
Work Immersion for College and Career Readiness of Accountancy, Business and Management among Senior High School**Dr. Anthony A. Millare, LPT**

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Abstract - This study aimed to determine the importance of the work immersion of senior high school students to be equipped with proper tools and attributes to enter college and/or employment regarding self-efficacy test which details the respondents' learning experiences and outcomes, college experiences, and college and career planning. The study used both qualitative and quantitative research designs. There were 174 respondents who enrolled in the College of Business and Accountancy in Liceo de Cagayan University with an approval by the dean. A modified survey questionnaire was the tool used for data gathering to identify the importance of work immersion program of the senior high school to their college and career. Results revealed that respondents are satisfied in improving the skills and abilities, being able to comprehend from the different situation they might be in, as well as their understanding about college and career and its importance. It is recommended that concerned educators should lead to realistic career opportunities, provide college and career exploration opportunities for students, and build workforce connections into the general education curriculum so that students can reflect on individual interests and abilities as they relate to content material and its connection to college and workforce needs.

Keywords - *Work Immersion; Self-efficacy; Learning Experiences; College and Career Readiness; Learning Outcomes*

Introduction

Readiness is one of the important tools in studies and in work. Being ready with school and work stuff would make a person equipped with the basic skills and attitudes to handle a lot of difficulties. The question is not the value of the work immersion experience for Senior High School (SHS) Accountancy, Business and Management (ABM) students, but the degree of readiness of students for intensive experiential learning. Therefore, students need to develop their career skills and college readiness in order for them to be able to handle problems whether in undergraduate studies and/or in the work set-up in K to 12.

According to Fleming (2018), today's workforce demands highly-skilled, knowledgeable, and adaptable personnel to meet the challenges of a rapidly changing economy and society. Therefore, schools need to shift focus from repetition of information and compliance, to enduring understandings, skills, and long-term transfer goals that will prepare students for on-going post-secondary learning and adaptability in meeting its demands of today's workforce. To do this, efforts of secondary education institutions must focus on developing the understanding skills of college and career readiness for students. College and Career Readiness (CCR) is defined as the ability of students to enter post-secondary institutions for learning, certificate programs, or the workforce no need for remediation in basic academics or skills related to the post-secondary pathway. In addition, students must develop and adapt behavioral aspects of students and employees' performance such as their time management, adaptability and interpersonal skill, as well as their persistence which are necessary for on-going growth and success at the post-secondary level (ACT, 2013; Conley, 2012; National Assessment Governing Board, 2009). Very likely, students are exiting high school not equipped with the necessary skills required of post-secondary education and the workforce (Alvarez, Gillies, & Bradsher, 2003). Inability to compete in the academic arena makes students unable to compete in the economic arena. Secondary career and technical education are finding itself at the forefront of these challenges and is emerging as an active stakeholder of high school reform efforts (Neumark, 2007) as well as the college and career readiness of the high school students. Most aspects of high school reform center on the critical role, education must play in influencing the economic development of our rapidly changing society or what we call globalization. Parents must be convinced that the educators are teaching different skills from those of a generation ago and are better preparing students with the basic work readiness skills employers are seeking (Cavanagh, 2005).

Moreover, students who were involved in ways of learning were in most cases rather enthusiastic about this, as they found that this kind of learning was more fun and was experienced as more meaningful than the traditional ways of learning (Moore, 2010).

Careers of the 21st century now require some form of post-secondary education. More specifically, Dohm and Shniper (2007) reported that 73% of the fastest growing occupations require some form of post-secondary education or training. College-ready students are more likely to be prepared for post-secondary education and the workforce (Cline, Bissell, Hafner, & Katz, 2007) and to be ready to participate in the social and political aspects of citizenship (Dougherty, Mellor, & Smith, 2006) than are students who are not college-ready.

