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Assessing the Employment Readiness of Grade 12 Humanities and Social Sciences (HUMSS) Students Through the Lens of Countenance Model Evaluation

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Abstract

Background and Aim: It is crucial to evaluate Grade 12 HUMSS students' employment preparedness in order to make sure they have the abilities, know-how, and attitude required for the workforce. In order to better match their skills with employment requirements, it assists in identifying gaps and guiding therapies. This study examines the preparedness of HUMSS students for employment by evaluating their career-related skills and attitudes. The research utilized the Countenance Model framework to analyze antecedents (existing conditions), transactions (learning processes), and outcomes (learning results) about senior high school curriculum goals.

Materials and Methods: Data were collected from Grade 12 HUMSS students using self-reported measures across five key indicators: Career Orientation, Career Planning and Beliefs, Job Seeking Skills, Work Attitude, and Work Adaptability.

Results: Results revealed that students were generally "Employment Ready" (4.0111), exhibiting strong workplace ethics, adaptability, and motivation. However, specific gaps were identified in practical job-seeking skills, stamina for prolonged work periods, and problem-solving abilities. Statistical analysis showed no significant differences in employment readiness based on sex or age, indicating equitable opportunities across demographic groups.

Conclusion: The study concludes that while the HUMSS strand equips students with foundational employment readiness, targeted interventions are needed to address specific skill gaps. These findings provide valuable insights for educators and policymakers to refine the HUMSS curriculum and ensure its alignment with employment readiness objectives.

Keywords: Employment Readiness, HUMSS Students, Countenance Model, Senior High School Curriculum, Career Preparation

Introduction

The transition from education to employment was a critical juncture for young adults. Graduates with strong employment readiness skills were more likely to secure jobs that match their qualifications and career aspirations. The educational system not only played a pivotal role in shaping individuals' intellectual capacities but also served as a stepping stone for their subsequent ventures into higher education, the workforce, entrepreneurial pursuits, or skill development programs. In the desire for success and meaningful existence, finding the ideal professional path could even be a lifetime struggle (Palabrica & Ferolino, 2023). In this dilemma, the Department of Education should address the senior high school programs' goals to provide the skills and competencies that will make the graduates employable and become more productive and relevant members of society (Awi et al., 2022; Pajares et al., 2018). In recent years, the dynamics of post-secondary transitions for Senior High School (SHS) graduates have garnered considerable attention due to the evolving landscape of education and employment. As students approach the culmination of their secondary education, the multifaceted decision-making process regarding their future paths becomes increasingly pivotal. This study sought to assess the employment readiness of Grade 12 Humanities and Social Sciences (HUMSS) students.

The K-12 curriculum in the Philippines, established through Republic Act No. 10533, also known as the "Enhanced Basic Education Act of 2013," introduced a transformative shift in the country's educational system. This law mandates 12 years of basic education, comprising six years of elementary education, four years of junior high school, and an additional two years of senior high

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school (SHS). Senior High School serves as a critical stage where students choose specialized tracks—Academic, Technical-Vocational-Livelihood (TVL), Sports, or Arts and Design—tailored to their interests, abilities, and career aspirations. This reform was designed to align the Philippine education system with international standards, producing graduates who are better prepared for the demands of the 21st century. It seeks to equip students with the knowledge, skills, and competencies needed for four primary post-graduation pathways, or "exits": pursuing higher education, securing employment, starting their businesses through entrepreneurship, or engaging in further technical and vocational training.

Most Grade 12 students planned for higher education with less anticipation of employment and entrepreneurship as part of the program objectives (Orbeta et al., 2018). Orbeta and Potestad (2020) confirmed that a small portion of SHS graduates enter the workforce directly. Padios Jr et al. (2021) conducted a tracer study on SHS graduates, which revealed that a significant portion (around 90%) pursued college education, with only a small percentage entering the workforce directly. SHS graduates have a decreasing aim to directly enter employment, but affirmatively pursue higher education (Marces et al., 2020). This still posits the perspective that education is the key to success. However, factors beyond academic ability, such as socioeconomic background, can impact a student's preparedness for higher education (Jay Emmanuel et al., 2021). Students from disadvantaged backgrounds may require additional support to be prepared for college, which may be relevant for some HUMSS graduates (Paglayan et al., 2021). In addition, Santiago (2022) assessed the readiness of Grade 12 HUMSS students for college and identified potential challenges faced by HUMSS graduates, such as financial difficulties and anxieties about some courses. Even though education is now accessible and affordable, there are still SHS graduate students who deliberately opt to navigate towards employment.

Preparing students for the workforce was a core objective of secondary education programs. This included equipping students with the knowledge, skills, and experiences necessary to navigate the job market and succeed in their chosen careers. For students in Humanities and Social Sciences (HUMSS) programs, this preparation may differ from those in more technical or vocational fields. In the Philippines, the K–12 curriculum has been consistently in doubt, particularly with regard to the curriculum's efficacy, the graduates' employability, and their preparedness (Awi et al., 2022). The Senior High School (SHS) program is still under development, which may affect employment readiness outcomes for HUMSS graduates (Brillantes et al., 2019). In addition, establishing career development programs was essential to assisting youth in creating a fulfilling career so as to contribute to nation-building (Palabrica & Ferolino, 2023; Joseph & Anikelechi Ijeoma, 2019). Viewing the career pathways of SHS graduates, career guidance has vital importance for the students to explore and navigate post-secondary options (Rin & Domondon, 2021). Prior research had explored employment readiness in various student populations, highlighting the importance of different skills depending on the academic track. For instance, studies examining business students emphasized the significance of technical skills like financial literacy and data analysis (Wu et al., 2021). Similarly, research on Science, Technology, Engineering, and Mathematics (STEM) graduates highlighted the importance of strong foundational knowledge in those subjects (Stohlmann et al., 2017). However, limited research had specifically examined the employment readiness of students in Humanities and Social Sciences (HUMSS) programs. The distinctive focus on one of the four exits of SHS graduates distinguishes this study, which provided a valuable insight into this distinct consideration and challenge faced by students as they contemplate their post-secondary paths. HUMSS programs focus on developing critical thinking, communication, research, and analytical skills. Graduates possess the ability to analyze complex information, write persuasively, and communicate effectively across diverse audiences (Department of Education, 2022). These skills were highly valuable in various professions, particularly those in communication, education, law, and social services. However, the specific employment readiness needs of HUMSS students might differ from those in more technical fields.

