INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS

ISSN(print): 2643-9840, ISSN(online): 2643-9875

Volume 09 Issue 10 October 2026

DOI: 10.47191/ijmra/v9-i10-43, Impact Factor: 8.685

Page No. 7035-7056

Work Immersion Readiness and Career Plan Preparedness Among Senior High School Learners: Basis for Developing A Career Readiness Enhancement Program (CREP)

Marife De La Cruz Bonior[1], Samboy G. Nabor[2]

[1,2]University of Perpetual Help System Dalta – Las Piñas

ABSTRACT: The study determined the level of work immersion readiness and career plan preparedness among Senior High School learners and examined their relationship as a basis for developing a Career Readiness Enhancement Program (CREP). A descriptive-correlational research design was used, with 509 Senior High School learners in the Technical-Vocational-Livelihood (TVL) track as respondents; most were 17 years old or below (77%), in Grade 12 (95%), and from the Home Economics strand (92%). Data were gathered through a structured questionnaire measuring work immersion readiness in terms of communication skills, technical and vocational skills, work attitude and discipline, and adaptability and problem-solving skills, and career plan preparedness in terms of self-awareness and interest alignment, career exploration and knowledge, decision-making and goal-setting, and understanding of career pathways. The findings showed high levels of work immersion readiness (general assessment means of 3.52 to 3.61) and career plan preparedness (general assessment means of 3.48 to 3.52), all interpreted as Strongly Agree. Significant positive relationships were found between all dimensions of work immersion readiness and all dimensions of career plan preparedness ($r = 0.345$ to 0.858, $p < .001$), including communication skills and self-awareness and interest alignment ($r = 0.697$), technical and vocational skills and career exploration and knowledge ($r = 0.817$), work attitude and discipline and self-awareness and interest alignment ($r = 0.777$), and adaptability and problem-solving skills and self-awareness and interest alignment ($r = 0.858$). The strongest relationship was between adaptability and problem-solving skills and self-awareness and interest alignment, while the weakest was between communication skills and decision-making and goal-setting ($r = 0.345$). Decision-making and goal-setting showed the weakest correlations with all four dimensions of work immersion readiness. The findings indicate that workplace-related competencies are significantly associated with career planning preparedness, while decision-making and goal-setting and awareness of certification and training requirements require further strengthening. Based on the findings, a proposed Career Readiness Enhancement Program (CREP) was developed focusing on workplace competencies, career exploration, decision-making, pathway awareness, work immersion preparation, and career portfolio development and monitoring.

KEYWORDS: career plan preparedness; career readiness; Senior High School learners; work immersion readiness

I. INTRODUCTION

In the broader educational context, schools are increasingly challenged to produce graduates who are not only academically competent but also equipped with practical skills and clear career direction.

Work immersion is a required component of the Senior High School curriculum designed to expose students to actual workplace environments, allowing them to apply acquired knowledge and develop essential work-related skills such as communication, teamwork, discipline, and problem-solving.

Career plan preparedness, on the other hand, refers to the students' ability to make informed and realistic decisions regarding their future career paths. It includes self-awareness, career exploration, goal-setting, and understanding of the skills and qualifications needed for chosen professions.

Despite the implementation of work immersion programs, students may still vary in their level of readiness and clarity in career planning. Thus, this study seeks to determine the extent of students' readiness for work immersion and how this relates to their preparedness in planning their future careers. The findings of this study may provide valuable input for improving career guidance programs and strengthening work immersion implementation in Senior High Schools.

First, the study is grounded on the Republic Act No. 10533 (Enhanced Basic Education Act of 2013), which institutionalized the K to 12 Basic Education Program in the Philippines. This law introduced the Senior High School program and emphasizes the development of learners who are prepared for higher education, employment, entrepreneurship, and middle-level skills development. A key feature of this reform is the inclusion of the Work Immersion Program, which provides learners with actual workplace exposure to enhance their skills and competencies.

Second, it is supported by DepEd Order No. 30, s. 2017 (Guidelines for Work Immersion), which defines work immersion as a required subject for Grade 12 students and outlines its objectives, implementation procedures, and expected learning outcomes. The policy highlights that work immersion is designed to help learners gain relevant work experience, develop work ethics, and better understand their chosen career paths.

Third, the study aligns with Republic Act No. 10968 (Philippine Qualifications Framework Act), which promotes lifelong learning and ensures that educational qualifications are aligned with industry standards. This supports the goal of preparing learners for employability and career progression.

Lastly, the study is related to the guidance and counseling provisions of the Republic Act No. 9258 (Guidance and Counseling Act of 2004), which emphasizes the importance of career guidance services in helping students make informed educational and vocational decisions.

In the three schools where the researcher previously studied, it was observed that students under the Home Economics (HE) strand are commonly assigned to food establishments such as Pancake House, Shakey's, and Kuya J Restaurant. In these settings, they develop essential skills in table setting, customer service, and food service operations.

Meanwhile, students specializing in Home Economics with a focus on Tourism are typically placed in hotels such as Privato Hotel and Astoria Hotels and Resorts, where they gain hands-on experience in hospitality services, front desk operations, and guest relations.

On the other hand, students from the Information and Communications Technology (ICT) strand are often assigned to offices or organizations such as the Bureau of Internal Revenue and other technology-related companies. In these environments, they enhance their technical skills, data management abilities, and basic programming or office system operations.

These observations indicate that students' work immersion placements are aligned with their respective strands, providing meaningful opportunities to apply their academic learning in real-world work settings. However, the level of students' readiness to perform such tasks may vary, as well as their ability to plan for their future careers—an aspect that this study seeks to examine.

This study examines the level of work immersion readiness and its relationship to career plan preparedness among Senior High School learners. It is anchored on the premise that adequate preparation for workplace exposure plays a crucial role in facilitating students' successful transition from academic settings to future career pathways. By assessing both readiness and preparedness, the study seeks to provide a clearer understanding of how students' competencies, attitudes, and skills influence their ability to make informed career decisions and adapt to real-world work environments.

Research Question

This study aims to determine the level of work immersion readiness and its relationship to career plan preparedness among Senior High School learners.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

1.1 Age;

1.2 Sex;

1.3 Grade Level;

1.4 TVL Specialization; and

1.5 Prior Exposure to Work Immersion and Career Guidance Orientation?

2. What is the level of work immersion readiness among Senior High School learners in terms of:

2.1 Communication Skills;

2.2 Technical and Vocational Skills;

2.3 Work Attitude and Discipline; and

2.4 Adaptability and Problem-Solving Skills?

3. What is the level of career plan preparedness among Senior High School learners in terms of:

3.1 Self-Awareness and Interest Alignment;

3.2 Career Exploration and Knowledge;
3.3 Decision-Making and Goal-Setting; and
3.4 Understanding of Career Pathways?
4. Is there a significant relationship between work immersion readiness and career plan preparedness among Senior High School learners?
5. Based on the findings of the study, what Career Readiness Enhancement Program may be proposed?

II. SCOPE AND LIMITATION OF THE STUDY

This study focuses on determining the level of work immersion readiness and its relationship to career plan preparedness among Senior High School learners. Specifically, it examines students' readiness for work immersion in terms of communication skills, technical and vocational skills, work attitude and discipline, and adaptability and problem-solving skills. It also assesses their level of career plan preparedness in terms of self-awareness and interest alignment, career exploration and knowledge, decision-making and goal-setting, and understanding of career pathways.

The respondents of the study were limited to Senior High School learners in the Technical-Vocational-Livelihood (TVL) track enrolled in selected schools during the School Year 2025–2026. The respondents came from the Home Economics (HE), Information and Communications Technology (ICT), and Bread and Pastry Production specializations, with Home Economics learners comprising the majority of the sample. A descriptive-correlational research design was used to determine the relationship between the variables.

This study is delimited to the use of a survey questionnaire as the primary data-gathering instrument. The responses are based on the self-reported perceptions of the students, which may be subject to personal bias. Furthermore, the study does not include other factors that may influence career preparedness, such as family background, socioeconomic status, academic performance, or school resources, unless otherwise specified.

Additionally, the findings of the study are limited only to the respondents involved and cannot be generalized to all Senior High School learners in other schools or regions. Because the respondents were predominantly Grade 12 learners (95%) from the Home Economics strand (92%), the findings are more representative of these groups than of Grade 11 learners or of other TVL specializations. The proposed output, which is the Career Readiness Enhancement Program (CREP), is based solely on the results of this study and may require further validation before full implementation.

FRAMEWORK

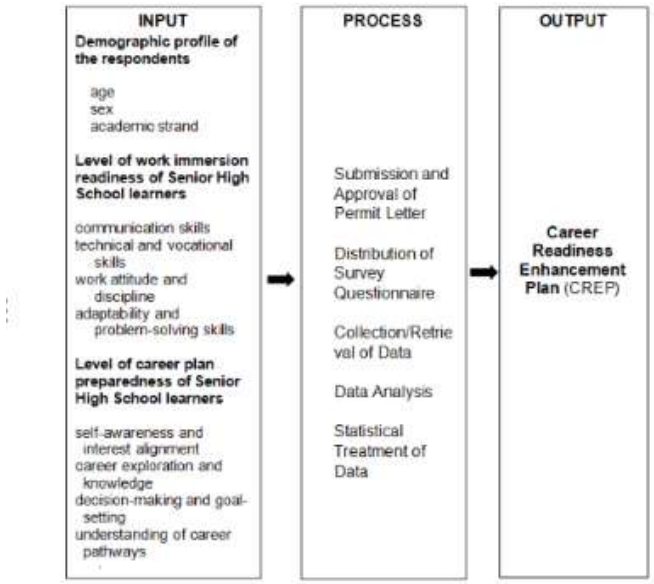


Figure 1. *Conceptual Framework of the Study*

This study is anchored on the Input–Process–Output (IPO) model, which illustrates the systematic flow of the research in determining the level of work immersion readiness and its relationship to career plan preparedness among Senior High School learners, leading to the development of an intervention program.