In addition, an economic benefit exists to the individual and to the public when students are adequately prepared for college (Merisotis & Phipps, 2000). Unless students qualify for financial aid, they and their parents may face an additional burden as they may have to pay for courses for which they do not get credit. Accordingly, students may then require more semesters in which to graduate. Moreover, across the nation in both 2-year and 4-year institutions of higher education the likelihood exists that some students regardless of ethnicity or economic status who take one or more developmental courses may not graduate (Bettinger & Long, 2004; Deil-Amen & Rosenbaum, 2002; Merisotis & Phipps, 2000; National Center for Education Statistics [NCES], 2004) and may experience a lower income related to not completing an undergraduate degree. Furthermore, a loss of financial benefit exists to the community when students who start college do not finish and earn their degrees (Merisotis & Phipps, 2000).

The perception of the level of preparedness by business students, faculty, and employers has been found to significantly differ throughout research, which raises questions as to the overall accuracy of post-internship assessment being performed (Abraham & Karns, 2009). Since internships have been found to improve employability, this topic is important for universities to explore.

Still, many high school graduates fall short of being prepared to be successful in post-secondary education. Green and Forester (2003) stated: More than half of the students who do graduate from high school, and more than two-thirds of all the students who start high school, do not graduate with the minimal requirements needed to apply to a four-year college or university.

With this, we can really say that the work components to CCR model are very important since senior high school students must be equipped with fundamental knowledge and skills especially before graduating from senior high school. It is very essential to each of the students to be able to give value and understand the value of being college and work-ready. If the students will be able to continue and grab a degree program after graduating in senior high, he/she should be able to adjust and be prepared with necessary skills that would fit to their chosen fields. Also, if the students will push through with working careers, basic career skills and appropriate behavior towards the other people must be considered for them to be able to adapt change of environment.

Methodology

Basing on the review of literature in the previous chapter where it provides definition for college and career readiness, assessable characteristics of college and career readiness, and variables that play a role in student acquisition of college and career ready skills, knowledge, and behaviors. This study will investigate how graduates were influenced to engage in college and career readiness skills, understandings, and behaviors during or after high school, including who and what contributed to graduate engagement in college and career ready skills and knowledge. This chapter provides details on the inquiry setting and the research methods for collecting and analyzing the interview data.

This chapter presents the methods employed in knowing how graduates were influenced to engage in college and career readiness skills, understandings, and behaviors during or after high school, including who and what contributed to graduate engagement in college and career ready skills and knowledge. It consists of the following sections: (a) Research Setting, (b) Research design, (c) Respondents and Sampling Procedure, (d) Research Instruments, (e) Validity and Reliability of the Instruments, (f) Research Protocol, (g) Data Gathering Procedure, (h) Methods of the Data Analysis, and (i) Statistical Techniques.

Research Setting

This study was conducted among the College of Business and Accountancy freshmen students who graduated under the Accountancy, Business and Management (ABM) strand regardless which school they came from. Respondents are currently studying in Liceo de Cagayan University, Cagayan de Oro City.

The College of Business and Accountancy is composed of six courses: Bachelor of Science in Business Administration, Bachelor of Science in Accountancy, and the Management courses.

Research Design

The study used both qualitative and quantitative research designs. This research is all about knowing, measuring, and identifying whether the work immersion subject of ABM in SHS graduates relates to the four components to CCR model. This research is designed in a way that the SHS graduates describe the value of college and career development programs based on their work immersion subject. Questionnaires were hand-given to the respondents in order to absorb the possible related response rate. To

minimize the frustrations of the respondents, hence, the number of uncompleted questionnaires, the number of questions were limited.

Respondents and Sampling Procedure

The researcher conducted random sampling which focused to the topics related only to the said research that could come-up with the result on determining the importance of Work Immersion subject for them to be ready and equipped with the proper tools and attributes to enter college and/or employment.

The questionnaire was constructed with several parts. First part details the respondent's demographic profile including the respondent's sex, age, course in college, previous school, grade in Work Immersion, and the like. Next part details the learning experiences in relation of the work immersion to the work components of CCR. Another part measures the respondent's learning outcomes and its college experiences which describes the importance of CCR based on the students work immersion experiences. The final part details the college and career planning which describes their adjustment experiences beyond senior high school. A total of 174 respondents out from the 317 respondents will be asked in conducting this research.