While the importance of employment readiness was well-established, a gap existed in understanding the specific challenges and opportunities faced by HUMSS graduates entering the

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workforce. No research had specifically examined the employment readiness of HUMSS graduates. To fill the void of this phenomenon's emptiness, this research was conducted by investigating the employment readiness of Grade 12 HUMSS students. To examine their knowledge, skills, and experiences, the study sought to identify areas where HUMSS programs can be strengthened to better prepare graduates for the workforce. Through the utilization of a quantitative research design and the lens of countenance model evaluation, this study aimed to quantify, analyze, and evaluate the employment readiness of Grade 12 Humanities and Social Sciences (HUMSS) students. This research would contribute to the existing body of knowledge by offering a comprehensive examination of the employment readiness of Grade 12 Humanities and Social Sciences (HUMSS) students. Understanding the specific employment readiness needed of HUMSS students was crucial for educators and policymakers to develop targeted programs and support systems that effectively prepare them for the workforce.

Objectives

This study examines the preparedness of HUMSS students for employment by evaluating their career-related skills and attitudes. The research utilized the Countenance Model framework to analyze antecedents (existing conditions), transactions (learning processes), and outcomes (learning results) about senior high school curriculum goals.

Literature Review

Robert Stake's Countenance Model of Evaluation

This study utilized Robert Stake's countenance evaluation model. Stake in 1969 created an evaluation framework to assist an evaluator in collecting, organizing, and interpreting data for the two major operations of evaluation (Stake, 1967; Wood, 2001). It emphasizes two major operations-description and judgement. The model distinguished between descriptive and judgmental acts of the evaluator according to three phases of an education program, i.e., antecedent, transaction, and outcome phases. Antecedents are considered to be the conditions existing before instructions. Transactions constitute the process of instructions, while outcomes constitute the effects of the instructional program (Areola & Galang, 2023). Stake assumes the existence of a rationale for guiding the design of a curriculum. Stake presents a graphic representation of the statements and data that need to be gathered by an evaluator.

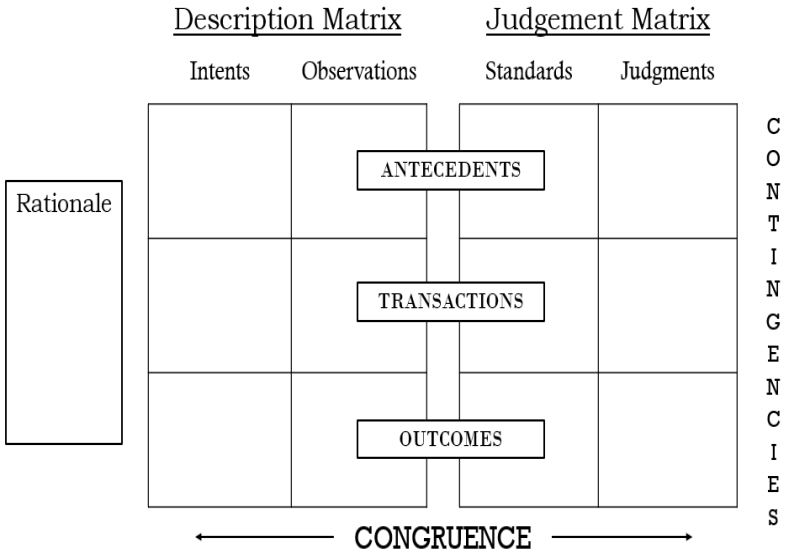

Figure 1. Stake's Layout of Statements

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Theoretical Framework

This research examined the employment readiness of Grade 12 Humanities and Social Sciences (HUMSS) students utilizing Knight and Yorke's (2004) Employability Theory or the USEM model. This framework highlighted four key components that contribute to an individual's ability to secure and succeed in employment. The framework integrated the four key components as essential for employability, namely: understanding, skills, efficacy beliefs, and metacognition. Understanding refers to the knowledge and subject-specific expertise acquired through the HUMSS program. Skills were the practical abilities developed through the HUMSS program that are valuable in the workplace. Examples included communication skills, teamwork, problem-solving, and information literacy (Cabrera, 2020). Efficacy Beliefs were students' self-confidence and belief in their ability to succeed in the workforce. It was influenced by experiences and opportunities provided within the HUMSS program that foster self-efficacy. Metacognition refers to a student's self-awareness regarding their strengths, weaknesses, and learning styles. The HUMSS program should equip students with the ability to reflect on their learning experiences and identify areas for development (Brillantes et al., 2019; Orbeta et al., 2018).

