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Assessing the Attitudes Towards Work Immersion and the Career Pathways Selection among Technical Vocational Grade 12 Students at Eulogio Rodriguez Vocational High School

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Abstract. This quantitative research at Eulogio Rodriguez Vocational High School intends to assess the attitudes of Technical Vocational Grade 12 students regarding work immersion and the choice of career routes. It also seeks to understand the students' perspectives and experiences with work immersion and their decision-making process while selecting a career route. Researchers performed a thorough investigation to understand the factors influencing students' decisions to continue their career pathways. The studies were utilized to create profiles for 183 respondents. It looks how students perceive job immersion. The work attitudes of the respondents made up their profile, and descriptive statistics like frequencies, means, and standard deviation were used to determine their career paths. To ascertain whether there is a significant correlation between the respondents' academic success and their job pathways, the researcher does a Phi Cramer's V test. The researcher utilized a Chi-Square Test to see if there was a significant link between sex and area of specialty.

When grouped by field of expertise, the significance of the differences in the respondents' opinions about their attitudes toward work was assessed using one-way ANOVA. The study discovered a significant link between students' views of work immersion and their desired career paths in grade 12. The study found a significant correlation between the students' grade 12 area of emphasis and gender. The Researcher categorized the factors that affected students' decisions to pursue their career routes according to their expertise, the study discovered no statistically significant difference in respondents' judgments of their attitude toward profession.

Keywords: Area of specialization, Attitude toward work, Career pathways, Work immersion

1. Introduction

Work experience is a crucial component of the curriculum in technical vocational education. It allows them to get real-world experience and exposure to business, which will aid them in making informed decisions about their future career prospects. Students must decide what job route to follow as they complete their secondary education. Institutions of higher learning must evaluate students' views regarding work immersion and how it affects the career paths they select to enhance the efficacy of their programs

and help students make informed career selections. This study aims to evaluate Eulogio Rodriguez Vocational High School students in Technical Vocational Grade 12 views regarding work immersion and how they may affect their decision to pursue a specific career route. We made efforts to improve career counseling services and work immersion programs. To enhance career counseling services and work immersion programs. We actively worked to improve career counseling services and work immersion programs. Learning a lot about these students' perspectives and experiences is possible.

The study addresses several important questions. The demographics of the respondents, such as their age, sex, civil status, area of competence, and academic standing, will be the first thing the study will examine. One can utilize specific criteria as the basis for the research to get a complete image of the sample population. One can utilize specific criteria as the basis for the research to be fully aware of the demographic characteristics of the participants. Second, the study will investigate the respondents' perceptions of their work immersion attitudes, specifically regarding Diligence, thoughtfulness, Optimism, Independence, curiosity, civility, and cooperation. The study will offer information on the student's overall participation and perspective toward work immersion programs by looking at these attitudes. The third finding of the research is the respondents' desired career options. This data will help educational institutions and career advisers understand the range of employment options that Technical Vocational Grade 12 students are considering.

Additionally, the study will look at any connections between academic achievement and the choice of career path among Grade 12 Technical Vocational students. This analysis will show the students' professional decisions. The study significantly influences certain factors. in their academic performance. Moreover, the study will also examine whether there is a connection between sex and the area of specialty among Grade 12 Technical Vocational students. This analysis will aid in identifying any preferences or biases based on gender in the choice of specialized fields of study. The study will also check whether there were any observable changes in the respondents' attitudes about work immersion when they grouped the factors according to their areas of specialty. This investigation will show how students in various regions view and approach work-based learning opportunities. According to the goals and needs of the students, this program, which serves as the centerpiece of the senior high school curriculum, can be carried out in various methods (DepEd Order No. 30 s. 2017). The government has increased the length of the applied curriculum by two years. According to the goals of the new curriculum, this extra time will help the kids prepare well for their futures in the workplace, in college, and in general. Considering this, the Department of Education (DepEd) identified work immersion as one of the main components of the K–12 curriculum.

Literature Review

The Four Keys of College and Career Readiness outlines the various aspects by Conley and French (2014). Impart to pupil's topic methods, context awareness, and other forms of cognitive and metacognitive knowledge, skills, and transitional knowledge and skills are also techniques. These traits of learning establish a "multi-dimensional construct" that exceeds the low bar of being mere.

Lombardi et al. (2012) argue that the terms "work ready" and "job trained" are outdated and no longer reflect the needs of postsecondary students in today's rapidly changing workforce. Instead, they recommend the word "career ready" to emphasize the significance of students gaining the skills and knowledge required to flourish in a variety of occupations throughout their life. Preparing students to be college and career-ready when they leave high school means more than just making them eligible for their next academic or professional step. It means equipping them with transferable skills that will meet the needs of an ever-changing world after high school. When students graduate from

high school, they should be ready for opportunities that fit their needs and match their interests to those of the workplace and higher education. According to Bragg and Krismer (2016), routes "offer advice and assistance for entering, navigating, and finishing college as the ultimate goal" of finding a job is never far away" (p. 63). This adaptability reflects life after high school.

Nevertheless, throughout the previous two decades, the implementation strategies, outlook, and breadth have altered decades. What once served as a retention strategy endeavor for at-risk students, a new educational strategy that allows all students to graduate from high school with knowledge-based experiences rather than only vocational training, has emerged decision-makers ready to succeed in postsecondary education.

Attitude towards work. It is an individual's commitment towards work, and the evidence strongly shows his/her responses to the job. A good attitude toward one's work, other occupations, and generally toward one's employer leads to high-quality work (Willis et al., 1990). Moreover, Calabazaron (1991) attempted to evaluate the technician programs/graduates in selected Asian Development Bank Assisted Project Institutions. This study underscored some personal and social skills of technician education programs/graduates. The study reveals that graduates' employability and initial productivity significantly relate to their personal/social skills. Some theorists hold fast to the notion that attitude predicts behavior; many social psychologists have countered that human conduct is inconsistent. As an illustration, Chaiklin (2011) suggested that the connection between attitudes is usually partially aligned or symmetrical. The study's conflicting findings about the relationship between attitude toward the current study are researching the performance of work or work and job. Attitude is a matter of social psychology, and the present research does not pose any issues with attitude. However, we are using the social psychology idea of attitude and how it affects behavior.