The basis for obtaining the sample size was the total students enrolled in the College of Business and Accountancy who are graduates of Accountancy, Business and Management during their senior high school. The population size is quite large; hence random sampling was employed. The researcher employed the Slovin's Formula to get the sample population. There were 174 actual respondents in the study that were randomly selected employing room-to-room visit in conducting the survey. Before the respondents started answering the questionnaires, the researcher discussed first the details of the instrument. Concerns and clarifications from the respondents about the questionnaire were answered directly by the researcher while waiting for the respondents to finish.

Slovin's Formula:

$$n = N / (1 + Ne^2)$$

Where:

n = sample size

N = total population

e = margin of error

Research Instrument

The instrument used a modified survey questionnaire by Resch (2011) for the gathering of data to determine the importance of Work Immersion subject for them to be ready and equipped with the proper tools and attributes to enter college and/or employment. The questionnaire consisted of two parts: Part I aimed to get information about the respondents' demographic profile considering their sex, age, course in college, previous school and grade in Work Immersion, if they are currently employed, their financial sponsors, and the Work immersion relate to the CCR. Part II of the questionnaire dealt with the respondents' self-efficacy towards College and Career Readiness in terms of their learning experiences, learning outcomes, college experiences, college and career planning by giving how important Work Immersion is as well as the respondents' adjustment experiences toward college and/or career. The instrument responds to a five-point scale of (5)Strongly Agree, (4)Agree, (3)Moderately Agree, (2)Disagree, (1)Strongly Disagree and (3)Many Times, (2)Once or Twice, and (1)Never.

Validity and Reliability of the Instruments

The data were obtained through a modified questionnaire. Before finalizing the questionnaire, the tool underwent a Content Validity Testing done by the experts of the field. To ensure that all the necessary information would be included in the research instrument, the questionnaire had gone a series of scrutiny from the adviser and consultations with the experts. The questionnaire has been finalized after a series of revisions and modifications prescribed by the adviser and the experts, as per advised by the panel members during the proposal defense. The final form of the instrument was submitted to the adviser for final review and approval for production prior to its distribution to the respondents.

Research Protocol

To ensure the quality and reliability of research findings, the researcher observed the following University Research Protocol:

1. The researcher sought approval from the adviser after careful assessment and review of the manuscript for the thesis.
2. The Dean of the School of Graduate Studies approved the schedule for the defense of the thesis proposal after thorough assessment and review of the final manuscript.

3. After the proposal defense, the researcher accomplished the Research Ethics Application Form and submitted to the Office of the Vice President for Research, Publication, and Extension together with the approved research proposal.
4. The Associate Director of the Research, Publication, and Extension Office reviewed the proposal and Research Ethics Form for completeness and for compliance with the University format and guidelines. The research ethics form was then forwarded to the RPEO Director and Vice President for Research, Publication and Extension for further review and approval of the Research Ethics Review Committee.
5. The researcher wrote letters and secured permission from the University President, University Vice President, Dean of the School of Graduate Studies, Registrar's Office, Dean of the College of Business and Accountancy, prior to the data gathering to ensure the university administrators' consent.
6. The researcher also secured the respondents' consent to participate in the study. Moreover, the respondents were assured that all their responses would be treated with utmost confidentiality.
7. Provision of the final manuscript. The researcher provided the adviser the copy of the manuscript for assessment and review of the quality and relevance of the paper before the scheduling of the final research presentation.
8. Once the paper was approved by the adviser, it was forwarded to the Research Coordinator for further review of the completeness of the paper. The Coordinator meets with the Dean for the scheduling of the paper presentation.
9. After the final paper presentation, the researcher incorporated all the corrections and suggestions of the Research Panel. It was then reviewed by the adviser and the panel member.
10. After the final paper was approved by the panel, it was then submitted to the Research, Publication, and Extension Office for Plagiarism and Grammarly Tests.
11. The researcher then forwarded the final paper to their assigned editor. After incorporating all the corrections, the researcher submitted the final paper to the adviser and Research Panel for signature and approval for binding.

Data Gathering Procedures

The responses were coded, tallied, and collated in tables for purposes of statistical treatment and data analysis. For the independent variables, the following scale was used.