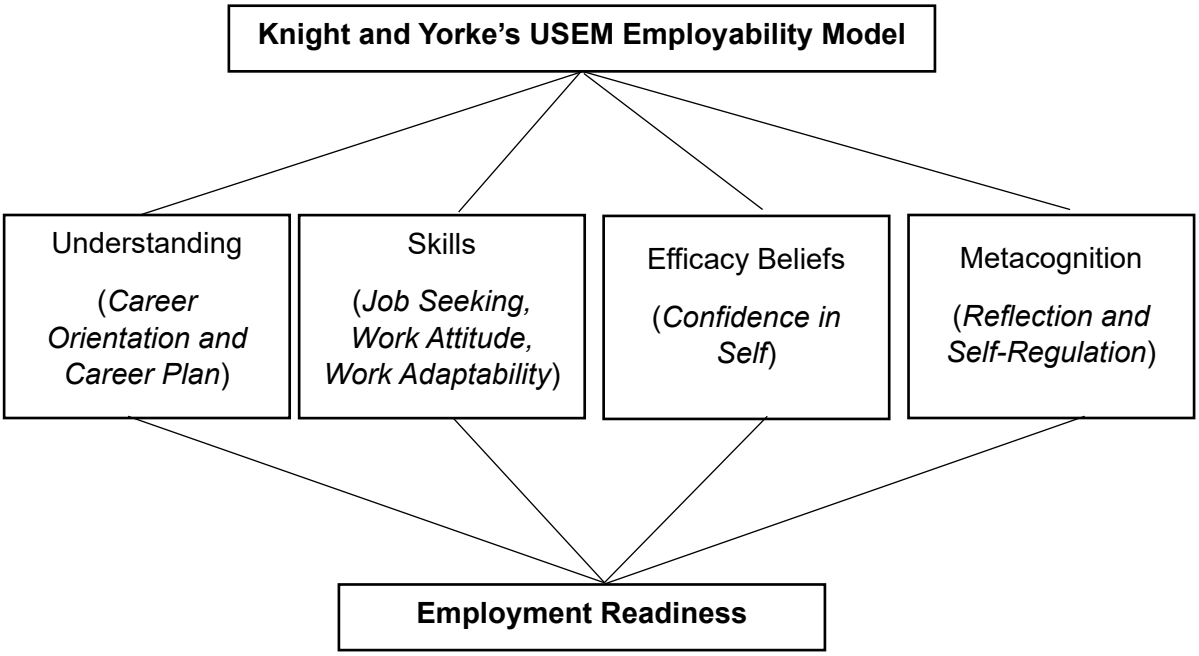

Figure 2. Framework Diagram

The Grade 12 HUMSS Program was expected to contribute to the employment readiness of graduates by providing them with the necessary Understanding, Skills, Efficacy Beliefs, and Metacognition through the curriculum and learning activities. By utilizing Yorke and Knight's framework, this research could offer valuable insights into the effectiveness of the HUMSS program in preparing students for the workforce.

Statement of the Problem

This study aims to assess the employment readiness of Grade 12 HUMSS students and seeks to gather information about the knowledge, skills, and experiences of the students that are relevant to employment.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of Grade 12 Humanities and Social Sciences (HUMSS) students in terms of:
   1.1. Sex
   1.2. Age

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2. What is the level of employment readiness of Grade 12 Humanities and Social Sciences (HUMSS) students in terms of:
   2.1. Career Orientation
   2.2. Career Planning and Beliefs
   2.3. Job Seeking Skills
   2.4. Work Attitude
   2.5. Work Adaptability
3. Is there a statistically significant difference in the level of employment readiness of Grade 12 Humanities and Social Sciences (HUMSS) students when grouped according to:
   3.1. Sex
   3.2. Age
4. How are the Grade 12 HUMSS students' existing conditions and contexts (antecedents) evaluated based on their congruence with the curriculum exits of senior high school students, particularly in employment?
5. How are the Grade 12 HUMSS students' learning processes (transactions) evaluated based on their congruence with the intents of the curriculum exits of senior high school students, particularly in employment?
6. How are the Grade 12 HUMSS students' learning outcomes evaluated based on their congruence with the HUMSS strand's Goals and Objectives?
7. Based on the congruence of the HUMSS students' intents and practices, what recommendations may be provided for program sustainability?

Research Hypothesis: There is no statistically significant difference between the level of employment readiness and the demographic profile of Grade 12 Humanities and Social Sciences (HUMSS) students.

Methodology

Research Design

This research employed a descriptive quantitative method of research. A descriptive quantitative design describes the traits or experiences of a population or sample using quantitative data gathering techniques like surveys and questionnaires (Nardi, 2018). It was valuable in providing facts on which scientific judgments may be based. It involves collecting data concerning the problems of the subject of the study. According to Creswell (2014), this involved describing the characteristics of a population and examining their relationship with other variables of interest.

This research aimed to understand the employment readiness of Grade 12 HUMSS graduates. It was to describe the current state of their preparedness for the workforce of the HUMSS students. By employing this research design, the study aimed to provide a profound understanding of the demographic factors and employment readiness of the Grade 12 students.

Research Locale

The locale of the study would be in Pagadian City, situated on the northeastern side of the Western Mindanao region, Philippines. Specifically, the study was conducted at Saint Columban College (SCC), located at Corner Alano-Sagun Streets, San Francisco District, Pagadian City. SCC was a private Catholic educational institution under the supervision of the Roman Catholic Diocese of Pagadian City. SCC was one of the prestigious private diocesan schools in Pagadian City and one of the largest academic institutions in the Zamboanga Peninsula region. It encompassed various departments, namely the Grade School (including kindergarten), Junior High School, Senior High School, Four College Departments, Graduate School, and College of Law.

Research Respondents

The participants of this study would be the Grade 12 Humanities and Social Sciences (HUMSS) students. The participants would be selected through simple random sampling. Using simple random sampling, every member of the population has an equal chance of being included in the sample (Rahi, 2017). It could be calculated with a sampling fraction that is n/N, where n stands for the sample size and N for the population size.

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There was 93 population size of Grade 12 HUMSS students, and the recommended sample size for this study was 76 students. The calculation of this sample size was computed through the utilization of Raosoft Sample Size Calculator with a 95% confidence level and 5% margin of error. With a reason in mind, the researcher made a decision to have an 80 sample size as the total number of participants in the study.

Table 1 *Respondents of the Study*

Academic Strand	Grade 12 Students	
	N	n
HUMSS	93	76

Research Instruments

This study adapted an Employment Readiness Questionnaire from the Beat Drugs Fund Evaluation Question Set No. 23 (2015) as the research instrument. The participants would first write their demographic profile, and then answer the 50-item questionnaire consists of five areas, namely: Career Orientation, Career Planning and Beliefs, Job Seeking Skills, Work Attitude, and Work Adaptability. Career Orientation covered the items 1-8; Career Planning and Beliefs covered the items 9-18; Job Seeking Skills covered the items 19-28; Work Attitude covered the items 29-44; and Work Adaptability covered the items 45-50. This would be done by completing a 5 Likert scale questionnaire from 1 (Strongly Disagree) to 5 (Strongly Agree). Furthermore, testing its reliability, the adapted questionnaire had a Cronbach's alpha test result of 0.974, which demonstrated an excellent internal consistency. This indicated that the questionnaire can be effectively employed for data collection in this study.

Results and Discussion

This chapter presents the results, which provide a comprehensive evaluation of the data collected and a detailed discussion of its significance and implications.

Demographic Profile of the Participants

The demographic profile refers to the characteristics of the study population (Salkind, 2010). It is crucial to comprehend the profiling of the population and analyze the features of the study's respondents. In this particular study, the characteristics assessed include the sex and age of the participants.