Diligence. Niagara emphasizes the value of Diligence. It must exist in the workplace before any mishaps or events can happen. A lack of Diligence cannot be "Made up" afterward. A person accused of violating the Workplace Health and Safety Act may utilize Diligence as a legal defense to preserve their health and safety. Officers can enter any workplace and search for broken tools, safety guards, adequate shoring, and fire extinguishers. Siddiqui (2014) asserts that being diligent is essential in all parts of life. It can see the phenomenon of study as a crucial element for success. It discovered that those who use the power of Diligence achieve their objectives. The pupils could succeed in their academic endeavors. Based on their diligent work. Students' Diligence can be seen in their participation in the learning process, taking ownership of their education, and making many positive decisions for their personal choice (BYU Hawaii, 2021). These references just served to emphasize how strong attentiveness is. It is a crucial quality for pupils and can take many different forms.

Thoughtfulness. A quality or trait known as thoughtfulness is characterized by giving careful thought to and attending to the needs, feelings, and well-being of others. It entails being aware of our deeds and words' impact on those around us and trying to behave in a considerate, sympathetic, and kind way. When someone is considerate, they try to comprehend and respect the opinions and feelings of others. They genuinely care about others' well-being and try to support and assist them when necessary.

Optimism. According to Seligman and Csikszentmihalyi (2000), Optimism mediates between environmental occurrences and an individual's evaluation. A person can learn to attribute Optimism with the help of their social environment, even though hereditary variables also affect Optimism (Seligman et al., 2006). According to academics, a person's optimism and attribution style level are interrelated (Taylor et al., 2015).

Independence. Abraham Maslow claimed to have found five fundamental needs, such as those for physiology, safety, and, most fundamental, self-fulfillment needs; he presented them in a pyramidal style that is hierarchical, where thinking one need must be satisfied

before pursuing the next higher hierarch level. These needs are love and belonging, self-esteem, and self-actualization. The desire and commitment to meet the demand generate a drive for motivation inside a person to fill it; thus, once the need meets the requirements, its motivational drive ends once someone acts only to meet the unfulfilled requirements (Sherri, 2012).

Interest. The four-phase model (Renner & Hidi, 2016) states that interest develops via various stages regardless of age or the environment in which it occurs, including family, school, or the workplace. The ability to seek out extra information about the material is hardwired, and the quest for predicted information that is also an aspect of interest is rewarding, according to recent neuroscience studies (Gottlieb et al.., 2013; Gruber et al.., 2014; Panksepp 199H). The ability to develop an interest at any age is thus explained (Ainley & Hidi, 2014; Renninger & Hidi, 2016).

Courtesy. In the workplace, being courteous is acting kind, respectful, and thoughtful toward coworkers, bosses, subordinates, and anyone you may handle. It entails preserving a positive and professional environment, encouraging positive interactions, and establishing a productive workplace.

Cooperation. Working together to achieve a shared objective, encouraging teamwork, and maintaining a positive work environment are all examples of cooperating at work. It entails individuals and groups actively helping and supporting one another to accomplish common goals. Workplace cooperation may help establish a healthy work environment, increase productivity, and produce better results via teamwork and shared achievement.

CAREER PATHWAYS

Continuing in College. Ibrahim (2017) found that students continue to study in college because families often support them financially; they have the most significant influence on students' decisions to pursue a career in medical laboratory science. According to Eremie and Okwulehie (2018), environmental, opportunity, and personality variables may influence secondary school students' professional decisions. The researcher found the evidence or results to significantly impact students' career decisions regarding the environment, family, socioeconomic status, and peer groups. In contrast, opportunity factors like education and mentorship and personality traits like the students' interests, values, and aptitudes; additionally, a researcher found the evidence or results to have an impact.

Applying for work. On April 3, 2018, Senator Grace Poe submitted Senate Resolution No. 700 in the 17th Congress to assist SHS graduates in obtaining employment. To support the implementation of the Enhanced Basic Education Act of 2013 (RA 10533) at the University of the Assumption in 2023, the resolution cites the Senate's call to encourage private sector participation in employing graduates of the restructured K-to-12 basic education system. This will help fresh graduates secure decent and satisfying employment opportunities. The Senate Committee on Education is still considering the resolution. The Youth Education Investment and Labor Market Outcomes Survey (YEILMOS), developed by the ADB, was first released in 2017 (ADB & DepEd, 2019). Because it completed the task before the first class of SHS graduates, it addressed career counseling, SHS track selection, significant college selection, and occupational desires and expectations.

Establishing a business. It is crucial to remember that while these elements could persuade students to launch their enterprises, personal reasons might differ significantly. Research from the past has looked at why students choose to study business (D. Kim et al., 2002; Malgawi et al., 2005). D. Kim et al. (2002) looked at what variables influenced students' decisions to major in business, how much they understood the significance of the business world, and how this comprehension affected their expectations for their future careers. Their study surveyed 671 business students in 15 universities in the US. The top five reasons students provided for choosing the major were, in order of priority, interest in

a career related to the significant, good employment opportunities, fit with own abilities, desire to run business, and projected earnings in the related career.

Area of Specialization. An area of specialization is a specific task/skill in a particular area of concentration. It is usually associated with interest, aptitude, skills, socioeconomic status, and parental guidance. Hence, the specialization of jobs occurs because no one has the time or the talent necessary to do all tasks (Hyman, 1992).

Evidence from both theory and practice suggests that specialization can accelerate the expansion of knowledge. We can view specialization as a property or a process (Carnabuci & Bruggeman, 2009). As an alternative, the process of specialization refers to the extension of knowledge from a related topic.

Academic Performance. Academic performance is an essential part of students' educational journeys and a gauge of the student's knowledge, abilities, and curriculum grasp. Designing efficient interventions and methods to maximize student learning and achievement requires understanding the elements that affect academic performance. Beliefs more precisely show up as differences in goal-setting tendencies. People with a growth mindset are likelier to set learning goals and pursue mastery because they believe intelligence can be enhanced and improved. Conversely, for those who have a fixed because of this fixed and immutable worldview, emphasis is placed on performance goals or avoiding difficulties, allowing people to prove their abilities (Dweck & Yeager, 2019).

