friends, family, or oneself, is one of the main difficulties. This excessive pressure may impact their employment choices and decision-making. Students also have trouble managing their time, making it hard to juggle their personal lives, extracurricular activities, and academic obligations. Students struggle to acquire critical abilities like effective communication and teamwork, making it challenging to form enduring bonds and accomplish shared objectives.

Particular Skills Found Difficult. The emerging themes were self-discipline, out of focus, juggling personal and work life, everything, communication skills and vocabulary skills. Numerous students struggle with self-discipline, as distractions and personal obligations frequently hinder their ability to concentrate and sustain productivity. Finding harmony between personal and work life can be challenging, resulting in stress and complications in effective time management. Moreover, Kusy (2019)[15] stated that the development of communication and vocabulary skills necessitates ongoing practice, as articulating thoughts clearly and with confidence continues to be a challenge for numerous students.

The study reveals that students face significant challenges in several key areas. Self-discipline emerges as a major struggle, with distractions and personal obligations often hindering students' ability to concentrate and sustain productivity. Many students also struggle to focus, decreasing motivation and effectiveness. Juggling personal and work life is another significant challenge, resulting in stress and complications in effective time management.

Furthermore, developing strong communication and vocabulary skills is an ongoing process for many students who struggle to articulate their thoughts clearly and confidently.

Skills Needed in One's Field Not Developed in School. The emerging themes were none, business skills, dealing with customer's attitudes, communication skills and vocabulary skills. There were some instances that skills are not developed in school due to some factors. This might be due to minimal resources and efforts done by both the students and the school educators. Another emerging theme on the effects of none. Some students were completely satisfied with their skills and believed that they were equipped by the education they acquire. The finding showed that business skills also came out as one of the skills which was not nurtured. One of the informants think that there is a gap between skills taught in school and in the real-world of business.

Notably, several students believed that abilities were not sufficiently developed in the classroom, presumably due to a lack of resources and effort from both students and teachers. On the other hand, one of the themes agreed with Johnson (2023)[16] that other students felt that their education had adequately prepared them and were quite happy with their abilities.

However, the results pointed to areas lacking skills, especially in business, which was not receiving enough attention. One significant worry was the seeming discrepancy between the abilities taught in the classroom and those needed in the actual business world. Additionally, students found it challenging to cope with a variety of client attitudes and to build adequate vocabulary and communication skills. These findings show room for improvement in how skills are taught and used in classrooms.

3.3 Mechanisms senior high school students employ that best cope with the challenges encountered in career readiness

Mechanism Employed to Cope with the Challenges Encountered on the Use of the Skills. The emerging themes were controlling one's emotion, have a schedule to manage time, practice daily, improve one's time management and ask for help. These confirms Disemone et. al (2019)[17], facing anxieties and other problems with regards on the use of their skills is not that easy, yet with the help of practicing a good self-management and positive interpersonal connection with others it will be surpassed. Students revealed that control one's emotion positively removes negativities in their managing their skills. It helps them promotes self-reflection on what's best for them. Another theme was asked for help. One informant shared that when they cannot manage their problems on their skills anymore, seeking help is the best option. They seek help from their parents, elders, teachers and peers in times of struggling with their skills.

The study highlights crucial strategies students employ to effectively manage their skills and overcome challenges. Controlling one's emotions emerged as a key theme, allowing students to eliminate negativity and promote self-reflection, ultimately making better decisions about their skill development. Creating a schedule to manage time was another essential strategy, enabling students to prioritize tasks and stay organized. Daily practice was also emphasized as a vital skill development component, helping students build confidence and proficiency.

Effectiveness of Mechanism in Coping with the Challenges Encountered Specifically on the Skills Not Learned in School. The emerging themes were fueled my chosen career, helped me be organized, significantly, worked well and helped a lot. Employing mechanisms with the challenges helped them use their weakness in finding their strength. These themes show how beneficial and powerful mechanism to their lives.