Table 2: *Demographic Profile of the Participants in terms of Sex*

Sex	Frequency	Percent
Female	47	58.8
Male	33	41.3
Total	80	100

As shown in Table 2, female participants comprise the majority of the sample, with a frequency of 47 (58.8%). Male participants accounted for 33 (41.3%) of the sample. The total number of participants in the study was 80. This data suggests that females had a slightly higher representation in the study compared to males. This data is consistent with the findings of Maligalig et al. (2010), which suggest that males are less likely to attend high school, indicating a potential higher enrollment of females in Senior High School compared to males. In other terms, females comprised a slightly higher proportion of the sample (n = 47, 58.8%) compared to males (n = 33, 41.3%).

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Table 3: *Demographic Profile of the Participants in terms of Age*

Age	Frequency	Percent
17	34	42.5
18	43	53.8
19	3	3.8
Total	80	100

As presented in Table 3, the majority of participants (43, or 53.8%) fall within the 18-year-old age group. A significant portion (34, or 42.5%) is 17 years old. Only a small number of participants (3, or 3.8%) are 19 years old. This data suggests that the sample primarily consists of young adults, with most participants being 17 or 18 years old. In other words, the participants' ages ranged from 17 to 19 years old, with the largest proportion falling within the 18-year-old category (n = 43, 53.8%).

Level of Employment Readiness of Grade 12 Humanities and Social Sciences (HUMSS) Students

Table 4: *Mean Result of the Indicators for Career Orientation*

Indicators	Weighted Mean	Interpretation
1. I will develop a career in my area of interest.	4.2750	High Employment Ready
2. I have my goal, and will move toward it.	4.4750	High Employment Ready
3. I will take the initiative to pursue my interests.	4.2375	High Employment Ready
4. I understand my career interests.	4.0000	Employment Ready
5. I know the job content and work environment of my ideal career.	3.8375	Employment Ready
6. I have a clear goal for my future career direction.	3.8500	Employment Ready
7. I have some understanding of the career I want to pursue.	3.9750	Employment Ready
8. I know the kind of jobs that are suitable for me.	3.5875	Employment Ready
Average	4.0297	Employment Ready

Legend:

1.00–1.80 – Not Employment Ready	2.61-3.40 – Moderate Employment Ready	4.21-5.00 – High Employment Ready
1.81-2.60 – Slightly Employment Ready	3.41-4.20 – Employment Ready	

As shown on the table, the average score of Grade 12 Humanities and Social Sciences (HUMSS) Students for Career Orientation (4.0297) falls within the "Employment Ready" range (3.41 - 4.20). Students scored highly on items such as developing a career in their area of interest (4.2750) and having clear goals and initiative (4.4750, 4.2375). Lower scores were observed in understanding the job content and environment of their ideal career (3.8375) and knowing suitable job types (3.5875). The results indicate that students are confident in their ability to set career goals and take initiative, which reflects a high intrinsic motivation and clarity about general career interests. However, gaps in detailed understanding of specific careers and job environments suggest a need for further exposure to industry-specific information and guidance in aligning personal interests with job opportunities. Career orientation programs should include detailed career exploration activities, such as field visits, mentorship programs, or career fairs, to bridge these gaps.

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Table 5: *Mean Result of the Indicators for Career Planning and Beliefs*

Indicators	Weighted Mean	Interpretation
1. I am full of hope for my future.	4.2000	Employment Ready
2. I am capable of developing a career in my area of interest.	3.9500	Employment Ready
3. I can complete the task step by step according to the plan.	3.7875	Employment Ready
4. I will try my best to move towards the goal, regardless of what others may think.	4.2875	High Employment Ready
5. I am willing to spend time on developing my expertise and interest.	4.3125	High Employment Ready
6. I understand my competence at work.	3.7625	Employment Ready
7. I have planned my career development over the next two years.	3.5500	Employment Ready
8. I possess adequate skills for my work.	3.5875	Employment Ready
9. I know my value.	4.0000	Employment Ready
10. I think my relevant working experience is too limited.	3.4000	Moderate Employment Ready
Average	3.8838	Employment Ready

Legend:

1.00–1.80 – Not Employment Ready	2.61-3.40 – Moderate Employment Ready	4.21-5.00 – High Employment Ready
1.81-2.60 – Slightly Employment Ready	3.41-4.20 – Employment Ready	

As presented in Table 5, the average score of Grade 12 Humanities and Social Sciences (HUMSS) Students for Career Planning and Belief (3.8838) falls within the "Employment Ready" range (3.41 - 4.20). Students showed strong hope for their future (4.2000) and willingness to work towards goals regardless of external opinions (4.2875). Lower scores were noted in planning career development over the next two years (3.5500) and understanding their work-related competence (3.7625). The findings reflect high motivation and optimism about career development. However, the lower scores on planning and competence suggest that students may lack concrete strategies for short-term career progression. Schools could introduce structured career planning workshops to help students create actionable goals, assess their competencies, and build confidence in their skills.

Table 6: *Mean Result of the Indicators for Job Seeking Skills*

Indicators	Weighted Mean	Interpretation
1. I know how to get information related to my future career development.	3.7750	Employment Ready
2. Before applying for a job, I will have a self-evaluation to evaluate my strengths and weaknesses.	4.1375	Employment Ready

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Indicators	Weighted Mean	Interpretation
3. I will take the initiative to collect information about the job profile and the system of the company that I am interested in.	4.1500	Employment Ready
4. I have started collecting information related to my career goals.	3.9000	Employment Ready
5. I will keep an eye on the market information about the job that I want to engage in.	3.8500	Employment Ready
6. I know how to write an appropriate job application letter and resume.	3.7125	Employment Ready
7. I will try to improve my job interviewing skills.	4.3500	High Employment Ready
8. I know the appropriate dressing code for attending a job interview.	4.2000	Employment Ready
9. I will practice the way to introducing myself before attending a job interview.	4.3250	High Employment Ready
10. I have no idea how to prepare for a job interview.	3.1750	Moderate Employment Ready
Average	3.9575	Employment Ready

Legend:

1.00–1.80 – Not Employment Ready	2.61-3.40 – Moderate Employment Ready	4.21-5.00 – High Employment Ready
1.81-2.60 – Slightly Employment Ready	3.41-4.20 – Employment Ready	

As presented in Table 6, the average score of Grade 12 Humanities and Social Sciences (HUMSS) Students for Job Seeking Skills falls within the "Employment Ready" range (3.41 - 4.20). High scores were seen in taking the initiative to gather job-related information (4.1500) and improving interview skills (4.3500). A lower score in preparing for interviews (3.1750) indicates uncertainty in applying these skills in practice. Students demonstrate an ability to gather and process information related to job opportunities and self-improvement in job-seeking techniques. However, the lower score on interview preparation reflects a need for more focused training on practical applications like mock interviews. Schools should integrate interview simulations and resume-writing exercises into the curriculum to provide hands-on experience in job preparation.