Statement of the Problem

The study's main idea is to assess the opinions of technical vocational grade 12 students at Eulogio Rodriguez Vocational High School on the choice of career paths and job immersion. It tries to address the following questions particularly:

1. What is the profile of respondents in terms of
a. age, b. sex, c. civil status, d. area of specialization, and e. academic performance?
2. How do the respondents perceive their attitude toward work immersion in terms of
a. Diligence, b. thoughtfulness, c. Optimism, d. independence, e., interest, f. Courtesy, and g. cooperation?
3. What are the identified career pathways of the respondents?
4. Is there a significant relationship between academic performance and the career pathways selection among Technical Vocational Grade 12 students?
5. Is there a significant relationship between sex and the area of specialization among Technical Vocational Grade 12 students?
6. Is there a significant difference between the respondents' perceptions of their attitude towards work when grouped according to area of specialization?

Hypotheses:

H01: There is a significant relationship between the attitudes toward work immersion and the career pathways selection among Technical Vocational Grade 12 students.

H02: There is a significant relationship between sex and the area of specialization among Technical Vocational Grade 12 students.

H03: There is no significant difference between the respondents' perceptions of their attitude towards work when grouped according to area of specialization.

2. Methodology
2.1. Research Design

The researcher employed a quantitative approach in this study. This approach assesses the students in Grade 12 at Eulogio Rodriguez Vocational High School's attitudes

toward work immersion and career pathways by observing, evaluating, and interpreting the current circumstances, along with various comparison and contrast techniques, to uncover relationships between already-existing non-manipulative variables. A survey from Senior High School grade 12 students would be "conducted utilizing a descriptive-correlational research methodology with a positive approach.

This kind of study may offer scientific support for every decision made. Professionals need to decide to ensure objectivity; the researcher analyzed outliers and missing values since the researcher found patterns in scientific data in scientific data.

2.2. Participants

The total respondent of this study is equivalent to 183 participants of the 280 enrollees. This survey was for Grade 12 Senior High School pupils at Eulogio Rodriguez Vocational High School, yielding a response rate of 65.36%. Regarding respondents' ages, 84 (45.9%) fell between 17 and 18. Additionally, there were 67 respondents (36.6%) in the 19–20 age group, 23 participants (12.6%), and four respondents (2.2%) in the 23–24 age group. In addition, five respondents (2.7%) were 25 or older. Regarding how the respondents were distributed by gender, 114 (62.3%) were men, and 69 (37.7%) were women. One hundred seventy-nine respondents (97.8%) had no civil status; 3 (1.6%) were married, and 1 (.5%) was widowed. Regarding specializing, 29 Shielded Metal Arc Welding (SMAW) was the participants' (15.8%) area of expertise, followed by Electrical Installation Maintenance (EIM), Electronic Products Assembly and Servicing (EPAS), and 12 (6.6%). In addition, 58 respondents (31.7%) specialized in computer system servicing, 58 respondents (29%) were proficient in food technology, and 17 respondents (9.3%) majored in wellness and massage. Academically, one respondent (.5%) had an average between 71 and 75, 19 (10.4%) between 76 and 80, 73 (39.9%) between 81 and 85, 76 (41.5%) between 86 and 90, 12 (6.6%) between 91 and 95 and 2 (1.1%) between 96 and 100.

2.3. Measures

This study primarily obtained the data through a questionnaire for the respondents. They constructed it so that it could draw the answer that would best reveal their description of the assessment of the attitudes towards work immersion to the career pathways of Grade 12 students at E. Rodriguez Vocational High School. Furthermore, the instruments used to determine the variables under study. The initial data collection included demographic characteristics such as age, gender, marital status, field of specialization, and academic performance. The second set was the attitude toward work, which will be determined in the following: Diligence, Thoughtfulness, Optimism, Independence, Interest, Courtesy, and Cooperativeness or Cooperation. Career pathways were determined to continue in college, apply for work, and establish a business. A rating scale measured the items in the third part of the questionnaire to elicit quantifiable responses from the respondents. 5 Strongly Agree, 4 Agree, 3 Moderately Agree, 2 Disagree, and 1 Strongly Disagree

The researcher performed the following approach to make sure the research tool utilized in this study is valid and reliable. First, they conducted a Pilot test on 104 respondents who chose to participate in the final survey, including 22 graduate students from the Technological University of the Philippines and 82 more respondents from various groups. The researcher calculated Cronbach's coefficients to measure content validity of the attitude towards work of grade 12 technical and vocational students, resulting in values of .941 for DiligenceDiligence,.874 for thoughtfulness,.876 for Optimism,.841 for Independence,.846 for interest,.829 for courtesy and.877 for cooperation. These coefficients indicate that the corresponding subsections have adequate

internal consistency. In this study, the researcher used the scale to a 5-point Likert scale, where a rating of one (1) describes the scale as "Strongly Disagree," the interpretation is "Highly Negative," (2) is described as "Disagree," the interpretation is "Negative," (3) is described as "Moderately Agree" the interpretation is "Moderate Positive," while (4) is described as "Agree" the interpretation is "Positive" and (5) described as "Strongly Agree" described as "Highly Positive."

2.4. Data Analysis

The information obtained from the respondents via the survey questionnaire and additional data sources was totaled, compiled, categorized, and tabulated.

The study's hypothesis tested the data using statistical analysis, and the faults mentioned above also fixed the issues. The gathered information was presented in tabular format and put through statistical analysis.

1. The respondents' age, sex, civil status, area of expertise, and academic standing were determined through frequency counts and percentages in the survey.

2. The weighted mean was used to determine the attitude towards the respondents' work: Diligence, Thoughtfulness, Optimism, Independence, Interest, Courtesy, and Cooperativeness/Cooperation.

3. Phi and Cramer's V was employed to test the relationship of profile variables, the attitude of the respondents, and the career pathways of the grade 12 students

4. The substantial differences between respondents' perspectives on their attitude toward work, when grouped according to an area of specialization, were found using one-way analysis of variance (ANOVA).