The Input stage of the study consists of the demographic profile of the respondents, which includes age, sex, grade level, TVL specialization, and prior exposure to work immersion and career guidance orientation. It also includes the level of work immersion readiness of Senior High School learners in terms of communication skills, technical and vocational skills, work attitude and discipline, and adaptability and problem-solving skills. In addition, the input includes the level of career plan preparedness of learners in terms of self-awareness and interest alignment, career exploration and knowledge, decision-making and goal-setting, and understanding of career pathways.

The Process stage involves the systematic procedures undertaken in the conduct of the study. This includes the submission and approval of the permit letter, distribution and retrieval of survey questionnaires, collection and organization of data, encoding of responses, and the application of appropriate statistical tools for data analysis and interpretation. Through these processes, the gathered data are carefully examined to ensure accuracy and relevance in addressing the research problems.

The Output of the study is the development of a Career Readiness Enhancement Program (CREP). This proposed program is designed based on the findings of the study and aims to strengthen the work immersion readiness of Senior High School learners while enhancing their preparedness in career planning. The CREP is expected to provide structured interventions such as training activities, guidance sessions, and skills enhancement programs that will better equip learners for workplace exposure and future career decision-making.

Overall, the IPO framework demonstrates the logical flow of the study from identifying learner characteristics and competencies, processing and analyzing the collected data, and producing a relevant output that addresses the identified needs of Senior High School learners.

Research Design

This study utilized a descriptive-correlational research design to determine the level of work immersion readiness and its relationship to career plan preparedness among Senior High School learners.

The descriptive component of the study was used to identify and describe the level of work immersion readiness of learners in terms of communication skills, technical and vocational skills, work attitude and discipline, and adaptability and problem-solving skills. It also described the level of career plan preparedness in terms of self-awareness and interest alignment, career exploration and knowledge, decision-making and goal-setting, and understanding of career pathways.

On the other hand, the correlational component was employed to determine whether a significant relationship exists between work immersion readiness and career plan preparedness among Senior High School learners. This helped establish whether students who demonstrate higher levels of readiness for work immersion also exhibit stronger preparedness in planning their future careers.

This research design is appropriate for the study because it allows the researcher to systematically gather quantitative data, describe existing conditions, and examine relationships between variables without manipulating any of the conditions or respondents involved.

Research Instruments

This study utilized a researcher-made structured questionnaire as the primary data-gathering instrument to determine the level of work immersion readiness and career plan preparedness among Senior High School learners.

The questionnaire was composed of three (3) parts. The first part gathered the respondents' profile, which included age, sex, grade level, TVL specialization, and prior exposure to work immersion and career guidance orientation. This section was designed to describe the characteristics of the respondents.

The second part measures the level of work immersion readiness of Senior High School learners. It includes indicators such as communication skills, technical and vocational skills, work attitude and discipline, and adaptability and problem-solving skills. This section aims to assess how prepared the learners are for actual workplace exposure based on their perceived competencies and behaviors.

The third part focuses on the level of career plan preparedness, which includes self-awareness and interest alignment, career exploration and knowledge, decision-making and goal-setting, and understanding of career pathways. This section evaluates how prepared the learners are in making informed decisions regarding their future careers.

Each of the eight dimensions (four for work immersion readiness and four for career plan preparedness) was measured by ten (10) indicators, and all items were rated using a 4-point Likert scale, ranging from Strongly Agree to Strongly Disagree, to measure the extent of agreement of the respondents on each statement. The mean ratings were interpreted as follows: 3.25–4.00, Strongly Agree (SA); 2.50–3.24, Agree (A); 1.75–2.49, Disagree (D); and 1.00–1.74, Strongly Disagree (SD).

To ensure the validity of the instrument, it underwent content validation by experts in the field of education and research. Their feedback was used to refine and improve the questionnaire. In addition, a pilot testing was conducted among a small group of respondents who are not part of the actual study, and the reliability of the instrument was tested using Cronbach's Alpha to determine its internal consistency.

Overall, the research instrument is designed to gather accurate and relevant data that was used to determine the relationship between work immersion readiness and career plan preparedness, which served as the basis for developing the Career Readiness Enhancement Program (CREP).

Data Collection Procedures

The data collection process of this study followed a systematic procedure to ensure accuracy, reliability, and ethical compliance in gathering information on the level of work immersion readiness and career plan preparedness among Senior High School learners.

First, the researcher secured a permission letter addressed to the school principal or appropriate school authority in the selected research locale. Upon approval, the researcher coordinated with the school administration and concerned teachers to schedule the distribution of the research instrument.

Second, the researcher conducted the distribution of the survey questionnaire to the selected respondents. Prior to answering, the respondents were given a brief orientation explaining the purpose of the study, instructions in answering the questionnaire, and assurance of confidentiality and anonymity of their responses. Participation was entirely voluntary.

Third, the respondents were given sufficient time to accomplish the questionnaire. After completion, the researcher proceeded with the retrieval of the accomplished questionnaires, ensuring that all responses are properly collected and accounted for.

Fourth, the collected data were checked for completeness and accuracy. Incomplete or invalid responses were excluded from the analysis to ensure the integrity of the data set.

Finally, the data were encoded, organized, and subjected to appropriate statistical treatment and analysis to answer the research questions of the study. The results were then interpreted and used as the basis for the development of the Career Readiness Enhancement Program (CREP).

Data Management and Data Analysis Procedures

After the data gathering process, all collected questionnaires were systematically organized to ensure accuracy and completeness. The researcher carefully checked all responses and review each questionnaire to identify any incomplete or inconsistent answers. Invalid or incomplete responses were excluded from the final dataset to maintain the integrity of the data.

Once the data have been validated, they were encoded and organized using appropriate statistical software such as Microsoft Excel or SPSS. Each response was assigned corresponding numerical values based on the Likert scale used in the questionnaire. The encoded data were then securely stored and backed up to ensure confidentiality and prevent data loss during the analysis process.

For data analysis, appropriate statistical tools were utilized based on the research objectives. Frequency and percentage distribution were used to describe the demographic profile of the respondents in terms of age, sex, grade level, TVL specialization, and prior exposure to work immersion and career guidance orientation. Weighted mean was used to determine the level of work immersion readiness and career plan preparedness of Senior High School learners in terms of the identified indicators. Standard deviation was employed to measure the variability of responses and determine the consistency of the data.

Furthermore, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine whether there is a significant relationship between work immersion readiness and career plan preparedness among Senior High School learners. The results of the statistical analysis were interpreted using a 0.05 level of significance.

Overall, this systematic process of data management and analysis ensures that the findings of the study are accurate, reliable, and valid. The results served as the basis for drawing conclusions and for developing the proposed Career Readiness Enhancement Program (CREP).

III. RESULTS

This chapter presents, analyzes, and interprets the data gathered from the Senior High School learners who participated in the study on the relationship between work immersion readiness and career plan preparedness. The findings are organized according to the objectives and research questions of the study, focusing on the respondents' profile, level of work immersion readiness in terms of communication skills, technical and vocational skills, work attitude and discipline, and adaptability and

problem-solving skills, as well as their level of career plan preparedness in terms of self-awareness and interest alignment, career exploration and knowledge, decision-making and goal-setting, and understanding of career pathways. The chapter also presents the statistical analysis of the relationships between the dimensions of work immersion readiness and career plan preparedness. The results are interpreted based on the computed frequencies, percentages, means, standard deviations, Pearson correlation coefficients, and corresponding significance values. The findings serve as the empirical basis for the conclusions, recommendations, and proposed Career Readiness Enhancement Program presented in the succeeding chapters.

Table 1

Demographic Profile of the Respondents in Terms of Age

Age	Frequency	Percentage
17 years old or below	391	77
18 – 19 years old	97	19
20 – 21 years old	16	3
22 years old or above	5	1
Total	**509**	**100**

The findings show that the respondents were predominantly young students. Out of the 509 respondents, 391 (77%) were 17 years old or below, making this the largest age group. This was followed by respondents aged 18–19 years old, with 97 (19%). Only 16 respondents (3%) were aged 20–21 years old, while 5 (1%) were 22 years old or above, making them the least represented group. Overall, the distribution indicates that the sample was largely composed of younger adolescents.

This finding is consistent with the World Health Organization (WHO, 2024), which recognizes adolescence as an important developmental period characterized by significant physical, cognitive, social, and emotional changes. The high proportion of younger respondents suggests that the study primarily reflects the experiences and perspectives of adolescents in the earlier stages of this developmental period.

The predominance of respondents aged 17 years old or below implies that the findings of the study may primarily represent the perspectives, experiences, and behaviors of younger adolescent students. This should be considered when interpreting the results, particularly when age may influence the variables examined in the study. The small representation of respondents aged 20 years old and above also suggests that conclusions concerning older students should be interpreted cautiously. Therefore, programs, interventions, instructional strategies, or services resulting from the study should consider the developmental characteristics and needs of younger adolescents.

Table 2

Demographic Profile of the Respondents in Terms of Sex

Sex	Frequency	Percentage
Male	225	44
Female	282	55
Prefer not to say	2	1
Total	**509**	**100**

The findings show that 282 respondents (55%) were female, while 225 (44%) were male. Only 2 respondents (1%) preferred not to disclose their sex. The distribution indicates that females comprised the larger proportion of the sample, although the difference between male and female respondents was relatively small. Thus, the sample had a generally balanced representation of the two groups, with a slight predominance of female respondents.

The relatively balanced distribution of male and female respondents provides representation from both groups, which may contribute to a broader understanding of the phenomenon examined in the study. According to the World Health Organization (WHO, 2024), sex and gender can influence individuals' health, development, experiences, and access to opportunities and services. Therefore, the sex distribution of respondents is relevant when interpreting the findings, particularly if differences in experiences or responses may be associated with sex.