Table 7: *Mean Result of the Indicators for Work Attitude*

Indicators	Weighted Mean	Interpretation
1. I am willing to take responsibility for my work.	4.3750	High Employment Ready
2. I can gain knowledge and acquire skills from my work.	4.1875	Employment Ready
3. I can work for some time without feeling tired.	3.2875	Moderate Employment Ready

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Indicators	Weighted Mean	Interpretation
4. I will not feel tired even working for a long period.	2.9875	Moderate Employment Ready
5. I gain job satisfaction in my work.	3.6375	Employment Ready
6. I will follow the assigned work schedule.	4.2125	High Employment Ready
7. I will commit to arriving at my workplace punctually.	4.1750	Employment Ready
8. I will try my best to complete my tasks on time.	4.4000	High Employment Ready
9. I will remain polite and friendly at work.	4.2625	High Employment Ready
10. I can express my idea and opinion clearly.	3.9625	Employment Ready
11. I will maintain good communication with my seniors.	4.2250	High Employment Ready
12. I can resolve conflicts or recognize different views.	3.8625	Employment Ready
13. I will use appropriate language in my workplace.	4.1750	Employment Ready
14. I will respond appropriately to working instructions.	4.2500	High Employment Ready
15. I will take initiative to complete tasks at work.	4.3125	High Employment Ready
16. I care about my integrity.	4.3625	High Employment Ready
Average	4.0422	Employment Ready

Legend:

1.00–1.80 – Not Employment Ready	2.61-3.40 – Moderate Employment Ready	4.21-5.00 – High Employment Ready
1.81-2.60 – Slightly Employment Ready	3.41-4.20 – Employment Ready	

As shown in Table 7, the average score of Grade 12 Humanities and Social Sciences (HUMSS) Students for Work Attitude (4.0422) falls within the "Employment Ready" range (3.41 - 4.20). High scores were observed in responsibility (4.3750), punctuality (4.2125), task completion (4.4000), and workplace communication (4.2250). Lower scores in sustaining energy for long work periods (3.2875, 2.9875) indicate challenges in managing physical or mental stamina. Students display strong workplace ethics and a commitment to fulfilling tasks, which are critical for employability. However, stamina issues could affect their ability to sustain performance during demanding work

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schedules. Workshops on time management, stress reduction, and maintaining work-life balance could help students develop resilience and endurance.

Table 8: *Mean Result of the Indicators for Work Adaptability*

Indicators	Weighted Mean	Interpretation
1. I will build good interpersonal relationships in the workplace for better adaptation to a new working environment.	4.4000	High Employment Ready
2. I am confident that I can adapt to my work in the future.	4.3000	High Employment Ready
3. If I have queries on the assigned tasks, I will ask appropriately.	4.3250	High Employment Ready
4. I can identify work problems and solve them.	3.8750	Employment Ready
5. Even if I don't like certain work instructions, I will still complete the task.	3.9000	Employment Ready
6. I worry that my situation at work may fall short of expectations.	4.0500	Employment Ready
Average	4.1417	Employment Ready

Legend:

1.00–1.80 – Not Employment Ready	2.61-3.40 – Moderate Employment Ready	4.21-5.00 – High Employment Ready
1.81-2.60 – Slightly Employment Ready	3.41-4.20 – Employment Ready	

As shown in Table 8, the average score of Grade 12 Humanities and Social Sciences (HUMSS) Students for Work Adaptability (4.1417) falls within the "Employment Ready" range (3.41 - 4.20). Students excelled in interpersonal relationships (4.4000) and adapting to new environments (4.3000). Slightly lower scores in identifying and solving work problems (3.8750) and handling unmet work expectations (4.0500) reflect areas for improvement. Students are highly adaptable to new work environments, suggesting readiness to navigate workplace dynamics. However, they need additional support in problem-solving and managing expectations in challenging scenarios. Introducing case studies, role-playing activities, or collaborative problem-solving tasks can help students enhance critical thinking and adaptability.

Table 9: *Summary of the Mean Result of Level of Employment Readiness of Grade 12 Humanities and Social Sciences (HUMSS) Students*

	n	Minimum	Maximum	Mean	Std. Deviation
Career Orientation	80	1.00	5.00	4.0297	.91110
Career Planning and Beliefs	80	1.00	5.00	3.8837	.87675
Job Seeking Skills	80	1.00	5.00	3.9575	.94303
Work Attitude	80	1.00	5.00	4.0422	.92304
Work Adaptability	80	1.00	5.00	4.1417	.80495

Table 9 presents the average scores of Grade 12 Humanities and Social Sciences (HUMSS) Students' Level of Employment Readiness. Career Orientation has a mean score of 4.0297, which indicates agreement that participants have a general understanding of their career goals and interests.

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Career Planning and Beliefs has a mean score of 3.8837, which suggests participants have begun career planning but might benefit from further development. Job Seeking Skills has the mean score of 3.9575, which suggests participants possess some job seeking skills but could improve in areas like crafting job application materials and general interview preparation. Work Attitude has a mean score of 4.0422, which suggests participants have a generally positive work attitude but might benefit from improvement in areas like avoiding fatigue and boredom at work. Work Adaptability has the mean score of 4.1417, the highest score on the table. This indicates strong agreement on participants' confidence in adapting to new work environments, building relationships, and asking clarifying questions.

The table summarizes the results of the employment readiness assessment among Grade 12 HUMSS students. The results show that there's a high level of responsibility, adaptability, and motivation across the indicators. Students demonstrate confidence in setting career goals and engaging in job-seeking activities. However, there seems to be a need for improvement in terms of enhancing understanding of specific job roles and environments, strengthening practical job-seeking skills like interview preparation, addressing stamina and resilience for sustained work performance, and building competence in problem-solving and managing workplace challenges.