3. Results and Discussion

The primary purpose of this study is to assess the attitudes of Grade 12 Technical Vocational students toward career pathway choices and job immersion. The findings of this investigation are as follows:

3.1 Based (Niagarafallshypnosiscenter) 2019. What is the respondents' profile regarding age, sex, civil status, area of specialization, and Academic Performance?

Table 1. Frequency and Percentage Distribution of the Sample and the Population of Grade 12 Technical Vocational Students.

Variables	Types/Group	Frequency	Percentage
A. Age	17-18	84	45.9
	19-20	67	36.6
	21-22	23	12.6
	23-24	4	2.2
	25 and above	5	2.7
B. Sex	Male	114	62.3
	Female	69	37.7
C. Civil Status	Single	179	97.8
	Married	3	1.6
	Widowed	1	.5
D. Area of Specialization	SMAW	29	15.8
	EIM	12	6.6
	EPAS	14	7.7
	FOOD TECH	53	29.0
	CSS	58	31.7
	WELLNESS AND MASSAGE	17	9.3
E. Academic Performance	71 - 75	1	.5
	76 - 80	19	10.4
	81 - 85	73	39.9
	86 - 90	76	41.5
	91 - 95	12	6.6
	96 - 100	2	1.1

Table 1 presents the frequency and percentage distribution of the sample and the population of Grade 12 Technical Vocational Students. The total respondent of this study is equivalent to 183 participants of the 280 enrollees. This survey was for Grade 12 Senior High School pupils at Eulogio Rodriguez Vocational High School, yielding a response rate of 65.36%. Regarding respondents' ages, 84 (45.9%) fell between 17 and 18. Additionally, there were 67 respondents (36.6%) in the 19–20 age group, 23 participants (12.6%), and four respondents (2.2%) in the 23–24 age group. In addition, five respondents (2.7%) were 25 or older. Regarding how the respondents were distributed by gender, 114 (62.3%) were men, and 69 (37.7%) were women. One hundred seventy-nine respondents (97.8%) had no civil status; 3 (1.6%) were married, and 1 (.5%) was widowed. Regarding specializing, 29 Shielded Metal Arc Welding (SMAW) was the participants' (15.8%) area of expertise, followed by Electrical Installation Maintenance (EIM), Electronic Products Assembly and Servicing (EPAS), and 12 (6.6%). In addition, 58 respondents (31.7%) trained the students in computer system servicing, 58 respondents (29%) were proficient in food technology, and 17 respondents (9.3%) majored in wellness and massage. Academically, one respondent (.5%) had an average between 71 and 75, 19 (10.4%) between 76 and 80, 73 (39.9%) between 81 and 85, 76 (41.5%) between 86 and 90, 12 (6.6%) between 91 and 95 and 2 (1.1%) between 96 and 100.

Considering the diversity and characteristics of the participants, having a profile of respondents in research improves the validity, reliability, and applicability of the findings. It enables researchers to reach more complex conclusions and offer pertinent perceptions of populations or environments.

Attitude Towards Work

The work attitudes examined in this study are Diligence, Thoughtfulness, Optimism, Independence, Interest, Courtesy, and Cooperation. It can provide a variety of advantages for both people and businesses, ultimately enhancing productivity and well-being at work. It also has a significant impact on a person's performance and productivity.

3.2. How do the respondents perceive their attitude towards work regarding Diligence, Thoughtfulness, Optimism, Independence, Interest Courtesy, and Cooperation?

Table 2. Mean Perceived Attitude Towards Work in Terms of Diligence

Statements	Mean	SD	Description	Interpretation
1. I know and understand safety and health responsibilities.	4.56	.722	Strongly Agree	Highly Positive
2. I have definite procedures in my workplace to identify and control hazards.	4.20	.869	Agree	Positive
3. I integrate safety into all aspects of my work.	4.33	.800	Strongly Agree	Highly Positive
4. I set objectives for safety and health as I can for quality, production, and sales.	4.32	.811	Strongly Agree	Highly Positive
5. I have committed appropriate resources to safety and health.	4.28	.874	Strongly Agree	Highly Positive
6. I explain safety and health responsibilities to all my fellow trainees and to make sure that they understand them.	4.23	.780	Strongly Agree	Highly Positive
7. I am willing to train my co-trainees to the safety work and use the proper protective equipment.	4.31	.790	Strongly Agree	Highly Positive
8. I encourage to all my co-trainees to report all unsafe condition and unsafe practices to the employer.	4.33	.801	Strongly Agree	Highly Positive
Over-all mean	4.32	.645	Strongly Agree	Highly Positive

Table 2 presents the mean perception of the respondents on the attitude towards the graduates' work in terms of Diligence. The total mean of 4.32 (SD=.645) shows that most respondents rate this attitude toward work in terms of Diligence as highly positive. However, Diligence at work is essential for dependability, excellent performance, professionalism, responsibility, efficient time management, continual improvement, organizational success, personal development, and career promotion. It encourages a positive workplace culture and supports both individual and group accomplishments.

Table 3. Mean Perceived Attitude Towards Work in Terms of Thoughtfulness

Statements	Mean	SD	Description	Interpretation
1. I encourage my fellow Trainees in their endeavors, rather than being in competition.	4.21	.821	Strongly Agree	Highly Positive
2. I believe that listening contributes to developing good relationship with others.	4.43	.794	Strongly Agree	Highly Positive
3. I believe that being aware helps me to be more conscious of my behavior.	4.41	.720	Strongly Agree	Highly Positive
4. I believe that being generous helps in creating an environment of kindness and trust.	4.43	.744	Strongly Agree	Highly Positive
5. I arrange a social gathering for my colleagues after work.	4.07	.871	Agree	Positive
Over-all mean	4.31	.641	Strongly Agree	Highly Positive

Table 3: Regarding thoughtfulness, Table 3 presents the respondents' perceptions. The overall mean rating of (M=4.31, SD=.641) denotes highly positive thoughtfulness regarding the attitude towards the work of grade 12 immersion students. According to these findings, thoughtfulness has a favorable effect on the health of trainees or employees. A helpful and empathetic environment is created in the workplace when people are considerate. In addition to fostering positive relationships, effective communication, inclusivity, better problem-solving, employee well-being, customer relationships, leadership effectiveness, and overall organizational success, thoughtfulness also benefits the workplace.