The findings imply that the study's results reflect the perspectives of both male and female respondents, although the slightly higher proportion of females should be considered in interpreting the overall results. The very small number of respondents who preferred not to disclose their sex also indicates that the study respected respondents' choice regarding disclosure. Researchers may consider sex as a demographic characteristic when examining patterns or differences in the study variables, provided that such analysis is supported by the research questions and statistical design.

Table 3

Demographic Profile of the Respondents in Terms of Grade Level

Grade Level	Frequency	Percentage
Grade 11	26	5
Grade 12	486	95
Total	**509**	**100**

The findings show that the respondents were predominantly Grade 12 students, with 486 respondents (95%), while only 26 respondents (5%) were from Grade 11. This indicates that the sample was heavily concentrated among Grade 12 learners, with graduating senior high school students comprising almost the entire group of respondents.

The predominance of Grade 12 respondents suggests that the findings primarily reflect the experiences, perceptions, and circumstances of students who are nearing the completion of senior high school. Grade 12 learners may have greater exposure to the academic environment, school activities, and experiences relevant to the variables examined in the study because of their longer time in senior high school. The Department of Education emphasizes that Senior High School is intended to prepare learners for higher education, employment, entrepreneurship, and other post-secondary pathways, making Grade 12 an important stage of transition and preparation (Department of Education, 2024).

This distribution implies that the results may be more representative of Grade 12 learners than Grade 11 learners. Therefore, the findings should be interpreted with consideration of the unequal representation between the two grade levels. The limited number of Grade 11 respondents may also restrict meaningful comparisons between Grade 11 and Grade 12 students. Nevertheless, the large representation of Grade 12 respondents provides substantial information regarding the experiences and perspectives of learners approaching the end of senior high school.

Table 4

Demographic Profile of the Respondents in Terms of TVL strand

TVL Strand	Frequency	Percentage
Information and Communication Technology (ICT)	41	8
Home Economics	466	92
Bread and Pastry Production	2	<1
Total	509	100

The findings show that the respondents were overwhelmingly from the Home Economics strand, with 466 respondents (92%). This was followed by Information and Communications Technology (ICT), with 41 respondents (8%), while only 2 respondents (less than 1%) belonged to Bread and Pastry Production. The distribution indicates that the sample was highly concentrated in the Home Economics strand, resulting in limited representation of students from other TVL specializations.

The high proportion of Home Economics respondents suggests that the findings primarily reflect the experiences, perceptions, and circumstances of learners enrolled in this particular TVL specialization. The Technical-Vocational-Livelihood (TVL) track is designed to provide learners with skills and competencies that are relevant to employment, entrepreneurship, and further education. Within this track, different specializations provide distinct learning experiences and competency requirements. Thus, the concentration of respondents in Home Economics may influence the overall pattern of responses because students from different specializations may encounter different learning environments and practical activities (Department of Education, 2024).

The findings imply that the results may be more applicable to Home Economics learners than to students from other TVL strands or specializations. The very small number of respondents from other groups limits the possibility of making reliable comparisons across TVL strands. Therefore, the strand distribution should be considered when interpreting the findings and discussing their generalizability. Future studies may include a more proportionate representation of different TVL specializations to provide a broader understanding of the variables being investigated.

Table 5

Demographic Profile of the Respondents in Terms of Prior Work Immersion or Career Guidance Orientation Attended

Prior Work Immersion or Career Guidance Orientation Attended	Frequency	Percentage
None	80	16
Work immersion orientation only	141	28
Career guidance orientation only	93	18
Both work immersion and career guidance orientation	195	38
Total	509	100

The findings show that the largest group consisted of 195 respondents (38%) who had attended both work immersion and career guidance orientations. This was followed by 141 respondents (28%) who had attended work immersion orientation only, while 93 respondents (18%) had attended career guidance orientation only. Meanwhile, 80 respondents (16%) reported that they had not attended either orientation. Overall, 429 respondents (84%) had participated in at least one of the two orientations, indicating that most respondents had received some form of preparation for workplace exposure or career planning.

The findings suggest that work immersion and career guidance orientations play an important role in preparing learners for their future educational and employment pathways. Work immersion orientation can help learners understand workplace

expectations, professional conduct, and the practical application of their competencies. Career guidance orientation, meanwhile, can support learners in exploring career opportunities, identifying their interests and abilities, and making informed decisions about further education, entrepreneurship, or employment. The relatively high proportion of respondents who attended both orientations suggests that many learners had opportunities to receive preparation covering both workplace expectations and career planning.

The findings further imply that although most respondents had attended at least one orientation, the 80 respondents (16%) who had attended neither activity may need additional support in understanding workplace requirements and available career pathways. Schools may therefore strengthen the implementation of work immersion and career guidance orientations to ensure that all learners receive adequate preparation before transitioning to higher education, entrepreneurship, or employment.

Table 6

Level of work immersion readiness of Senior High School learners in terms of Communication Skills

Indicators	Mean	SD	VI
1. I can express my ideas clearly and respectfully during work immersion activities.	3.56	0.55	SA
2. I can listen and respond appropriately to instructions from teachers, supervisors, or assigned personnel.	3.69	0.52	SA
3. I can use appropriate verbal and non-verbal communication during assigned immersion tasks.	3.42	0.64	SA
4. I can express concerns or ask questions when instructions are unclear.	3.55	0.57	SA
5. I can prepare and present simple reports related to immersion activities.	3.39	0.66	SA
6. I can use polite language when communicating with teachers, supervisors, classmates, or assigned personnel.	3.70	0.52	SA
7. I can confirm instructions before performing an assigned task.	3.64	0.55	SA
8. I can ask appropriate questions when task instructions are unclear.	3.54	0.58	SA
9. I can share task-related information accurately with groupmates or assigned personnel.	3.46	0.61	SA
10. I can write simple messages, notes, or reports using clear information.	3.43	0.64	SA
General Assessment	3.55	0.45	**SA**

Legend:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The findings indicate that Senior High School learners demonstrated a high level of work immersion readiness in terms of communication skills, as reflected by the general assessment mean of 3.55 (SD = 0.45), interpreted as Strongly Agree. This suggests that the learners generally perceive themselves as capable of communicating appropriately and effectively during work immersion activities. Among the indicators, using polite language when communicating with teachers, supervisors, classmates, or assigned personnel obtained the highest mean (M = 3.70, SD = 0.52), followed by listening and responding appropriately to instructions (M = 3.69, SD = 0.52) and confirming instructions before performing assigned tasks (M = 3.64, SD = 0.55). These results indicate that learners particularly recognize the importance of respectful communication, active listening, and clarification of instructions in workplace-related situations. Meanwhile, preparing and presenting simple reports obtained the lowest mean (M = 3.39, SD = 0.66), although it still fell within the Strongly Agree interpretation. Overall, the relatively low general standard deviation suggests that the learners' responses were fairly consistent, indicating a generally shared perception of readiness in communication-related work immersion tasks.

The findings imply that communication skills constitute an important component of the learners' preparedness for workplace exposure. Their strong responses in respectful communication, listening, and confirming instructions suggest that they possess foundational interpersonal skills necessary for interacting with supervisors, coworkers, and other workplace personnel. However, the comparatively lower rating for preparing and presenting reports, together with the relatively higher variability in several indicators involving written and formal communication, suggests an area that may still benefit from further development. Work immersion activities may therefore provide opportunities for learners to practice both interpersonal and task-related communication, particularly through report writing, oral presentations, workplace documentation, asking appropriate questions, and accurately relaying information. Strengthening these skills can help learners apply classroom-based communication competencies to authentic workplace situations and become more confident in performing assigned tasks.

Recent literature supports the importance of communication skills in preparing Senior High School learners for employment and workplace experiences. The Department of Education (2024) emphasizes the role of work immersion in providing learners with authentic workplace experiences where they can apply competencies, demonstrate appropriate work behavior, and interact with workplace personnel. Similarly, the World Economic Forum (2025) identifies communication and related interpersonal competencies as important skills within an evolving employment environment, particularly as workers increasingly collaborate, exchange information, and adapt to changing workplace demands. The International Labour Organization (2024) likewise

highlights the importance of transferable and employability skills, including communication, for young people transitioning from education to employment. These perspectives support the present finding that effective communication is a relevant dimension of work immersion readiness because learners must not only perform technical tasks but also understand instructions, communicate concerns, collaborate with others, and convey information appropriately in actual workplace settings.

Table 7

Level of work immersion readiness of Senior High School learners in terms of Technical and Vocational Skills

Indicators	Mean	SD	VI
1. I can demonstrate basic technical skills needed for my TVL specialization.	3.46	0.56	SA
2. I can apply the knowledge and skills learned in my TVL specialization during immersion tasks.	3.56	0.55	SA
3. I can use tools, equipment, or materials related to my specialization with proper guidance.	3.54	0.56	SA
4. I can follow proper procedures and safety practices when performing assigned tasks.	3.58	0.55	SA
5. I can participate in training or practice activities to improve my technical skills.	3.50	0.60	SA
6. I can identify the correct tools or materials needed for a specific task.	3.43	0.59	SA
7. I can check tools, equipment, or materials before using them.	3.54	0.56	SA
8. I can follow step-by-step procedures when completing technical tasks.	3.47	0.62	SA
9. I can apply basic quality standards when completing assigned outputs.	3.47	0.58	SA
10. I can seek assistance when a technical task is beyond my current skill level.	3.58	0.58	SA
General Assessment	3.52	0.46	**SA**

Legend:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The table shows that the respondents had a high level of work immersion readiness in terms of technical and vocational skills, as reflected by the general assessment mean of 3.52 (SD = 0.46), interpreted as Strongly Agree. This indicates that the learners generally perceived themselves as capable of performing basic technical tasks, applying their specialization-related knowledge, following procedures, using tools and materials appropriately, and observing safety practices. The relatively low standard deviation also suggests that the responses were relatively consistent across the respondents.