Significance of Level of Employment Readiness when Grouped According to Sex and Age

Table 10 *Significance level of employment readiness of Grade 12 Humanities and Social Sciences (HUMSS) Students when grouped according to Sex*

				Test of Homogeneity of Variances		ANOVA	
Sex		Mean	Std. Deviation	Levene's Statistic	Sig.	F	Sig.
Career Orientation	Male	4.0606	.93339	.385	.537	3.178	.079
	Female	4.4255	.87836				
	Total	4.2750	.91368				
Career Planning and Beliefs	Male	4.2727	1.00849	.658	.420	.338	.562
	Female	4.1489	.88413				
	Total	4.2000	.93321				
Job Seeking Skills	Male	3.6667	1.05079	3.257	.075	.742	.392
	Female	3.8511	.85919				
	Total	3.7750	.94098				
Work Attitude	Male	4.2424	4.2424	1.112	.295	1.044	.310
	Female	4.4681	4.4681				
	Total	4.3750	4.3750				
Work Adaptability	Male	4.2424	1.00095	7.882	.006	2.375	.127
	Female	4.5106	.54662				
	Total	4.4000	.77296				

Table 10 shows the average scores (means) and standard deviations for five indicators of employment readiness: Career Orientation, Career Planning and Beliefs, Job Seeking Skills, Work Attitude, and Work Adaptability. Both males and females scored generally within the "Employment Ready" range (3.41 - 4.20), with females scoring slightly higher on average in Career Orientation and Work Attitude.

Levene's test statistics are reported to assess the homogeneity of variances between male and female groups for each indicator. No significant results ($p > .05$) indicate that variances are likely

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homogeneous, allowing for further analysis with ANOVA. The results show homogeneity of variances for Career Orientation, Career Planning and Beliefs, Work Attitude, and Work Attitude. However, Job Seeking Skills showed a marginally significant difference ($p = .075$) in variances, which could potentially violate ANOVA assumptions.

The Analysis of Variance (ANOVA) tests were conducted to compare the means of male and female groups on each employment readiness indicator. For Career Orientation, the ANOVA test ($F = 3.178$, $p = .079$) showed no statistically significant difference between male ($M = 4.06$) and female ($M = 4.43$) students in career orientation. For Career Planning and Beliefs, the ANOVA test ($F = .338$, $p = .562$) showed no statistically significant difference between male ($M = 4.27$) and female ($M = 4.15$) students in career planning and beliefs. For Job Seeking Skills, due to the marginally significant Levene's test result, interpreting the ANOVA ($F = .742$, $p = .392$) for job seeking skills might be risky. The p-value suggests no significant difference between males ($M = 3.67$) and females ($M = 3.85$), but the potential variance issue warrants caution. For Work Attitude, the ANOVA test ($F = 1.044$, $p = .310$) showed no statistically significant difference between male ($M = 4.24$) and female ($M = 4.47$) students in work attitude. For Work Adaptability, the ANOVA test ($F(1, 78) = 2.375$, $p = .127$) showed no statistically significant difference between male ($M = 4.24$) and female ($M = 4.51$) students in work adaptability.

The results suggest that there are no statistically significant differences in employment readiness indicators based on sex, as all ANOVA p-values exceed the standard significance threshold of 0.05. However, females consistently scored slightly higher than males across all indicators except Career Planning and Beliefs, suggesting a minor trend toward higher self-reported readiness among females. The lack of statistical significance suggests that both sexes are equally prepared, supporting the idea of equitable access to resources and learning opportunities in the HUMSS strand.

Table 11 *Significance level of employment readiness of Grade 12 Humanities and Social Sciences (HUMSS) Students when grouped according to Age*

				Test of Homogeneity of Variances		ANOVA	
Age		Mean	Std. Deviation	Levene's Statistic	Sig.	F	Sig.
Career Orientation	17	4.0588	.81431	2.331	.104	2.346	.103
	18	4.3953	.97930				
	19	5.0000	.00000				
	Total	4.2750	.91368				
Career Planning and Beliefs	17	4.4412	.70458	1.291	.281	2.278	.109
	18	4.0465	1.06801				
	19	3.6667	.57735				
	Total	4.2000	.93321				
Job Seeking Skills	17	3.7059	1.03072	1.793	.173	.201	.818
	18	3.8372	.84319				
	19	3.6667	1.52753				
	Total	3.7750	.94098				
Work Attitude	17	4.3235	.94454	.370	.692	.188	.829
	18	4.3953	1.02677				
	19	4.6667	.57735				
	Total	4.3750	.97273				
Work Adaptability	17	4.3235	.84282	.248	.781	.324	.724
	18	4.4651	.73513				

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Age		Mean	Std. Deviation	Test of Homogeneity of Variances		ANOVA	
				Levene's Statistic	Sig.	F	Sig.
	19	4.3333	.57735				
	Total	4.4000	.77296				

Table 11 shows the average scores (means) and standard deviations for five indicators of employment readiness: Career Orientation, Career Planning and Beliefs, Job Seeking Skills, Work Attitude, and Work Adaptability. There seems to be a trend of increasing scores with age, with 19-year-olds having the highest average scores in most indicators. However, the sample size for the 19-year-old group (n = 3) is very small, limiting the generalizability of these observations.

Levene's test statistics are reported to assess the homogeneity of variances between age groups for each indicator. No significant results ($p > .05$) indicate that variances are likely homogeneous, allowing for further analysis with ANOVA. The results show homogeneity of variances for all five indicators (Career Orientation, Career Planning and Beliefs, Job Seeking Skills, Work Attitude, and Work Adaptability).

The Analysis of Variance (ANOVA) tests were conducted to compare the means of students across age groups on each employment readiness indicator. For Career Orientation, the ANOVA test ($F = 2.346$, $p = .103$) showed no statistically significant difference in career orientation between students of different ages (17, 18, 19). For Career Planning and Beliefs, the ANOVA test ($F = 2.278$, $p = .109$) showed no statistically significant difference in career planning and beliefs between students of different ages. For Job Seeking Skills, the ANOVA test ($F = .201$, $p = .818$) showed no statistically significant difference in job seeking skills between students of different ages. For Work Attitude, the ANOVA test ($F = .188$, $p = .829$) showed no statistically significant difference in work attitude between students of different ages. For Work Adaptability, the ANOVA test ($F = .324$, $p = .724$) showed no statistically significant difference in work adaptability between students of different ages.