Table 4. Mean Perceived Attitude towards Work in terms of Optimism

Statements	Mean	SD	Description	Interpretation
1. I step out of my comfort zone to eliminate fear, anxiety and negative thoughts that may stand in the way of success.	4.17	.825	Agree	Positive
2. I re-evaluate events in my everyday life.	3.98	.848	Agree	Positive
3. I allow feelings and thoughts to pass through my mind without judging or reacting on them.	4.09	.863	Agree	Positive
4. I take control over my feelings.	4.17	.889	Agree	Positive
5. I use positive feelings to overcome the negative ones.	4.18	.876	Agree	Positive
6. I get involved in activities that are meaningful to me.	4.28	.803	Strongly Agree	Highly Positive
Over-all mean	4.15	.688	Agree	Positive

Table 4 shows that having a positive outlook at work encourages people to become resilient and adaptable to adversity. They take a proactive stance toward change and are more receptive to education and opportunity. It might also have faith in its capacity to realize them and keep a good outlook while working toward them. The enthusiasm, energy, and sense of purpose this Optimism inspires boost productivity and job satisfaction.

The total mean rating of 4.15 (SD =.688) indicates that the respondents' attitudes toward Optimism are highly favorable compared to the stated attitudes of the assessment's specifics.

Table 5. Mean Perceived Attitude Towards Work in Terms of Independence

Statements	Mean	SD	Description	Interpretation
1. I acknowledge that I am not entitled to any salary, income, or benefits.	4.11	.834	Agree	Positive
2. I acknowledge that the company has no obligation of paying me in doing a particular work.	4.02	1.02	Agree	Positive
3. I will not use or disclose to any person any confidential information or trade secrets concerning the company.	4.15	.899	Agree	Positive
4. I take credit in all the work that I do such as notes, memoranda, and other records (including those stored on the computer)	4.09	.942	Agree	Positive
5. I hereby agree that any copyright, trademark, or design work that I created during my work will be disclosed to the company if I take the credit.	4.06	.939	Agree	Positive
6. I agree that I will not use any computer hardware or software that has not been specifically approved by the company.	4.13	.896	Agree	Positive
7. I have agreed to undertake, as part of my work, shadowing placement.	4.07	.874	Agree	Positive
Over-all mean	4.09	.734	Agree	Positive

As shown in Table 5, Independence enables individuals to work at their own pace and utilize their skills and expertise to the fullest. When given the chance to work independently, people are better able to focus, complete tasks quickly, and take ownership of their work. This sense of Independence typically leads to increased productivity. It also encourages a proactive and innovative culture.

On Independence, the mean perceived attitude towards the respondents' work is shown in Table 5. There appears to be a Positive of the respondents on the listed indicators as indicated by the overall mean rating of (M=4.09, SD=.734). The standard deviations manifest slight variations in responses as some indicators obtained responses of contrasting opinions from the respondents.

Table 6. Mean Perceived Attitude Towards Work in Terms of Interest

Statements	Mean	SD	Description	Interpretation
1. I am willing to develop my practical skills.	4.50	.797	Strongly Agree	Highly Positive
2. I have a good hand-eye coordination.	4.21	.814	Strongly Agree	Highly Positive
3. I work with tools and machinery.	4.03	.904	Agree	Positive
4. I help people with their problems.	4.21	.846	Strongly Agree	Highly Positive
5. I build relationships with people.	4.27	.846	Strongly Agree	Highly Positive
6. I am interested to meet and talk to other people.	4.20	.867	Agree	Positive
7. I am happy to teach some other people.	4.27	.805	Strongly Agree	Highly Positive
8. I perform or take part in artistic activities.	4.19	.844	Agree	Positive
Over-all mean	4.24	.667	Strongly Agree	Highly Positive

Table 6 presents the mean perception of the respondents on their attitude toward work in terms of interest. As presented, the interpretation indicates that most respondents manifest as highly positive indicators. The overall mean rating of 4.24 (SD=.667) indicates that many respondents have a highly positive to work in terms of interest.

The finding in Table 6 may show that workplace interest relates to a sincere passion and curiosity for the task that people are doing. People are more motivated and engaged at work when they genuinely care about what they are doing. An internal drive provided by interest generates zeal, effort, and a sense of purpose. It enables people to feel content and fulfilled in their job, which increases productivity and commitment to their duties. Interest at work is crucial because it improves job satisfaction, spurs employees to provide their best efforts, fosters career advancement, fosters creativity and innovation, and helps to create a healthy company culture. It is essential to build a successful and rewarding work life. On Courtesy, most respondents manifest high Optimism on the listed attitude, as indicated by the overall mean rating of 4.27 (SD =.725).

Table 7. Mean Perceived Attitude Towards Work in Terms of Courtesy

Statements	Mean	SD	Description	Interpretation
1. I should display courtesy and respect in words, deeds, and actions toward my co-trainees.	4.28	.836	Strongly Agree	Highly Positive
2. I believe that disagreeing with other trainees should be expressed in an appropriate manner and without the use of offensive, abusive, or disrespectful language or actions.	4.17	.897	Agree	Positive
3. I should not subject other trainees to ridicule and gossip or undermine the co-trainee's morale or workplace relationships.	4.20	.848	Agree	Positive
4. I should not make false, inaccurate, or malicious allegations against my co-trainees.	4.26	.861	Strongly Agree	Highly Positive
5. I do not allow abusive, inappropriately loud, combative, aggressive, threatening language or behavior.	4.34	.862	Strongly Agree	Highly Positive
6. I understand that different opinions should be handled privately and discreetly.	4.34	.789	Strongly Agree	Highly Positive
Over-all mean	4.27	.725	Strongly Agree	Highly Positive

As presented in Table 7, The study's results on Courtesy at work suggest that trainees may benefit from everyone's capacity to maintain a professional approach; the researcher analyzed to find outliers and missing values while engrossed in their work. People who treat one another with respect and kindness foster a climate of cooperation, trust, and respect. In the workplace, professionalism also means acting with basic decency. Courtesy plays a crucial role in workplace conflict resolution. When people approach differences respectfully, they can conduct fruitful discussions, pay attention to one another's concerns, and develop acceptable solutions for all parties.