The highest mean of 3.58 was obtained by two indicators: “I can follow proper procedures and safety practices when performing assigned tasks” (SD = 0.55) and “I can seek assistance when a technical task is beyond my current skill level” (SD = 0.58). This suggests that learners were particularly confident in following established procedures and recognizing when assistance was necessary. These competencies are important in work immersion because workplace readiness involves not only technical performance but also the ability to follow safety requirements and appropriately respond to tasks beyond one's current competence. The lowest mean was 3.43 (SD = 0.59) for “I can identify the correct tools or materials needed for a specific task.” Although this received the lowest rating, it remained within the Strongly Agree range, indicating that respondents still perceived themselves as capable of selecting appropriate tools and materials.

The findings imply that the respondents generally possess the technical and vocational competencies needed to participate in work immersion activities. Their strong rating in following procedures and safety practices indicates a positive level of preparedness for actual workplace tasks. However, the comparatively lower rating for identifying appropriate tools and materials suggests an area that may benefit from additional hands-on practice and supervised training before or during immersion. Schools and immersion partners may therefore strengthen practical activities that allow learners to identify, select, inspect, and appropriately use tools and materials in authentic work situations.

This finding is consistent with the emphasis of the Department of Education's Work Immersion Program, which provides Senior High School learners with opportunities to apply relevant competencies and develop workplace-related skills through actual or simulated work experiences. Work immersion is intended to help learners become more familiar with workplace practices and apply their acquired knowledge and skills in practical contexts (Department of Education, 2017). More recent Philippine education initiatives continue to strengthen this objective by emphasizing industry-aligned competencies, workplace exposure, and employability skills among Senior High School learners. The Department of Education's Enhanced Senior High School Work Immersion Program further highlights meaningful workplace experiences and the development of technical, communication, human-relations, work habits, and professional skills to prepare learners for employment, entrepreneurship, and further education (Department of Education, 2025). This continuing emphasis supports the importance of work immersion in bridging classroom learning with practical workplace preparation.

Table 8

Level of work immersion readiness of Senior High School learners in terms of Work Attitude and Discipline

Indicators	Mean	SD	VI
1. I can arrive on time for work immersion activities.	3.61	0.54	SA
2. I can show respect toward teachers, supervisors, classmates, and assigned personnel.	3.71	0.48	SA
3. I can follow rules, guidelines, and ethical standards during immersion activities.	3.64	0.51	SA
4. I can maintain a positive attitude when facing challenges in assigned tasks.	3.54	0.60	SA
5. I can take responsibility for my assigned tasks and actions.	3.63	0.52	SA
6. I can complete assigned tasks within the given time.	3.45	0.60	SA
7. I can follow the proper dress code or grooming standards required for immersion activities.	3.64	0.54	SA
8. I can accept corrections or feedback from teachers, supervisors, or assigned personnel respectfully.	3.65	0.53	SA
9. I can report absences, delays, or concerns to the proper person.	3.60	0.55	SA
10. I can continue assigned duties even when tasks are repetitive or challenging. *Napagpapatuloy ko ang mga nakatalagang gawain kahit paulit-ulit o mahirap ang mga ito.*	3.55	0.55	SA
General Assessment	3.61	0.44	**SA**

Legend:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The table shows that the respondents had a high level of work immersion readiness in terms of work attitude and discipline, as indicated by the general assessment mean of 3.61 (SD = 0.44), interpreted as Strongly Agree. This indicates that the learners generally perceived themselves as capable of demonstrating appropriate workplace behavior, following rules, accepting feedback, taking responsibility, and maintaining professional conduct during work immersion activities. The relatively low standard deviation also indicates that the responses were fairly consistent among the respondents.

The highest mean of 3.71 (SD = 0.48) was obtained for "I can show respect toward teachers, supervisors, classmates, and assigned personnel." This suggests that respect and proper interpersonal behavior were among the strongest perceived competencies of the learners. The lowest mean was 3.45 (SD = 0.60) for "I can complete assigned tasks within the given time." Although this indicator was still interpreted as Strongly Agree, its comparatively lower rating suggests that time management and task completion may require greater attention than other aspects of work attitude and discipline.

The findings imply that the respondents generally demonstrate positive workplace attitudes and disciplinary behaviors that can support successful participation in work immersion. Their strong rating in showing respect indicates that they recognize the importance of professional relationships and appropriate workplace conduct. However, the relatively lower rating for completing tasks within the given time suggests a potential area for improvement in time management, task prioritization, and productivity. Schools and work immersion partners may therefore provide activities that simulate workplace deadlines and require learners to complete tasks within specified timeframes.

The findings are consistent with the purpose of the Work Immersion Program, which seeks to expose Senior High School learners to work-related environments and help them develop appropriate workplace behaviors, including professionalism, responsibility, and adherence to workplace rules. The Department of Education emphasizes that work immersion should help learners develop competencies and attitudes that prepare them for employment, entrepreneurship, or further education (Department of Education, 2017). This emphasis is further reinforced by the Enhanced Senior High School Work Immersion Program, which highlights the development of work habits, professional attitudes, communication skills, and other industry-aligned competencies needed for future employment and career pathways (Department of Education, 2025). Thus, the high rating for work attitude and discipline suggests that the respondents possess favorable behavioral foundations for their work immersion experience and transition to future educational or employment opportunities.

Table 9

Level of work immersion readiness of Senior High School learners in terms of Adaptability and Problem-Solving Skills

Indicators	Mean	SD	VI
1. I can adjust to new learning settings, tasks, and situations during work immersion.	3.57	0.55	SA
2. I can identify possible solutions when I encounter task-related problems.	3.41	0.59	SA
3. I can manage changes in tasks or responsibilities with proper guidance.	3.50	0.59	SA
4. I can make appropriate decisions when dealing with simple task-related challenges.	3.46	0.59	SA
5. I can show openness to learning new skills and procedures required in immersion activities.	3.60	0.56	SA
6. I can follow new instructions when task procedures change.	3.51	0.58	SA
7. I can stay calm when an assigned task becomes difficult.	3.48	0.61	SA
8. I can ask for guidance before acting on an unfamiliar task-related problem.	3.62	0.55	SA
9. I can consider more than one possible solution before solving a task-related problem.	3.51	0.59	SA
10. I can learn from mistakes made during immersion-related activities.	3.61	0.56	SA
General Assessment	3.53	0.47	**SA**

Legend:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The table shows that the respondents had a high level of work immersion readiness in terms of adaptability and problem-solving skills, as indicated by the general assessment mean of 3.53 (SD = 0.47), interpreted as Strongly Agree. This indicates that the learners generally perceived themselves as capable of adjusting to new situations, responding to changes in tasks, seeking guidance, making appropriate decisions, and learning from mistakes. The relatively low standard deviation indicates that the respondents' perceptions were fairly consistent.

The highest mean of 3.62 (SD = 0.55) was obtained for “I can ask for guidance before acting on an unfamiliar task-related problem.” This suggests that the respondents recognize the importance of seeking assistance when faced with unfamiliar situations rather than acting without sufficient knowledge or direction. The lowest mean was 3.41 (SD = 0.59) for “I can identify possible solutions when I encounter task-related problems.” Although this was still interpreted as Strongly Agree, the comparatively lower rating may indicate that independently generating solutions to work-related problems is a competency that could be further strengthened.

The findings imply that the respondents generally possess favorable adaptability and problem-solving skills that can support their readiness for work immersion. Their strong willingness to seek guidance and openness to learning may help them adjust to unfamiliar workplace situations. However, the comparatively lower rating in identifying possible solutions suggests a need for more opportunities to develop independent problem-solving, decision-making, and critical-thinking skills. Schools and immersion supervisors may provide authentic workplace scenarios, simulations, case-based activities, and problem-solving tasks that allow learners to analyze situations and develop multiple possible solutions.

The findings are consistent with the objectives of the Work Immersion Program, which provides Senior High School learners with opportunities to apply competencies in workplace-related contexts and develop skills and attitudes necessary for future employment and further education (Department of Education, 2017). Adaptability and problem-solving are particularly relevant because learners may encounter unfamiliar tasks, changing instructions, and situations that require them to seek appropriate assistance and make informed decisions. Recent research further supports the importance of adaptability in work readiness. Diva and Satwika (2024) found that career adaptability significantly contributes to students’ work readiness, emphasizing the importance of students’ capacity to adjust to changing circumstances as they prepare to enter the workplace. Similarly, the Department of Education’s Enhanced Senior High School Work Immersion Program emphasizes industry-aligned competencies, employability skills, and workplace experiences that prepare learners for current workforce demands (Department of Education, 2025).

Table 10

Level of career plan preparedness of Senior High School learners in terms of Self-Awareness and Interest Alignment

Indicators	Mean	SD	VI
1. I can identify my personal strengths, abilities, and interests.	3.55	0.56	SA
2. I can relate my skills to possible career choices.	3.46	0.58	SA
3. I can identify careers that match my interests and abilities.	3.51	0.58	SA
4. I can consider my personal goals when choosing a career path.	3.50	0.59	SA
5. I can identify areas I need to improve for my preferred career.	3.53	0.58	SA
6. I can identify school subjects or tasks that match my career interests.	3.49	0.60	SA
7. I can recognize personal study habits that may affect my future career success.	3.48	0.60	SA
8. I can identify values that are important in choosing a career.	3.53	0.57	SA
9. I can compare my abilities with the requirements of a preferred career.	3.51	0.58	SA
10. I can identify support I need to improve my readiness for a preferred career.	3.55	0.60	SA
General Assessment	3.52	0.49	**SA**

Legend:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The table shows that the respondents had a high level of career plan preparedness in terms of self-awareness and interest alignment, as reflected by the general assessment mean of 3.52 (SD = 0.49), interpreted as Strongly Agree. This indicates that the learners generally recognized their strengths, abilities, interests, values, and areas for improvement and were able to relate these characteristics to their potential career choices. The relatively low standard deviation also indicates that the responses were generally consistent among the respondents.