The results suggest that, across all indicators, no significant differences were observed among the age groups. Despite the absence of statistical significance, students aged 19 reported slightly higher means in some indicators (e.g., Career Orientation and Work Attitude), though the very small sample size for this group limits the reliability of these observations. The results indicate that employment readiness is consistent across ages, reflecting uniform exposure to career development and preparedness activities within the curriculum.

Implications

Gender Differences. The results demonstrate that no statistically significant differences were observed. This indicates that the HUMSS strand provides equal preparation for male and female students. This aligns with the goals of inclusivity and equitable resource allocation in education.

Age Differences. The lack of significant differences suggests that employment readiness is uniformly addressed across age groups, with no single group being disproportionately advantaged or disadvantaged. However, the small sample size for older students (19 years old) may mask subtle variations.

Program Evaluation on Grade 12 HUMSS Employment Readiness

The evaluation of HUMSS students' employment readiness provides insights into how their preparedness aligns with the objectives of senior high school exits for employment, as structured in the Countenance Model framework.

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Table 12 Countenance Matrix: Program Antecedents

Description Matrix		Judgment Matrix	
Intent	**Observations**	**Standards**	**Judgments**
Align students' preparedness with the senior high school exit for employment, which focuses on equitable access to career readiness resources.	HUMSS students demonstrated a basic understanding of career goals and job-seeking skills, with no significant gender or age differences. However, a small sample size for 19-year-olds was noted.	Senior high school curriculum aims for all strands to prepare students for employment through comprehensive career guidance and skill-building.	Partially aligned. While most students meet baseline standards, gaps in robust job-seeking skills training indicate the need for enhancement in the antecedent conditions.

The analysis of antecedents focused on the existing conditions and contexts shaping the employment readiness of HUMSS students. The findings suggest that students generally have access to career guidance and resources that enable a baseline level of preparedness. However, the absence of significant differences in readiness indicators by gender or age, coupled with the small sample size for 19-year-olds, highlights limitations in ensuring comprehensive and equitable pre-instruction conditions. While the curriculum provides a foundation, the observed gaps in job-seeking skills training point to areas where the program could strengthen alignment with its intent.

Table 13 Countenance Matrix: Program Transactions

Description Matrix		Judgment Matrix	
Intent	**Observations**	**Standards**	**Judgments**
Facilitate active engagement in employment-oriented learning activities and ensure practical applications of career readiness concepts.	Instruction included components like Career Planning and Work Adaptability, though potential issues in Job Seeking Skills suggest uneven instructional delivery or assessment.	Senior high school exit requirements require instruction to translate theoretical knowledge into employability skills.	Moderately aligned. Practical activities align with intent but need refinement to consistently strengthen weaker indicators like job-seeking skills.

The evaluation of transactions examined the instructional processes and learning activities intended to foster employment readiness. The incorporation of practical exercises, such as career planning and adaptability training, supports engagement with employment-oriented learning. Despite these efforts, potential issues in assessing Seeking Skills suggest uneven delivery or measurement of this aspect. The transactions moderately align with the senior high school exit intents, but a greater emphasis on practical, targeted instruction in weaker areas could enhance the overall program effectiveness.

Table 14 Countenance Matrix: Program Outcomes

Description Matrix		Judgment Matrix	
Intent	**Observations**	**Standards**	**Judgments**
Achieve employment readiness levels consistent with the HUMSS strand's goals of preparing students	Students are generally "Employment Ready," scoring consistently across indicators. However, variations exist in specific areas	HUMSS strand aims for comprehensive career readiness, including adaptability and competitive job-seeking capabilities.	Partially aligned. Outcomes meet a basic threshold, but variability in key skills and demographic representativeness

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Description Matrix		Judgment Matrix	
Intent	**Observations**	**Standards**	**Judgments**
for real-world career opportunities.	such as practical job-seeking skills and problem-solving capabilities.		needs addressing for holistic success.

The outcomes reveal that HUMSS students achieved a basic level of employment readiness, as indicated by self-reported scores within the "Agree" range on most indicators. This suggests that the students possess foundational knowledge of career goals and job-seeking skills, with comparable levels of readiness across gender and age groups. However, the lack of significant differences across demographics, coupled with sample size constraints, limits the generalizability of the findings. These outcomes partially fulfill the HUMSS strand's goals, as they indicate baseline preparedness but lack depth in certain critical employability skills.

Recommendations for Program Sustainability

Based on the findings and evaluation using the Countenance Model, several targeted and strategic improvements are proposed to enhance the HUMSS strand's capacity to prepare students for employment. This can be addressed by considering these recommendations:

Short-Term:

1. The teachers should conduct regular hands-on training on resume writing, mock interviews, professional communication, and dressing for success.

Policy Support: DepEd regional offices can release guidelines mandating career readiness workshops across all senior high schools with contextualized materials for each strand.

2. The teachers should integrate structured reflection tools to help students evaluate their strengths, weaknesses, and interests.

Policy Support: DepEd can embed such tools in Work Immersion or Career Guidance modules across SHS programs.

3. The school administrators should offer capacity-building programs for HUMSS teachers on teaching employability skills, metacognition strategies, and practical career advising.

Policy Support: Regional training centers may develop teacher training modules focused on employment readiness instruction aligned with the USEM framework.

Long-Term:

4. The school administrators should develop partnerships with local industries and government units for structured internships, mentorships, job shadowing, and field visits.

Policy Support: DepEd regional offices should promote school-industry linkage initiatives and create a centralized directory of partner organizations.

5. The teachers should integrate topics on time management, stress reduction, workplace resilience, and work-life balance within core subjects or enrichment programs.

Policy Support: DepEd can revise or expand the Personal Development or Work Immersion curriculum to include modules focused on soft skills and emotional resilience.

6. The teachers should design and implement rubrics or assessment tools that track employability indicators (aligned with USEM) throughout the senior high school journey.

Policy Support: DepEd can commission a national task force to pilot test such employability evaluation tools in selected schools for nationwide rollout.

7. Future researchers should track HUMSS alumni post-graduation to assess actual employment outcomes, career paths, and the relevance of SHS training in real work settings.