Table 8. The average perceived attitude toward cooperation at work

Statements	Mean	SD	Description	Interpretation
1. I listen with an open mind to fully understand the other person's perspective.	4.39	.770	Strongly Agree	Highly Positive
2. I express my thoughts, ideas, and understandings to others.	4.30	.765	Strongly Agree	Highly Positive
3. I engage in resolving a problem.	4.22	.838	Strongly Agree	Highly Positive
4. I cope with the problem until it gets solved.	4.22	.798	Strongly Agree	Highly Positive
5. I understand who the other person is and what his or her values are.	4.30	.799	Strongly Agree	Highly Positive
Over-all mean	4.29	.673	Strongly Agree	Highly Positive

Regarding cooperation, Table 8 presents the mean perceived attitude towards the respondents' work. As presented, all respondents answered as highly satisfied in all indicators. The total mean result is equivalent to 4.29 (SD=.673) and shows that this attitude towards work in terms of cooperation is highly positive.

The result notifies us that cooperation in the workplace is essential for effective teamwork and collaboration. When individuals cooperate, they share information, ideas, and resources and actively contribute to group projects. Cooperation promotes synergy, where team members' combined efforts and diverse perspectives lead to better problem-solving, innovation, and performance. Cooperation also stimulates innovation and creativity.

3.3. What job paths have the respondents identified?

Table 9. Identified Career Pathways of the Respondents

Variable	Frequency	Percent
Continue in college	135	73.8
Applying of work	44	24
Establish a business	4	2.2
Total	183	100.0

The professional paths of the respondents are presented in Table 9. Seventy-five (135), or 73.8 percent, of the respondents said they would like to continue their studies. Twenty-four percent of respondents, or forty-four (44), decided to seek work. After completing grade 12, four (4) respondents, or the equivalent of 2.2 percent, decided to launch their businesses.

According to the findings, the career track offers people direction and clarity in their professional lives. They gain the ability to set objectives, reason through choices, and take the appropriate actions to advance in their chosen profession. Individuals are guided through different career stages by a career route, which acts as a blueprint and gives them direction and direction.

3.4 Is there a significant relationship between academic performance and career pathways among Technical Vocational Grade 12 students?

Table 10. Correlation between academic performance and the career pathways among Grade 12 students

			Career Pathways			
			Continue in college	Applying of work	Establish a business	Total
ACADEMIC PERFORMANCE	71-75	Count	1	0	0	1
		Expected Count	.7	.2	.0	1.0
	76-80	Count	11	7	1	19
		Expected Count	14.0	4.6	.4	19.0
	81-85	Count	53	19	1	73
		Expected Count	53.9	17.6	1.6	73.0
	86-90	Count	58	17	1	76
		Expected Count	56.1	18.3	1.7	76.0
	91-95	Count	11	1	0	12
		Expected Count	8.9	2.9	.3	12.0
	96-100	Count	1	0	1	2
		Expected Count	1.5	.5	.0	2.0
Total		Count	135	44	4	183
		Expected Count	135.0	44.0	4.0	183.0

Phi and Cramer's V Test Results

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.387	.002
	Cramer's V	.274	.002
N of Valid Cases	183		

H01: There is no significant correlation between academic achievement and occupational paths.
*Significant at p < 0.05

Table 10 shows the contingency table, and the findings of the Phi and Cramer's V Test, which examined the association between academic achievement and career paths among grade 12 students, are shown in Table 10. According to their academic standing and job aspirations, grade 12 pupils often distribute data on the table. We reject the null hypothesis because Cramer's V's p-value of.002, which is less than a 5% significance, indicates a significant correlation between academic achievement and career pathways among Technical Vocational Grade 12 students.

This finding shows that whether students opt to enroll in college, apply for jobs, or start their businesses, their academic achievement in their senior year of high school affects their career paths.

Continuing in College

Strong academic Performance in Grade 12 increases the chances of admission to desired colleges or universities. Higher grades can meet the academic requirements of selective programs or institutions.

Academic excellence can make students eligible for scholarships and financial aid, reducing the financial burden of pursuing higher education. Academic performance may influence the choice of majors or fields of study. High academic achievement might open more possibilities for choosing the degree they want to pursue. Some competitive programs have grade criteria for entrance. Their high school grades indicate a student's capacity to bear the demands of the college curriculum. It builds a strong foundation of abilities and information that may help students succeed in further education.

Applying for Work

Academic accomplishment might give job seekers an advantage when applying for entry-level positions requiring a specific degree of academic achievement.

Grades can predict critical talents, including self-discipline, time management, and problem-solving capacity. When evaluating job candidates, employers frequently consider certain traits. When choosing candidates for work-based learning opportunities or employment openings, some businesses take academic achievement into account. More options like these could be presented to them, which might benefit them in job development if they have a higher grade.

Establishing Own Business

Academic success may build crucial information and qualities that are helpful for business, such as critical thinking, research skills, and communication ability. A potential entrepreneur's reputation and trustworthiness might be enhanced by solid academic accomplishments when looking for investors or partners.

Academic success frequently reflects the capacity for sophisticated problem-solving, which is essential for recognizing and overcoming difficulties encountered while beginning and operating a business. Academic achievement displays the capacity to learn new things and adapt to novel situations, which is essential in the dynamic world of entrepreneurship.

Academic performance is a factor in shaping career pathways; it is not the sole determinant of success. Other factors such as practical experience, networking, personal qualities, and entrepreneurial mindset also play significant roles. Additionally, individuals may pursue multiple options, such as attending college while starting a business or gaining work experience alongside further education. Ultimately, the combination of academic performance, personal drive, and individual circumstances will shape the career paths of Grade 12 senior high school students.

3.5 Is there a significant relationship between sex and the area of specialization among Technical Vocational Grade 12 students?