The highest mean of 3.55 was obtained by two indicators: “I can identify my personal strengths, abilities, and interests” (SD = 0.56) and “I can identify support I need to improve my readiness for a preferred career” (SD = 0.60). This suggests that the respondents were relatively confident in recognizing their personal characteristics and understanding the support they may need in preparing for their preferred careers. The lowest mean was 3.46 (SD = 0.58) for “I can relate my skills to possible career choices.” Although still interpreted as Strongly Agree, this comparatively lower rating suggests that connecting existing skills with specific career options may require further development.

The findings imply that the respondents generally possess a favorable level of self-awareness and career-interest alignment, which are important foundations for career planning. Their ability to identify personal strengths and interests may help them make more informed decisions about their future educational and occupational pathways. However, the comparatively lower rating in relating skills to career choices suggests the need for more structured opportunities to help learners understand how their competencies correspond to specific occupations, qualifications, and career requirements. Career guidance activities, self-assessment exercises, career exploration, and individualized counseling may therefore strengthen learners' career planning preparedness.

This finding is consistent with the Department of Education's Career Guidance Program, which emphasizes helping learners understand themselves, explore educational and occupational opportunities, and make informed decisions about their future pathways. Career guidance is particularly relevant at the Senior High School level because learners are preparing for higher education, employment, entrepreneurship, or other post-secondary pathways (Department of Education, 2017). Recent Philippine evidence further supports this emphasis. Butal and Pevida (2025) found that a structured Career Guidance Program significantly improved Senior High School students' career decision-making and transition readiness, including their self-awareness, career clarity, confidence, and understanding of career options. Similarly, Kleine et al. (2021) found through a meta-analysis that career exploration is positively associated with career-related self-efficacy, career support, career decidedness, and perceived employability, highlighting the importance of providing learners with opportunities to explore themselves and potential career environments.

Table 11

Level of career plan preparedness of Senior High School learners in terms of Career Exploration and Knowledge

Indicators	Mean	SD	VI
1. I can seek information about possible careers related to my TVL strand.	3.55	0.55	SA
2. I can identify qualifications required for my preferred career.	3.49	0.56	SA
3. I can identify career opportunities available after Senior High School.	3.51	0.57	SA
4. I can use reliable sources when exploring career options.	3.49	0.59	SA
5. I can explain the importance of immersion experience for my future career.	3.52	0.59	SA
6. I can gather career information from teachers, guidance personnel, or industry resource persons.	3.55	0.58	SA
7. I can read or view information about duties related to my preferred career.	3.54	0.58	SA
8. I can identify possible employment, entrepreneurship, or further training options after graduation.	3.52	0.58	SA
9. I can compare at least two possible career options related to my TVL strand.	3.46	0.59	SA
10. I can identify skills commonly required in my preferred career field.	3.53	0.56	SA
General Assessment	3.52	0.48	**SA**

Legend:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The table shows that the respondents had a high level of career plan preparedness in terms of career exploration and knowledge, as reflected by the general assessment mean of 3.52 (SD = 0.48), interpreted as Strongly Agree. This indicates that the learners generally perceived themselves as capable of gathering career information, identifying career opportunities and qualifications, and using different sources to explore possible career pathways. The relatively low standard deviation suggests that the responses were fairly consistent across the respondents.

The highest mean of 3.55 was obtained by two indicators: “I can seek information about possible careers related to my TVL strand” (SD = 0.55) and “I can gather career information from teachers, guidance personnel, or industry resource persons” (SD = 0.58). This suggests that the respondents were particularly confident in actively seeking career-related information and consulting relevant people. The lowest mean was 3.46 (SD = 0.59) for “I can compare at least two possible career options related to my TVL strand.” Although still interpreted as Strongly Agree, this comparatively lower rating suggests that learners may need additional support in evaluating and comparing alternative career pathways.

The findings imply that the respondents generally demonstrate favorable career exploration and knowledge, which may help them make more informed decisions about their future. Their ability to seek information from teachers, guidance personnel, and industry resource persons indicates that they recognize the value of external sources in career planning. However, the lower rating for comparing career options suggests a need to strengthen learners' ability to evaluate career alternatives based on qualifications, skills, opportunities, and personal interests. Career fairs, career talks, occupational information activities, industry exposure, and structured career-comparison exercises may help develop this competency.

The findings are consistent with the Department of Education's Senior High School Career Guidance Program, which emphasizes career exploration, self-awareness, and informed decision-making to help learners prepare for appropriate educational and career pathways (Department of Education, 2017). Recent evidence also supports the value of structured career guidance in strengthening learners’ career decision-making and transition readiness. Butal and Pevida (2025) reported that a Career Guidance Program improved Senior High School students’ career decision-making, career clarity, confidence, and understanding of available career options. Providing learners with relevant career information and opportunities to interact with guidance personnel and industry representatives may therefore support more informed post-secondary decisions. This is further supported by Kleine et al. (2021), whose meta-analysis found that career exploration is positively associated with career-related self-efficacy, career decidedness, and perceived employability. Thus, sustained career guidance and meaningful career exploration opportunities can help learners make more informed and realistic post-secondary career choices.

Table 12

Level of career plan preparedness of Senior High School learners in terms of Decision-Making and Goal-Setting

Indicators	Mean	SD	VI
1. I can use available information when making career decisions.	3.53	0.71	SA
2. I can identify a short-term goal related to career preparation.	3.47	0.57	SA
3. I can consider my skills and interests when making career decisions.	3.54	0.56	SA
4. I can prepare simple steps to achieve my career goals.	3.50	0.55	SA
5. I can show confidence when choosing a career direction.	3.54	0.56	SA
6. I can identify a long-term goal related to education, employment, or entrepreneurship.	3.52	0.55	SA
7. I can list actions needed to prepare for my preferred career.	3.45	0.60	SA
8. I can consider family resources and available opportunities when setting career goals.	3.54	0.56	SA
9. I can review my career goals when new information becomes available.	3.49	0.55	SA
10. I can seek advice before making major career-related decisions.	3.59	0.53	SA
General Assessment	3.48	0.67	**SA**

Legend:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The table shows that the respondents had a high level of career plan preparedness in terms of decision-making and goal-setting, as indicated by the general assessment mean of 3.48 (SD = 0.67), interpreted as Strongly Agree. This indicates that the learners generally perceived themselves as capable of using available information, considering their skills and interests, establishing career goals, and seeking guidance when making career-related decisions.

The highest mean of 3.59 (SD = 0.53) was obtained for "I can seek advice before making major career-related decisions." This suggests that the respondents recognize the importance of obtaining guidance before making significant decisions about their future careers. The lowest mean was 3.45 (SD = 0.60) for "I can list actions needed to prepare for my preferred career." Although still interpreted as Strongly Agree, this comparatively lower rating suggests that learners may be more confident in seeking advice than in translating their career goals into specific and actionable preparation steps.

The findings imply that the respondents generally demonstrate favorable career decision-making and goal-setting preparedness. Their willingness to seek advice and consider relevant information may support more thoughtful career decisions. However, the lower rating for identifying specific actions indicates a potential need to strengthen learners' ability to convert broad career aspirations into concrete, measurable, and achievable steps. Career planning activities may therefore include individual career action plans, short- and long-term goal-setting exercises, pathway mapping, and guided decision-making activities.

The findings are consistent with the Department of Education's Senior High School Career Guidance Program, which aims to assist learners in making informed decisions and preparing for appropriate educational, employment, entrepreneurship, and other post-secondary pathways (Department of Education, 2017). Recent evidence further supports the role of structured career guidance in strengthening learners' career decision-making and transition readiness. Butal and Pevida (2025) reported that a Career Guidance Program enhanced Senior High School students' career clarity, confidence, self-awareness, and understanding of career options. Similarly, career exploration has been found to be positively associated with career-related self-efficacy, career decidedness, and perceived employability (Kleine et al., 2021). Thus, structured career guidance can help learners connect their interests and competencies with realistic career goals and appropriate actions, particularly as they prepare for post-secondary education, employment, or entrepreneurship.

Table 13

Level of career plan preparedness of Senior High School learners in terms of Understanding of Career Pathways

Indicators	Mean	SD	VI
1. I can identify possible career pathways related to my TVL strand.	3.55	0.55	SA
2. I can identify further education or training opportunities related to my career choice.	3.51	0.55	SA
3. I can explain the connection between work immersion and my future career.	3.51	0.55	SA
4. I can identify the steps needed to pursue my chosen career.	3.49	0.58	SA
5. I can explain the importance of career planning before entering employment or further training.	3.53	0.56	SA
6. I can identify employment opportunities connected to my TVL strand.	3.51	0.57	SA
7. I can identify entrepreneurship opportunities connected to my TVL strand.	3.49	0.59	SA
8. I can identify certification, assessment, or training requirements related to my preferred career.	3.47	0.59	SA
9. I can identify possible challenges in pursuing my preferred career pathway.	3.51	0.57	SA
10. I can identify school or community support that can help me pursue a career pathway.	3.54	0.57	SA
General Assessment	3.52	0.46	**SA**

Legend:
3.25 – 4.00 Strongly Agree (SA) 2.50 – 3.24 Agree (A)
1.75 – 2.49 Disagree (D) 1.00 – 1.74 Strongly Disagree (SD)

The findings indicate that the respondents demonstrated a high level of career plan preparedness in terms of understanding of career pathways, as reflected by the general assessment mean of 3.52 (SD = 0.46), interpreted as Strongly Agree. This suggests that the learners generally understand the career opportunities and pathways associated with their TVL strand. The highest-rated indicator was the ability to identify possible career pathways related to their TVL strand (M = 3.55, SD = 0.55), indicating that learners have a clear awareness of potential career directions. Meanwhile, the lowest-rated indicator was the ability to identify certification, assessment, or training requirements related to their preferred career (M = 3.47, SD = 0.59). Although this was still interpreted as Strongly Agree, it suggests a comparatively lower level of awareness regarding the specific qualifications and training requirements needed for career entry.