Fueled my chosen career is one of the themes that the students made from their responses. This indicates that the mechanism used by the students to cope with their unlearned skills problems was diverted into a motivation to pursue their chosen career path. This supports Adams (2019)[18] that the strategies used by students to manage unlearned skills go beyond mere knowledge acquisition; they also cultivate essential organizational skills. This may include creating individual strategies for time management, prioritizing tasks, or independently handling various learning resources.

As confirmed in the findings, Gysbers (2021)[19] pointed out that developing healthy coping mechanisms is essential for students to successfully manage stress and anxiety. It is important to understand that coping strategies can vary according to personal preferences, highlighting the need to find the most effective way to handle emotions during stressful times. Similarly, Urmatan (2024)[20] said that engaging in activities such as taking a stroll, confiding in a friend, or practicing deep breathing can be highly effective in maintaining mental well-being.

3.4 Insights senior high school students gain with regards the acquisition of career readiness skills

Insights Gained with Regards to One's Career Readiness Skills. This structured theme elicited five emerging themes: develop readiness, skills like communication, teamwork, and time management important for success, maintain one's confidence despite obstacles, strengthen communication skills, and improve one's vocabulary skills. Surpassing problems leads to students generating learning and insights regarding their career readiness skills. The students reveal that develop readiness skills is their ultimate realization gained. Due to many circumstances encountered in their learned and unlearned skills, they were able to maximize their efforts and acquire a clearer, positive perspective on their decision-making and career readiness skills.

Another theme was the importance of skills like communication, teamwork, and time management for success. The student explained that these skills were developed in a society where both experience and community contributed. Hence, these skills may bring out the best in them when enhancing their careers.

The findings reveal that students developed valuable insights and skills that enhanced their career readiness. Five key themes emerged, highlighting the importance of developing readiness skills, cultivating essential skills like communication, teamwork, and time management, maintaining confidence despite obstacles, strengthening communication skills, and improving vocabulary skills.

Notably, students realized that overcoming challenges led to significant learning and growth in their career readiness skills. Developing readiness skills was a crucial takeaway for students, who learned to maximize their efforts and gain a clearer, more positive perspective on their decision-making and career preparedness. Students also emphasized the significance of communication, teamwork, and time management, recognizing that these skills are honed through experience and community involvement and are essential for success in their careers. These findings confirm the study of Damon (2023)[21] that students who develop these skills and mindset will be better equipped to navigate their career paths and achieve their goals.

Ways These Insights Helped in Facing the Challenges in One's Chosen Field. This structured theme elicited five emerging themes; have right decisions, importance of communication skills and time management, helpful specially for readiness in future endeavors, success boost one's self-confidence and affect my decision making. This elucidated the process of selecting a field by demonstrating how the challenges served as a positive motivator. The student disclosed that the insights had a beneficial impact on their decision-making. They acquire the

ability to appraise circumstances, evaluate options, and predict outcomes from these interactions, which enables them to make more informed professional decisions. They cultivate a more acute sense of discernment that enables them to make the correct decisions in their chosen field when confronted with challenging situations by taking the initiative to address skill gaps. These skills are one of the core skills that should be considered when deciding for a career path.

Notably, the challenges students faced served as a positive motivator, driving them to create a more discerning approach to decision-making. This supports Cooney (2017)[22] that students learned to appraise circumstances, evaluate options, and predict outcomes, ultimately making more informed professional decisions. Moreover, addressing skill gaps empowered students to cultivate a keen sense of discernment, enabling them to make the right choices in their chosen field, even in the face of challenging situations. These findings underscore the importance of developing essential skills like communication, time management, and decision-making, which are crucial for success in one's career path.

Suggestion to Give to Other Senior High School Students for Them to be Ready to Whatever Field They May Choose. The responses elicited six emerging themes, which were: choose a career fit to one's capabilities, strengthen working skills, never stop learning, be confident, attend seminars, and consider many factors in choosing a career. The students revealed that there will be more opportunities when they strengthen their working skills or employability skills.

Employment is the common choice that a senior high school undergraduate wants to land. They often choose employment to support their family with their daily expenses if they don't want to pursue tertiary education. Another theme was never stopping learning. Education is a lifelong process of learning. Always leave room for improvement and internalize every life lesson. Students shared that they are always ready to learn, whether they are old or young.