Knowledge Contribution

The findings can be synthesized as New Concepts on Employment Readiness of HUMSS Students as follows.

1. Foundational Readiness with Targeted Gaps

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HUMSS students demonstrate an overall foundational level of employment readiness, with high scores in work attitude, adaptability, and motivation. However, there are targeted gaps in practical skills, such as interview preparation, stamina for extended work hours, and applied problem-solving, suggesting a need for experiential learning enhancements.

2. Equity Across Demographics

There is no statistically significant difference in employment readiness across sex and age, indicating equitable delivery of employability training. However, female students consistently scored slightly higher, hinting at possible attitudinal or confidence-based differences worth exploring further.

3. Countenance Model Alignment: Partial and Moderate

Using Stake's Countenance Model, the study found:

3.1 Antecedents (conditions): *Partially aligned* — while students have baseline access to guidance, gaps in exposure to job-specific realities remain.

3.2 Transactions (instruction): *Moderately aligned* — career concepts are taught, but application-based instruction, like resume building and mock interviews, needs strengthening.

3.3 Outcomes (results): *Partially aligned* — students achieve general readiness, yet critical employability traits are underdeveloped, affecting holistic preparedness.

4. USEM Framework Adaptation in Secondary Education

The integration of Knight and Yorke's USEM model (Understanding, Skills, Efficacy beliefs, Metacognition) into the HUMSS strand shows promise. The study emphasizes metacognitive reflection, self-efficacy development, and skill articulation as critical components to strengthen through school-based interventions.

5. Programmatic Recommendations for Sustainability

The study introduces a dual-tiered intervention model

5.1 Short-term: Teacher-led trainings, structured reflections, and curriculum-integrated soft-skills instruction.

5.2 Long-term: Industry linkages, career immersion programs, and the development of assessment tools for tracking employability growth longitudinally.

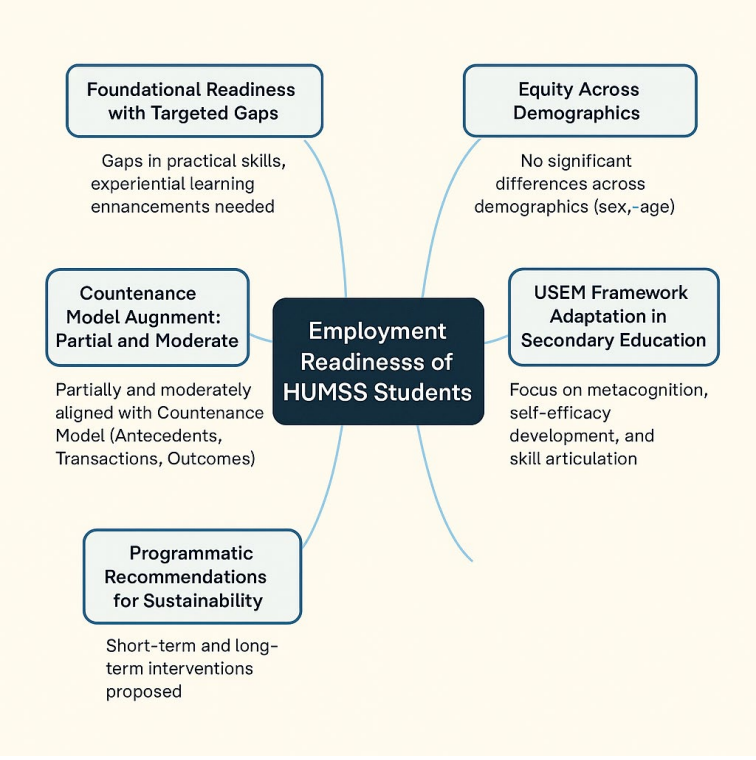

Figure 3: Employment Readiness of HUMSS Students

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Conclusion

This study highlights the multi-dimensional nature of employment readiness among Grade 12 HUMSS students, revealing a well-established foundation supported by the current curriculum. The alignment between students' self-perceptions and the intended outcomes of the program indicates that the HUMSS strand is on the right trajectory in cultivating future-ready learners. However, areas such as applied job-seeking skills, workplace resilience, and critical problem-solving require deeper curricular and instructional attention. The findings emphasize that employability is not solely about knowledge acquisition, but also about confidence, adaptability, and the ability to self-regulate in real-world settings—core principles reflected in the USEM model. These insights affirm the value of incorporating employability frameworks into SHS evaluation and design.

Broadly, this study underscores the importance of integrating structured, experience-based learning and reflective practices across all strands of the senior high school curriculum. As the labor market evolves, so must education systems; aligning classroom learning with real-world demands is no longer optional, but essential for equitable and sustainable youth employment.

Recommendation

Based on the findings of the study, several key recommendations are proposed.

1. Practical implementation

The school and teachers need to provide more training workshops on soft skills for students to seek jobs, such as resume-writing, role-playing interviews, communication techniques, and decorum in the workplace. Engaging students in practical experiences can help them acquire the necessary skills to enhance their employability. Second, concepts of career readiness need to be part of their curriculum. This can be through a career-planning and personal-development program. Third, the teachers may consider making training in work stamina/stress, and resilience (time and work-life management) a part of the core or as enrichment modules. Fourth, the government and schools could partner with industries to offer internships, mentoring, and job-shadowing programs for their students. Fifth, there is a need to provide teachers with a capacity-building program that would enable them to meet students' needs to learn and be employable and would give them skills on teaching employability skills, including fostering metacognition and supporting self-efficacy development.

2. **Further research**

Further longitudinal tracer studies could be conducted to evaluate the employment outcomes and career trajectories of HUMSS graduates, assessing the long-term impact of senior high school preparation. Comparative studies across different academic strands (e.g., HUMSS, STEM, TVL) could elucidate differences in levels of employment readiness and inform strand-specific interventions. Researchers could also explore the impact of targeted employability programs (e.g., mock interviews, soft-skills bootcamps) on student readiness. Studies could be done to evaluate the employment preparedness of marginalized or disadvantaged groups within the HUMSS strand, ensuring inclusivity and equity. Lastly, additional research could investigate the alignment between the HUMSS curriculum and current labor market demands, ensuring that the education provided is responsive to workforce needs.

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