These findings imply that the learners possess a favorable foundation for making career-related decisions, particularly in recognizing possible career pathways connected to their TVL specialization. However, greater emphasis may be placed on helping learners understand the specific qualifications, certifications, assessments, and training requirements associated with their preferred occupations. Career guidance activities may include career pathway mapping, industry orientation, certification awareness sessions, career talks, and opportunities to consult teachers, guidance personnel, and industry practitioners. Such activities can help learners move beyond general awareness of career options toward a more concrete understanding of the educational and training requirements necessary to pursue their chosen pathways.

This finding is consistent with the Department of Education's Senior High School Career Guidance Program, which emphasizes helping learners explore career options, understand post-secondary pathways, and make informed decisions concerning education, employment, and other career opportunities (Department of Education, 2017). Recent evidence further supports the importance of providing learners with specific and relevant career information. Butal and Pevida (2025) found that structured career guidance enhanced Senior High School students' career clarity, confidence, and understanding of available career options. Similarly, Kleine et al. (2021) reported that career exploration is positively associated with career-related self-efficacy, career decidedness, and perceived employability. Thus, strengthening learners' knowledge of specific qualifications, certifications, training requirements, and career opportunities can complement their existing awareness of possible career pathways and support more informed and realistic career planning.

Table 14

Significant relationship between work immersion readiness and career plan preparedness among Senior High School learners in terms of Communication Skills

Level of Work Immersion Readiness	Level of Career Plan Preparedness	R-value	N	P-value	Remarks	Decision
Communication Skills	Self-awareness and Interest Alignment	0.697	509	< .001	Significant	Reject the Ho
	Career Exploration and Knowledge	0.682	509	< .001	Significant	Reject the Ho
	Decision-making and Goal-setting	0.345	509	< .001	Significant	Reject the Ho
	Understanding of Career Pathways	0.738	509	< .001	Significant	Reject the Ho

The findings indicate that work immersion readiness in communication skills has a significant positive relationship with all dimensions of career plan preparedness among the 509 Senior High School learners. The strongest relationship was found between communication skills and understanding of career pathways ($r = 0.738$, $p < .001$), followed by self-awareness and interest alignment ($r = 0.697$, $p < .001$) and career exploration and knowledge ($r = 0.682$, $p < .001$). The relationship with decision-making and goal-setting was comparatively weaker ($r = 0.345$, $p < .001$), but it remained statistically significant. Thus, the null hypothesis was rejected across all dimensions. These results show that learners with higher readiness in communication skills tend to demonstrate higher levels of career plan preparedness.

The results imply that communication skills may play an important role in helping learners prepare for their future careers. Effective communication can support learners in expressing their interests and abilities, obtaining career-related information, interacting with teachers and industry personnel, and understanding expectations in potential workplaces. The particularly strong relationship with understanding career pathways suggests that learners who are more prepared to communicate may also be better positioned to seek and process information about employment, further education, training, and career opportunities. Meanwhile, the weaker relationship with decision-making and goal-setting suggests that communication skills alone may not be sufficient to develop concrete career decisions and goals; learners may also need structured career planning activities and guided decision-making exercises.

The findings support the importance of integrating communication development into work immersion and career guidance activities. The Department of Education's Work Immersion Guidelines emphasize the development of workplace-related competencies and appropriate work attitudes among Senior High School learners, while the Senior High School Career Guidance

Program aims to assist learners in making informed career decisions and preparing for post-secondary pathways (Department of Education, 2017). Recent research further supports the role of communication and interpersonal competencies in students' work readiness. Ahmid et al. (2023) emphasized that work readiness and vocational competencies contribute to students' employability, while O'Regan et al. (2023) highlighted the value of employer-supported employability activities in developing students' socio-emotional and workplace skills. Thus, strengthening communication skills through interviews, workplace simulations, career talks, presentations, and interactions with industry practitioners may contribute to learners' broader career preparedness and their readiness to transition into further education or employment.

Table 15

Significant relationship between work immersion readiness and career plan preparedness among Senior High School learners in terms of Technical and Vocational Skills

Level of Work Immersion Readiness	Level of Career Plan Preparedness	R-value	N	P-value	Remarks	Decision
Technical and Vocational Skills	Self-awareness and Interest Alignment	0.806	509	< .001	Significant	Reject the Ho
	Career Exploration and Knowledge	0.817	509	< .001	Significant	Reject the Ho
	Decision-making and Goal-setting	0.390	509	< .001	Significant	Reject the Ho
	Understanding of Career Pathways	0.780	509	< .001	Significant	Reject the Ho

The findings indicate that technical and vocational skills have significant positive relationships with all dimensions of career plan preparedness among the 509 Senior High School learners. The strongest relationship was observed between technical and vocational skills and career exploration and knowledge ($r = 0.817$, $p < .001$), followed by self-awareness and interest alignment ($r = 0.806$, $p < .001$) and understanding of career pathways ($r = 0.780$, $p < .001$). The weakest relationship was found with decision-making and goal-setting ($r = 0.390$, $p < .001$), although the relationship remained statistically significant. Therefore, the null hypothesis was rejected across all dimensions, indicating that higher levels of technical and vocational skills are associated with higher levels of career plan preparedness.

These results imply that developing practical and occupational competencies may be closely associated with learners' ability to explore and understand potential career opportunities. Learners who possess stronger technical and vocational skills may have greater confidence in identifying careers related to their TVL specialization, assessing their competencies against career requirements, and exploring employment, entrepreneurship, or further training opportunities. The particularly strong relationship with career exploration and knowledge suggests that hands-on learning experiences may help learners connect their acquired competencies with actual workplace and career opportunities. However, the weaker relationship with decision-making and goal-setting indicates that additional guidance may be necessary to help learners translate their technical competencies into specific career goals and actionable plans.

The findings highlight the importance of strengthening the connection between work immersion, technical-vocational training, and career guidance. Work immersion activities that provide authentic workplace exposure, supervised practice, skills demonstrations, and opportunities to interact with industry practitioners may help learners recognize how their competencies relate to actual career pathways. This is consistent with the Department of Education's Guidelines for Work Immersion, which emphasize meaningful workplace exposure and the development of competencies relevant to learners' future education, employment, or entrepreneurship pathways (Department of Education, 2017). Recent Philippine initiatives further reinforce this connection by emphasizing industry-aligned competencies, workplace exposure, and employability skills through the Enhanced Senior High School Work Immersion Program (Department of Education, 2025). Similarly, the Senior High School Career Guidance Program emphasizes helping learners make informed career decisions based on their interests, abilities, and available opportunities (Department of Education, 2017). Recent evidence also indicates that structured career guidance can strengthen learners' career clarity, self-awareness, confidence, and understanding of available career options (Butal & Pevida, 2025). Thus, integrating technical-vocational training, authentic work experiences, and career guidance may help learners better connect their acquired competencies with realistic career and post-secondary pathways.

Table 16

Significant relationship between work immersion readiness and career plan preparedness among Senior High School learners in terms of Work Attitude and Discipline

Level of Work Immersion Readiness	Level of Career Plan Preparedness	R-value	N	P-value	Remarks	Decision
Work Attitude and Discipline	Self-awareness and Interest Alignment	0.777	509	< .001	Significant	Reject the Ho
	Career Exploration and Knowledge	0.754	509	< .001	Significant	Reject the Ho
	Decision-making and Goal-setting	0.414	509	< .001	Significant	Reject the Ho
	Understanding of Career Pathways	0.775	509	< .001	Significant	Reject the Ho

The findings indicate that work attitude and discipline have significant positive relationships with all dimensions of career plan preparedness among the 509 Senior High School learners. The strongest relationship was found between work attitude and discipline and self-awareness and interest alignment ($r = 0.777$, $p < .001$), followed by understanding of career pathways ($r = 0.775$, $p < .001$) and career exploration and knowledge ($r = 0.754$, $p < .001$). Although decision-making and goal-setting had the weakest relationship ($r = 0.414$, $p < .001$), the association remained statistically significant. Thus, the null hypothesis was rejected for all dimensions, indicating that stronger work attitudes and discipline are associated with higher levels of career plan preparedness.

These findings imply that learners' ability to demonstrate responsibility, punctuality, respect, adherence to workplace rules, and commitment to assigned tasks is closely associated with their preparation for future career pathways. Positive work attitudes can help learners recognize their strengths, explore career opportunities, and understand workplace expectations. This is supported by Dalangin (2023), who found significant relationships between graduate attributes, workplace readiness, and employability, emphasizing that stronger workplace readiness is associated with greater employability among students. Similarly, Ahmid et al. (2023) found that work readiness and vocational self-concept are important considerations in developing education and career programs for vocational students.

The relatively weaker relationship between work attitude and discipline and decision-making and goal-setting suggests that positive workplace behaviors alone may not be sufficient to develop concrete career decisions. Learners may still require structured career guidance, goal-setting activities, and opportunities to make informed career choices. This interpretation is supported by Makki et al. (2023), who reported a strong relationship between work readiness and decision-making self-efficacy, with decision-making self-efficacy subsequently contributing to career exploration. In addition, Okolie (2022) found that work placement learning positively contributes to students' readiness for the school-to-work transition, with self-efficacy and perceived employability playing important roles in this relationship.

The findings therefore highlight the importance of integrating work ethics, discipline, authentic work experiences, and career planning into Senior High School work immersion programs. Activities such as workplace simulations, supervised immersion, reflection activities, career action plans, and interactions with industry practitioners may help learners connect appropriate work attitudes with their long-term career goals. This is also consistent with O'Regan et al. (2023), who found that employer-supported employability activities can contribute to students' work-readiness development, particularly through socio-emotional skills and authentic workplace-oriented experiences.