Students highlighted that many senior high school graduates aim to gain employability skills because they can lead to additional opportunities, especially in the labor market. Students also emphasized the need never to cease learning, acknowledging that education is an ongoing process beyond traditional schools. They urged their classmates never to stop learning and developing themselves regardless of age. These results affirmed Smith (2022)[23] that students who use these tactics will be more capable of navigating and succeeding in their chosen career routes.

Action Made from the School to Ensure that Senior High Students are Career Ready. The responses elicited six emerging themes: inspire students, give workshop skills, strengthen the on-the-job training (OJT), enlighten students about reality, create more meaningful activities, and lengthen the time in the on-the-job training. Ensuring the students' career readiness was the school's top priority. One of the themes that emerged was lengthen the time in the on-the-job training. Students were allowed to experience real-life jobs firsthand through the partnership of the school and the company. However, Gysbers (2022)[24] revealed that senior high school graduates only experience it for a short period of time, which resulted in minimal understanding of their strand. They wish to have more time to spend on the OJT to learn more.

Another theme that emerged was to create more meaningful activities. One informant discussed the implementation of additional activities, such as career simulations and kiosks, to assist them in determining which occupations would be most suitable for them.

To better grasp their chosen strand and acquire practical skills, students specifically underlined the necessity for longer OJT sessions. Thus, the exposure to real-world work experiences was restricted by the brief OJT period. To assist them in investigating appropriate career pathways and making well-informed selections, students also recommended introducing more meaningful activities, like career simulators and kiosks. These results imply that schools can significantly contribute to students' professional readiness by offering pertinent experiences, skill development, and coaching.

3.5 Implications for Practice

Based on the findings, the following implications for practice are offered:

On Experiences with Regard to Career Readiness Skills. It can be reckoned that the research participants faced financial problems, developed skills like communication, skills developed in senior high school helped, got anxious with future challenges and excited but full of doubts in connection to their career readiness skills. The findings suggest that senior high school graduates require comprehensive support to transition smoothly into the workforce or higher education. Given the gaps in practical, career-oriented skills and the need for financial literacy and anxiety management, it is recommended that career guidance programs be implemented or enhanced to address these specific needs. These programs should focus on developing essential skills, providing career-oriented training, and promoting financial literacy to boost students' confidence and preparedness for their future pursuits.

On Skills Learned in School Necessary in One's Field. As noted in the findings of the study, the skills developed in school were for self-disciplined, skills like communication, problem-solving, teamwork, and time management, communication skills, and critical thinking skills. These implies that the educational curriculum may focus on developing both soft and hard skills for the students to acquire the necessary skills they need in their future endeavor.

On Particular Instances Where Oneself Use the Skills Learned in School. These instances were identified as used it in one's business, during group projects, interacting with costumers, in my work and in my college program. Activities that promote hands-on learning and practical applications can be constantly employed during classes. It is to better hone the students on their career readiness skills.

On Challenges Encountered about Career Readiness Skills. It could be reckoned that students faced challenges such as pressure, time management, communication and teamwork, anxiety and nervousness. The continuous application of skills in the school programs may positively contribute to the development of career readiness skills in students. The students may focus on the needed skills for the decision-making of their careers.

On Particular Skills Found Difficult. It can be indicated that self-discipline, out of focus, juggling personal and work life, everything, communication skills, and vocabulary skills were the specific skills that they considered difficult. Educational institutions may incorporate more practical life skills training into their curriculum, emphasizing self-regulation, time management strategies, and stress coping mechanisms to better prepare students for future challenges.

On Skills Needed in One's Field not Developed in School. Skills are expected to be discovered and developed in school. However, there are some instances where the needed skills in the future were not fully improved at all. These skills were None, Business Skills, Dealing with Customer's Attitudes, Communication Skills and Vocabulary Skills. This indicates a crucial necessity for educational curricula to be more actively aligned with industry requirements, potentially through enhanced vocational training, real-world case studies, and focused skill-building workshops to address these practical gaps prior to students entering their selected fields.