Table 11. Correlation between sex and area of specializations among grade 12 students

| | | | SMA | | EPA | | CS | W | |
			W	EIM	S	FT	S	M	Total
	MALE	Count	28	10	13	18	41	4	114
SEX		Expected Count	18.1	7.5	8.7	33.0	36.1	10.6	114.0
	FEMALE	Count	1	2	1	35	17	13	69
		Expected Count	10.9	4.5	5.3	20.0	21.9	6.4	69.0
	Total	Count	29	12	14	53	58	17	183
		Expected Count	29.0	12.0	14.0	53.0	58.0	17.0	183.0

Chi Square Test for Independence Results

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.048[a]	5	.000
Likelihood Ratio	59.151	5	.000
Linear-by-Linear Association	21.511	1	.000
N of Valid Cases	183		

H01: There is no significant correlation between sex and the field of specialization.
*Significant at p < 0.05

Researchers analyzed to evaluate the relationship between sex and specialization; the researcher analyzed the chi-square test used. With five degrees of freedom and a p-value of 0.000, the test produced a Pearson Chi-square value of 53.048. According to these findings, sex and specialization among grade 12 students are significantly correlated. As a result, considering the findings, the null hypothesis evidence disproved the theory.

We can conclude that among secondary schools' sex and specialization are significantly correlated. In other words, graduate students' specialized choices are various factors influenced by their gender. This data raises the possibility that sex may impact grade 12 students' preferences or opportunities that lead to various specializations. Insights for secondary education in senior high school in improving gender equality and diversity within specializations may come from further research into the underlying causes of this association.

3.6 Is there a significant difference between the respondents' perceptions of their attitude towards work when grouped according to area of specialization?

Table 12. Analysis revealed a significant difference between the respondents' perceptions of their attitude towards work when grouped according to their area of specialization

Dependent Variable	Demographic	N	Mean	SD	F	P
	Area of Specialization					
	Shielded Metal Arc Welding	29	4.31	.518		
	Electrical Installation and Maintenance	12	4.29	.443		
ATTITUDE TOWARDS WORK	Electronic Products Assembly and Servicing	14	4.39	.350	.497	.778
	Food Technology	53	4.21	.680		
	Computer System Servicing	58	4.23	.679		
	Wellness and Massage	17	4.09	.514		

Table 12 displays the findings of an Analysis of Variance (ANOVA) test performed to investigate potential discrepancies between respondents' opinions of their attitude toward work when grouped by area of specialty. The data implies that there is no statistically significant difference in satisfaction ratings when comparing individuals with diverse work attitudes and areas of expertise (F = 0.497, p > 0.05). These findings show that the students in technical and vocational grades 12's attitude toward their job did not affect their field of concentration. The absence of statistically significant distinctions implies that when assessing potential career options for grade 12 students, it is necessary to consider additional variables beyond just attitude and specialization. Therefore, the null hypothesis (H03) is accepted. They demonstrate that there is no observable difference in satisfaction levels according to age or level of experience.

4. Conclusion

This study sought to assess the students in the Technical Vocational Grade 12 Senior High School at Eulogio Rodriguez Vocational High School's views regarding attitudes toward work immersion and career route choosing. Based on the observations, the following conclusions will be made:

1. Important demographic data were uncovered by looking at the responder profiles. It gave researchers a thorough overview of the study participants by revealing their age, sex, civil status, a field of expertise, and academic standing.
2. The respondents' assessments of their attitudes toward work immersion they investigated. Diligence, thoughtfulness, Optimism, Independence, curiosity, and Courtesy, and looked at qualities such as individual capability and teamwork. The results displayed how the students behaved and had standard views while conducting work immersion programs.
3. The research shows a solid correlation between academic attainment and career pathways for Technical Vocational students in Grade 12. This finding suggests that student assessments of their projected career routes may vary by academic standing.

4. The results show a strong correlation between academic performance and career pathways for Technical Vocational students in Grade 12. This outcome indicates that students' assessments of their chosen career routes will impact their academic standing.

5. The study found a strong correlation between the students' sex and their field of expertise. It suggests that among the Technical Vocational Grade 12 students at Eulogio Rodriguez Vocational High School, gender may impact their decision to pursue a particular career.

6. When the respondents' area of specialization categorized them, the research did not discover a statistically significant difference in how they perceived their attitudes about their jobs. The researchers established that the students' opinions on their attitudes toward job immersion were stable across all their fields of study.

Overall, the findings show the importance of considering academic achievement and gender when addressing professional choices and underline the necessity for absolute career advising services to assist students in creating knowledgeable choices. The results add to the body of knowledge on the attitudes of Technical Vocational Grade 12 students at Eulogio Rodriguez Vocational High School about work immersion and career route choosing.

5. Recommendations

The following recommendations were made based on the results of the study:

1. Enhance the career guidance programs at Eulogio Rodriguez Vocational High School to give students complete help as they explore and comprehend different career routes.

2. Stress the significance of academic achievement and its bearing on choosing a professional route for the students. Offering extra academic assistance, tools, and incentives to help students succeed in their studies can motivate them to pursue academic success.

3. Identify and address any gender biases or prejudices that can affect students' decision in choosing an area of specialization to pursue in college.

4. Strengthen collaboration with nearby companies, industries, and groups to give students more options for work immersion experiences.

5. Conduct longitudinal studies to track the long-term employment results and achievement of Technical Vocational Grade 12 students

6. Provide extensive counseling services to help students explore and match their interests, talents, and ambitions with suitable career choices.

7. Make links with former students who have succeeded in pursuing technical or vocational vocations.

8. Replicate this study to confirm the findings and investigate potential differences in attitudes toward work immersion and career pathways; replicate the study in different Technical Vocational Grade 12 programs or schools

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Appendix

A. Questionnaire for the Online Survey

Dear Respondents,

Greetings!

The undersigned is a faculty grantee from E. Rodriguez Vocational High School Senior High School Department.
Currently, I am conducting research on "Assessing the Attitudes Towards Work Immersion and the Career Pathways Selection Among Technical Vocational Grade 12 Students at E. Rodriguez Vocational High School" as part of my work as Master Teacher II. Given the nature of my research, I selected grade 12 students as my respondents.