Table 17

Significant relationship between work immersion readiness and career plan preparedness among Senior High School learners in terms of Adaptability and Problem-solving Skills

Level of Work Immersion Readiness	Level of Career Plan Preparedness	R-value	N	P-value	Remarks	Decision
Adaptability and Problem-solving Skills	Self-awareness and Interest Alignment	0.858	509	< .001	Significant	Reject the Ho
	Career Exploration and Knowledge	0.823	509	< .001	Significant	Reject the Ho
	Decision-making and Goal-setting	0.417	509	< .001	Significant	Reject the Ho
	Understanding of Career Pathways	0.792	509	< .001	Significant	Reject the Ho

The findings indicate that adaptability and problem-solving skills have significant positive relationships with all dimensions of career plan preparedness among the 509 Senior High School learners. The strongest relationship was observed between adaptability and problem-solving skills and self-awareness and interest alignment ($r = 0.858$, $p < .001$), followed by career exploration and knowledge ($r = 0.823$, $p < .001$) and understanding of career pathways ($r = 0.792$, $p < .001$). Although decision-making and goal-setting demonstrated the weakest relationship ($r = 0.417$, $p < .001$), it remained statistically significant. Therefore, the null hypothesis was rejected across all dimensions, indicating that higher adaptability and problem-solving skills are significantly associated with stronger career plan preparedness.

These results imply that learners who can adjust to new situations, respond constructively to challenges, identify possible solutions, and learn from mistakes are more likely to demonstrate preparedness in exploring and planning their future careers. The particularly strong relationship with self-awareness and interest alignment suggests that adaptability may help learners recognize their abilities and interests while adjusting their career preferences according to new information and experiences. Likewise, the strong relationship with career exploration and knowledge indicates that problem-solving skills may help learners evaluate career information and identify possible opportunities. However, the comparatively weaker relationship with decision-making and goal-setting suggests that learners may still require structured support in translating their adaptability and problem-solving abilities into specific career decisions and actionable goals.

Recent research supports the importance of these competencies in career preparation. Makki et al. (2023) found that work readiness was significantly associated with decision-making self-efficacy and career exploration, highlighting the importance of competencies that enable students to navigate career-related decisions. Similarly, Ahmid et al. (2023) emphasized the contribution of work readiness and vocational self-concept to employability among vocational students. These findings reinforce the present results by showing that readiness-related competencies are important in preparing learners for career development and the transition to employment.

The findings further suggest that work immersion programs should provide learners with opportunities to encounter authentic workplace problems, changing task requirements, unfamiliar situations, and decision-making scenarios. Case-based activities, workplace simulations, reflective exercises, and supervised problem-solving tasks may strengthen learners' ability to adapt while simultaneously helping them connect their experiences with their career plans. This is consistent with Okolie (2022), who reported that work placement learning contributes to students' readiness for the school-to-work transition and is associated with perceived employability and other career-related outcomes.

SUMMARY OF KEY FINDINGS

The study examined the relationship between work immersion readiness and career plan preparedness among Senior High School learners. Specifically, it assessed work immersion readiness in terms of communication skills, technical and vocational skills, work attitude and discipline, and adaptability and problem-solving skills. Career plan preparedness was examined in terms of self-awareness and interest alignment, career exploration and knowledge, decision-making and goal-setting, and understanding of career pathways. The study also determined the significant relationships between the dimensions of work immersion readiness and career plan preparedness and served as the basis for the development of a proposed Career Readiness Enhancement Program.

In terms of profile, the 509 respondents were mostly 17 years old or below (77%), female (55%), in Grade 12 (95%), and from the Home Economics strand (92%). Most respondents (84%) had attended at least one work immersion or career guidance orientation, while 16% had attended neither.

The respondents demonstrated generally high levels of work immersion readiness. Communication skills (M = 3.55, SD = 0.45) reflected a high level of preparedness for workplace interaction, while technical and vocational skills (M = 3.52, SD = 0.46) indicated that learners were generally capable of applying relevant skills and following appropriate workplace procedures. Work attitude and discipline obtained the highest general mean (M = 3.61, SD = 0.44), particularly in demonstrating respect and appropriate workplace behavior. Adaptability and problem-solving skills were also rated highly (M = 3.53, SD = 0.47), particularly in learners' willingness to seek guidance when faced with unfamiliar tasks or situations. However, comparatively lower areas were observed in identifying appropriate tools and materials and identifying possible solutions to workplace-related problems, suggesting areas for continued development.

The respondents likewise demonstrated generally high levels of career plan preparedness. In terms of self-awareness and interest alignment (M = 3.52, SD = 0.49), learners were generally able to recognize their strengths, abilities, interests, and areas where support was needed. For career exploration and knowledge (M = 3.52, SD = 0.48), learners demonstrated readiness to seek career-related information from teachers, guidance personnel, and industry resource persons. In decision-making and goal-setting (M = 3.48, SD = 0.67), learners showed willingness to seek advice before making major career decisions, although identifying specific actions needed to prepare for a preferred career was comparatively lower. In understanding career pathways (M = 3.52, SD = 0.46), learners were generally able to identify possible career pathways related to their TVL strand, while awareness of certification, assessment, and training requirements was comparatively lower.

The study found significant positive relationships between all dimensions of work immersion readiness and all dimensions of career plan preparedness. Communication skills had significant positive relationships with self-awareness and interest alignment (r = 0.697), career exploration and knowledge (r = 0.682), decision-making and goal-setting (r = 0.345), and understanding of career pathways (r = 0.738). Technical and vocational skills had significant positive relationships with self-

awareness and interest alignment (r = 0.806), career exploration and knowledge (r = 0.817), decision-making and goal-setting (r = 0.390), and understanding of career pathways (r = 0.780).

Work attitude and discipline also had significant positive relationships with self-awareness and interest alignment (r = 0.777), career exploration and knowledge (r = 0.754), decision-making and goal-setting (r = 0.414), and understanding of career pathways (r = 0.775). Adaptability and problem-solving skills demonstrated significant positive relationships with self-awareness and interest alignment (r = 0.858), career exploration and knowledge (r = 0.823), decision-making and goal-setting (r = 0.417), and understanding of career pathways (r = 0.792). All sixteen relationships were statistically significant at $p < .001$. Therefore, the null hypothesis was rejected for all tested relationships.

The strongest relationship was between adaptability and problem-solving skills and self-awareness and interest alignment (r = 0.858), followed by adaptability and problem-solving skills and career exploration and knowledge (r = 0.823), and technical and vocational skills and career exploration and knowledge (r = 0.817). In contrast, the weakest relationship was between communication skills and decision-making and goal-setting (r = 0.345). Across the work immersion readiness dimensions, decision-making and goal-setting generally showed comparatively weaker relationships with the readiness dimensions. These findings indicate the need to provide learners with additional support in translating their competencies, interests, and career knowledge into specific career decisions and actionable goals.

Based on these findings, a Career Readiness Enhancement Program was proposed. The program includes career self-awareness and interest mapping, communication and workplace interaction skills, technical-vocational skills and career matching, work attitude and professionalism, adaptability and problem-solving, career exploration and labor market awareness, career decision-making and goal-setting, career pathway and certification awareness, work immersion preparation and industry linkage, and career portfolio and progress monitoring. The proposed program has measurable expected outcomes and a total proposed budget of ₱100,000.

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

The Senior High School learners demonstrated generally high levels of work immersion readiness in terms of communication skills, technical and vocational skills, work attitude and discipline, and adaptability and problem-solving skills. This indicates that the learners possess important workplace-related competencies needed for participation in work immersion and future career-related activities.

The Senior High School learners demonstrated generally high levels of career plan preparedness in terms of self-awareness and interest alignment, career exploration and knowledge, decision-making and goal-setting, and understanding of career pathways. This suggests that the learners have a generally favorable level of awareness and preparation regarding their possible educational and career directions.

Despite the generally high levels of readiness and preparedness, specific areas require further strengthening. These include identifying appropriate tools and materials, identifying possible solutions to workplace problems, relating skills to career choices, comparing career options, identifying concrete actions for career preparation, and understanding certification, assessment, and training requirements.

Communication skills have significant positive relationships with all dimensions of career plan preparedness. This indicates that learners with stronger communication readiness tend to demonstrate higher levels of career preparedness across self-awareness, career exploration, decision-making, and understanding of career pathways.

Technical and vocational skills have significant positive relationships with all dimensions of career plan preparedness. The strongest relationship was with career exploration and knowledge, suggesting that practical competencies are closely associated with learners' understanding of possible occupations and career opportunities.

Work attitude and discipline have significant positive relationships with all dimensions of career plan preparedness. This indicates that workplace behaviors such as responsibility, professionalism, respect, and discipline are associated with learners' career planning and preparedness.

Adaptability and problem-solving skills have significant positive relationships with all dimensions of career plan preparedness. The strongest relationship in the study was between adaptability and problem-solving skills and self-awareness and interest alignment. This suggests that learners' ability to respond to challenges and unfamiliar situations is closely associated with their awareness of their own interests and capabilities.

The comparatively weaker relationships involving decision-making and goal-setting indicate that career awareness and workplace readiness should be complemented by structured opportunities for career decision-making and action planning.

Learners may possess career information and workplace competencies but still require support in translating these into specific and achievable career goals.

Since all sixteen tested relationships were statistically significant, the null hypothesis was rejected for all pairings. However, the findings indicate significant associations rather than causal effects; therefore, the results should be interpreted as evidence that work immersion readiness and career plan preparedness are significantly related among the respondents. Given that the respondents were predominantly Grade 12 (95%) learners from the Home Economics strand (92%), the findings should be generalized to other groups with caution.