On Mechanism Employed to Cope with the Challenges Encountered on the Use of the Skills. The students discovered ways to resolve their problems with regards to their skills. The mechanisms which found helpful were control one's emotion, have a schedule to manage time, practice daily, improve one's time management and ask for help. Students' coping mechanisms were progressively enhanced as they opted to confront the challenges they encountered. This illustrates the importance of the mechanisms involved in their personal growth.

On Effectiveness of Mechanism in Coping with the Challenges Encountered Specifically on the Skills Not Learned in School. As pointed out by the participants, the coping mechanisms were effective in ways such as fueled my chosen career, helped me be organized, significantly, worked well and helped a lot. This demonstrates how responsible and hands-on the students are in filling in the gaps in the abilities they have not currently learnt in school. They could significantly improve their career-ready skills by cultivating a feeling of resourcefulness and resiliency from the beginning.

Insights Gained with Regards to One's Career Readiness Skills. The insights or teachings that the participants wished to share with their peers were as follows: develop readiness, skills like communication, teamwork, and time management important for success, maintain one's confidence despite obstacles, strengthen communication skills, and improve one's vocabulary skills. This indicates that students possess the requisite skills to

prepare them for their future career path following senior high school. These skills influenced them to be proactive learner and flexible to the changing demands of the world.

On Ways These Insights Helped in Facing the Challenges in One's Chosen Field. The ways that students' insights aids in their struggles have the right decisions, importance of communication skills and time management, helpful specially for readiness in future endeavors, success boost one's self-confidence and affect my decision making. This suggests that developing these skills not only equips students for future career opportunities but also positively affects their self-confidence and overall decision-making in their selected professions.

On Suggestion to Give to Other Senior High School Students for them to be Ready to Whatever Field they may Choose. As students embark on their new journey after senior high school, they have discovered methods to tackle the challenges related to their career readiness skills. They wish to offer some advice to their peers regarding career choices. The advice they wanted to share is to choose a career fit to one's capabilities, strengthen working skills, never stop learning, be confident, attend seminars, and consider many factors in choosing a career. This showed that students maintained a positive outlook despite the difficulties they faced. Their enthusiasm radiated positivity, allowing them to inspire those around them.

On Action Made from the School to Ensure that Senior High Students are Career Ready. Schools aim to provide quality education to the students. The actions that the school take is inspire students, give workshop skills, strengthen the on-the-job training, enlighten students about reality, create more meaningful activities, and lengthen the time in the on-the-job training. School administrators ensure that the students are given the resources they need to be holistically equipped in their career choices.

3.6 Implications for Future Research

In as much as the study was limited to the responses of the senior high school graduates in Andap National High School in New Bataan District, Division of Davao de Oro, the following implications for future research are considered:

Initially, future research could be conducted by selecting students from the other strand in the same institution. Secondly, a subsequent study with the same focus may be conducted in a different location to explore the same phenomenon and ascertain the participants' experiences concerning their career preparedness skills. Third, a re-interview of the same research participants may be conducted after a year to determine whether their choices were adhered to over time.

Fourth, this study was done in a public senior high school. Further research could be done to investigate the same phenomenon among private senior high schools in the same municipality.

4. CONCLUSIONS

The investigation's primary focus was on career readiness skills, which emphasized the importance of understanding senior high students' experiences. The students' understanding of career readiness skills derived from their own experiences and perspectives could strengthen the school administrators' knowledge. Teachers, as facilitators of learning, are jointly responsible for ensuring the development of students' skills.

Further, acquiring career readiness skills is one of the essential skills that every student has. When choosing a career, it is crucial to consider aspects of life before making a final decision. Moreover, over the past decade, research has demonstrated that individuals are more effective and find their work more engaging and fascinating. They value it more when their motivation and work style align. In the end, the students' future is up to them, regardless of the career they choose. Through their adaptability, hard work, and determination, students could develop independently while pursuing their lifelong aspirations.

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