Align with this, I would like to ask a little of your time by answering this questionnaire as honest as you can. Your participation in this study is fully optional, and you have the option of accepting or declining to participate. Reassured that your responses will be kept with
utmost confidentiality and for research purposes only.

Thank you very much and more power.

Sincerely,

Sgnd:

Francis G. Elizarde
Master Teacher II

Part 1. Demographic Profile

       *Directions***:** Please provide details about yourself. Write your answer to the space provided. Put a check √ on the space that corresponds to your answer.

       NAME (optional) _____

1. Age

1. ☐ 17-18   2.☐ 19-20   3.☐ 21-22   4.☐ 23-24   5.☐ 25 and above

2.Sex

1.☐ Male   2.☐ Female

3. Civil Status

1.☐ Single   2.☐ Married   3.☐ Widowed

4. Area of Specialization

1. ☐ SMAW   2.☐ EIM   3.☐ EPAS 4.☐ Food Tech 5.☐ CSS 6.☐ Wellness and Massage

5. Academic Performance

       Directions: Put a check √ on the space that corresponds to your average during your grade 12 first semester.

1.	71 - 75	
2.	76 - 80	
3.	81 - 85	
4.	86 - 90	
5.	91 - 95	
6.	96 - 100	

Part II. Attitude Towards Work

Directions: Using the 5-point scale below, please rate the attitude towards work related to the Work Immersion Program as the students of grade 12 in technical vocational strand by checking the column that corresponds to your assessment. Please indicate your answer in the following manner

5   Strongly Agree
4   Agree
3   Moderately Agree
2   Disagree
1   Strongly Disagree

Items	Diligence	1	2	3	4	5
1.	I know and understand safety and health responsibilities.					
2.	I have definite procedures in my workplace to identify and control hazards.					
3.	I integrate safety into all aspects of my work.					
4.	I set objectives for safety and health as I can for quality, production, and sales.					
5.	I have committed appropriate resources to safety and health.					
6.	I explain safety and health responsibilities to all my fellow trainees and to make sure that they understand them.					
7.	I am willing to train my co-trainees to the safety work and use the proper protective equipment.					
8.	I encourage to all my co-trainees to report all unsafe condition and unsafe practices to the employer.					
	Thoughtfulness	**1**	**2**	**3**	**4**	**5**
1.	I encourage my fellow Trainees in their endeavours, rather than being in competition.					
2.	I believe that listening contributes to developing good relationship with others.					
3.	I believe that being aware helps me to be more conscious of my behaviours.					
4.	I believe that being generous helps in creating an environment of kindness and trust.					
5.	I arrange a social gathering for my colleagues after work.					
	Optimism	**1**	**2**	**3**	**4**	**5**
1.	I step out of my comfort zone to eliminate fear, anxiety and negative thoughts that may stand in the way of success.					
2.	I re-evaluate events in my everyday life.					
3.	I allow feelings and thoughts to pass through my mind without judging or reacting on them.					
4.	I take control over my feelings.					
5.	I use positive feelings to overcome the negative ones.					
6.	I get involved in activities that are meaningful to me.					

	Independence	1	2	3	4	5
1.	I acknowledge that I am not entitled to any salary, income, or benefits.					
2.	I acknowledge that the company has no obligation of paying me in doing a particular work.					
3.	I will not use or disclose to any person any confidential information or trade secrets concerning the company.					
4.	I take credit in all the work that I do such as notes, memoranda, and other records (including those stored on the computer).					
5.	I hereby agree that any copyright, trademark, or design work that I created during my work will be disclosed to the company if I take the credit.					
6.	I agree that I will not use any computer hardware or software that has not been specifically approved by the company.					
7.	I have agreed to undertake, as part of my work, shadowing placement.					
	Interest	1	2	3	4	5
1.	I am willing to develop my practical skills.					
2.	I have a good hand-eye coordination.					
3.	I work with tools and machinery.					
4.	I help people with their problems.					
5.	I build relationships with people.					
6.	I am interested to meet and talk to other people.					
7.	I am happy to teach some other people.					
8.	I perform or take part in artistic activities.					
	Courtesy	1	2	3	4	5
1.	I should display courtesy and respect in words, deeds, and actions toward my co-trainees.					
2.	I believe that disagreeing with other trainees should be expressed in an appropriate manner and without the use of offensive, abusive, or disrespectful language or actions.					
3.	I should not subject other trainees to ridicule and gossip or undermine the co-trainee's morale or workplace relationships.					
4.	I should not make false, inaccurate, or malicious allegations against my co-trainees.					
5.	I do not allow abusive, inappropriately loud, combative, aggressive, threatening language or behavior.					
6.	I understand that different opinions should be handled privately and discreetly.					
	Cooperativeness/Cooperation	1	2	3	4	5
1.	I listen with an open mind to fully understand the other person's perspective.					
2.	I express my thoughts,ideas, and understandings to others					
3.	I engage in resolving a problem.					
4.	I cope with the problem until it gets solved.					
5.	I understand who the other person is and what his or her values are.					

Part III. Career Pathways

Directions: Put a check √ on the space to identify the track if you graduate in grade 12.

☐Continue in college   ☐Applying of work   ☐Establish a business

The following are the considerations that might influence your decision in choosing your career pathways according to (Shawn Lea Temple, 2009: Ouano et. Al, 2019: Mao 2013: and Hasan 2016:). You may select more than 1 consideration which you think applies to you.

When you graduate in senior high, which career pathways are you going to pursue? Please select the best option for you.

A. Continue to College

	I want to further my education and get a good career.
	I want to continue my education to extend my qualifications.
	I want to do something with my life and become someone.
	I look at my ability such as knowledge and skills.
	I came to realize the importance of continuing education.

B. Applying of Work

	I want to earn money first before going to finance my college education.
	I choose to work to gain Independence
	I will work while deciding if continuing college is the right path for me
	I want to work to gain life experiences.

C. Establishing a Business

	I want to build business to enhance my entrepreneurial skills.
	I want to build business to help my family
	I want to build business because I don't have money to finance my college education.
	I want to build a business because our family involved in it.