The findings provide a basis for implementing a Career Readiness Enhancement Program that integrates workplace competencies, career exploration, career decision-making, and pathway planning to further strengthen the preparation of Senior High School learners for higher education, employment, entrepreneurship, and other post-secondary opportunities.

Based on the findings and conclusions of the study, the following recommendations are proposed:

For School Administrators. School administrators may strengthen the integration of work immersion, technical-vocational instruction, and career guidance activities. Resources may be allocated for career fairs, industry orientations, workplace simulations, skills demonstrations, and career development activities. Administrators may also support the implementation of the proposed Career Readiness Enhancement Program.

For Work Immersion Coordinators and Teachers. Work immersion coordinators and teachers may provide more authentic workplace preparation activities, including mock interviews, workplace simulations, skills demonstrations, problem-solving scenarios, and professional behavior activities. Learners may also be given opportunities to interact with industry practitioners so that they can better understand workplace expectations and career opportunities.

For Career Guidance Personnel. Career guidance personnel may provide structured activities focusing on career self-awareness, career exploration, decision-making, goal-setting, and pathway planning. Particular attention may be given to certification, assessment, training, and educational requirements because these were among the comparatively lower areas identified in the study. Learners who have not attended any work immersion or career guidance orientation (16% of the respondents) may also be prioritized for these activities.

For TVL Teachers. TVL teachers may strengthen competency-to-career mapping by explicitly connecting technical and vocational skills taught in the classroom with specific occupations, industries, certifications, and career pathways. Learners may be encouraged to identify how their acquired competencies can be applied in actual workplace settings.

For Senior High School Learners. Learners are encouraged to actively participate in work immersion, career guidance, industry exposure, and skills development activities. They may develop individual Career Action Plans that identify their preferred career pathways, required competencies, qualifications, certifications, training, and specific steps needed to achieve their career goals.

For Industry Partners. Industry partners may collaborate with schools in providing workplace orientations, career talks, skills demonstrations, supervised experiences, mock interviews, and feedback on learners' workplace readiness. Such partnerships may help learners develop a more realistic understanding of workplace expectations and career opportunities.

For Parents and Guardians. Parents and guardians may participate in career guidance activities and support learners in exploring realistic educational and career options. They may encourage learners to consider their interests, abilities, competencies, and available opportunities when making career decisions.

For the School Guidance and Work Immersion Program. The school may establish a systematic monitoring mechanism that measures learners' career readiness before and after program implementation. Pre- and post-assessments, career portfolios, supervisor evaluations, and individual Career Action Plans may be used to monitor measurable improvements.

For Future Researchers. Future researchers may replicate the study in other Senior High School strands, schools, or geographic locations to determine whether similar relationships exist. Future studies may also consider longitudinal designs or other research approaches to examine how work immersion experiences contribute to career readiness over time. Future studies may also include a more proportionate representation of TVL specializations and grade levels, since most respondents in this study were Grade 12 Home Economics learners.

REFERENCES

1) **Alawin-Ligwang, M. M. (2025).** Work immersion performance of senior high school students: A foundation for enhancing implementation. Journal of Education, Society and Behavioural Science, 38(4), 93–104. https://doi.org/10.9734/jesbs/2025/v38i41403

2) **Bautista, R. (2024).** Career goal-setting and academic motivation among senior high school learners. Journal of Educational Development, 18(2), 45–60.
3) **Caballero, J. (2025).** From classroom to career: Evaluating work immersion programs for technical-vocational learners. International Journal of Career Development Studies, 9(1), 33–48.
4) **Chen, Y., & Zhang, L. (2023).** Career knowledge and career maturity among secondary school students. Journal of Vocational Behavior Studies, 14(3), 120–134.
5) **Chummani, A., Galima, P., & Mina, L. (2025).** Work immersion readiness of learners in ICT strand: Basis for skill enhancement. Science, Technology and Education Research Journal, 12(1), 1–15. https://cedjournals.com/index.php/sjter/article/view/22
6) **Chummani, W. P., Galima, J. E., & Mina, J. F. (2025).** The perceived impact of TVL-ICT senior high school work immersion program on employment readiness and tertiary education preparation. Student Journal of Technology and Educational Research, 2(1), 1–15. https://cedjournals.com/index.php/sjter/article/view/22
7) **Durante, J. V. (2025).** Work immersion as a predictor to current employment performance of senior high school graduates. Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields, 1(8), 341–352. https://doi.org/10.5281/zenodo.16926512
8) **Department of Education. (2021).** Policy guidelines for work immersion implementation. DepEd Order No. 30, s. 2017 (Reaffirmed implementation updates 2021). https://www.deped.gov.ph
9) **Flores, M., & Dela Cruz, A. (2023).** Communication skills and work immersion performance of senior high school students. Asian Journal of Education and Social Studies, 32(4), 210–225.
10) **Garcia, J. (2022).** Communication competence and work readiness among senior high school learners. Philippine Journal of Educational Research, 16(2), 55–70.
11) **Hernandez, S. (2023).** Self-awareness and career decision-making among adolescents. International Journal of Guidance and Counseling, 11(2), 88–102.
12) **Insorio, R., et al. (2023).** Building awareness, interest, and readiness towards college course through work immersion. Modern Journal of Studies in Education, 10(1), 1–12.
13) **Lopez, M., & Reyes, D. (2023).** Decision-making skills and career maturity of senior high school students. Journal of Student Development Studies, 8(2), 77–91.
14) **Mendoza, A. (2022).** Work attitude and discipline as predictors of student performance in work immersion. Educational Management Review, 7(3), 101–115.
15) **Rivera, C. (2024).** Career exploration and occupational awareness among senior high school learners. Journal of Career Education Research, 15(1), 66–80.
16) **Santos, J., & Cruz, P. (2021).** Communication skills and employability of senior high school graduates. Asian Education Journal, 9(2), 45–59.
17) **Santos, R., Reyes, M., & Dela Cruz, L. (2024).** Work immersion and career pathway understanding among SHS learners. International Journal of Learning and Development, 14(1), 23–39.
18) **Villanueva, A. (2021).** Career pathway awareness and academic alignment among high school students. Philippine Journal of Educational Studies, 12(1), 12–25.
19) **Wang, P., Zheng, Y., Zhang, M., Yin, K., Geng, F., Zheng, F., Ma, J., & Wu, X. (2024).** Methods for measuring career readiness of high school students: Based on multidimensional item response theory and text mining. Humanities and Social Sciences Communications, 11, Article 922. https://doi.org/10.1057/s41599-024-03436-
20) **Ahmid, S. S., Tiew, C. C., & Abdullah, M. N. L. Y. (2023).** The influence of innovative characteristics, work readiness, and vocational self- concept on employability of vocational college students. International Journal for Research in Vocational Education and Training, 10(3), 288–317. https://doi.org/10.13152/IJRVET.10.3.1
21) **Butal, M. A., & Pevida, N. (2025).** Examining the impact of the Career Guidance Program on Senior High School students' career decision- making and transition at Tomas V. Rivera National High School. Psychology and Education: A Multidisciplinary Journal, 35(10), 1129–1140. https://doi.org/10.70838/pemj.351004
22) **Dalangin, E. M. L. (2023).** Graduate attributes, workplace readiness and students' employability: Inputs in developing career development plan. Asia Pacific Journal of Management and Sustainable Development,11(2),8–18. https://research.lpubatangas.edu.ph/wp- content/uploads/2024/07/2.-APJMSD-2023-35.pdf

23) **Department of Education. (2017).** Guidelines for the implementation of the Senior High School Career Guidance Program (DepEd Order No. 42, s. 2017). Department of Education, Philippines.
24) **Department of Education. (2017).** Guidelines for work immersion (DepEd Order No. 30, s. 2017). Department of Education, Philippines.
25) **Department of Education. (2025).** Guidelines for the DepEd-PCORP pilot implementation of the Enhanced Senior High School Work Immersion Program in selected schools (DepEd Memorandum No. 052, s. 2025). Department of Education, Philippines.
26) **Diva, V., & Satwika, P. A. (2024).** Work readiness of final year students observed from grit and career adaptability. Jurnal Kajian Bimbingan dan Konseling, 9(2), 115–121. https://doi.org/10.17977/um001v9i22024p115-121
27) **Kleine, A.-K., Schmitt, A., & Wisse, B. (2021).** Students' career exploration: A meta-analysis. Journal of Vocational Behavior, 131, Article 103645. https://doi.org/10.1016/j.jvb.2021.103645
28) **Lasut, L., Harjanti, E. P., & Novita, M. P. (2024).** Pelatihan kesiapan kerja untuk meningkatkan career adaptability pada siswa SMK di Kabupaten Temanggung. Wacana Psikokultural, 1(2), 32–39. https://doi.org/10.24246/jwp.v2i1.12086
29) **Makki, B. I., Feng, F., Waqar, M. A., & Adhikari, I. M. (2023).** Work readiness, decision-making self-efficacy, and career exploration among engineering students: A two-step framework. Mathematical Problems in Engineering, 2023, Article 8166825. https://doi.org/10.1155/2023/8166825
30) **O'Regan, M., Carthy, A., McGuinness, C., & Owende, P. (2023)**. Employer collaboration in developing graduate employability: A pilot study in Ireland. Education + Training, 65(10), 1–13. https://doi.org/10.1108/ET-03-2022-0081
31) **Okolie, U. C. (2022).** Work placement learning and students' readiness for school-to-work transition: Do perceived employability and faculty supervisor support matter? Journal of Vocational Behavior, 139, Article 103805. https://doi.org/10.1016/j.jvb.2022.103805
32) **Ordoñez, R. J. S., De Arce, I. D. G., & Mabalot, A. C. M. (2023).** Redefining work immersion of Grade 12 students of Biangan Integrated School towards career development in pursuance to higher education, business, and employment. Department of Education E-Saliksik.

There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non-Commercial 4.0 International (CC BY-NC 4.0) (https://creativecommons.org/licenses/by-nc/4.0/), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.