Data on sex is nominal. This data is in the form of frequencies fitting discrete and distinct categories. Thus, the score assigned to this variable is 1 and 2.

For the course in college, the following scale was used:

Range	Points
Bachelor of Science in Accountancy	1
Bachelor of Science Business Administration	2
Bachelor of Science Hospitality and Management	3
Bachelor of Science Real Estate Management	4

For the average grade in Work Immersion, the following scale was used:

Grade	Points
96-100	1
91-95	2
86-90	3
81-85	4
75-80	5

For the financial sponsors, the following scale was used:

Sponsors	Points
Family	1
Relatives	2
Scholarship	3
Self-support/work	4
Others	5

For the employment status, the following scale was used:

Are you currently employed?	Points
No	1
Yes	2

For the scholarship/s availed, the following scale was used:

Granting Institution	Points
None	1
Government	2
Private Company	3
Others	4

On the students' learning experiences, learning outcomes, and college experiences, the following scale was used:

Responses	Points	Interval Scale	Description
Strongly Agree	5	4.50 – 5.00	Very Satisfied
Agree	4	3.50 – 4.49	Satisfied
Moderately Agree	3	2.50 – 3.49	Moderately Satisfied
Disagree	2	1.50 – 2.49	Needs Improvement
Strongly Disagree	1	1.00 – 1.49	Not at all Satisfied

On the students' college and career planning, the following scale was used:

Responses	Points	Interval Scale	Description
Many Times	3	2.50 – 3.00	Always
Once or Twice	2	1.50 – 2.49	Sometimes
Never	1	1.00 – 1.49	None at all

Methods of Data Analysis

Mean and Frequency were used on respondents' profile specifically on age, gender, and financial sponsors, average grade in Work Immersion, and respondents' availed scholarships. The data was presented to the statistician for further scrutiny of the measurability on the questions given. The tool had undergone content validity, and the statistician approved the tool for the validity and was advised to proceed to the administration of survey questionnaire. The results were presented to the adviser and panel after the finalization of data collection.

Statistical Techniques

The data gathered were tabulated and statistically treated for analysis and interpretation using statistical measure and treatment. Descriptive statistics such as mean, frequency, and percent distributions were employed for problem 1 on the relatedness of Work Immersion to the College and Career Readiness model as the unit of analysis. For problems 2 and 3, mean and standard deviation and their corresponding description were used to present the data on students' experiences and adjustments for college and career. Minitab is used to produce reliable statistical data from the gathered questionnaires from the respondents.

Results and Discussions

This chapter presents the data gathered and the analysis as well as its interpretation. The answers are presented based on the sequence of the problem stated in Chapter 1. For the mode of analysis, descriptive statistics such as mean, frequency, and percent distributions were employed for problem 1 on the demographic profile of the respondents. For problem 2, mean and standard deviation and their corresponding description were used to present the data on the level of College and Career Readiness of the students as the unit of analysis.

PROBLEM NO. 1: What is the demographic profile of the respondents?

- a. Sex
- b. Age
- c. Course
- d. Previous School
- e. Grade in Work Immersion
- f. Employment Status
- g. Financial Sponsors
- h. Scholarship/s

Table 1
Frequency and Percentage Distribution According to Respondent's Profile

		Frequency	Percentage
Sex	Male	41	23.56
	Female	133	76.44
	Total	174	100.00
Age	18	55	31.61
	19	94	54.02
	20	19	10.92
	21 and above	6	3.45
	Total	174	100.00
Course	BS in Accountancy	62	35.63
	BS in Business Administration	48	27.59
	BS in Hospitality and Management	26	14.94
	BS in Real Estate Management	38	21.84
	Total	174	100.00
Previous School (SHS)	Liceo de Cagayan University	79	47.88
	Capitol University	6	3.64
	Cagayan de Oro College	26	15.76
	Lourdes College	7	4.24
	Southern Philippines College	2	1.21
	Kong Hua School	2	1.21
	Fatima College of Camiguin	6	3.64
	Bulua National High School	3	1.82
	Lapasan National High School	2	1.21
	Merry Child School	4	2.42
	Saint Columban College	3	1.82
	Bukidnon State University	3	1.82
	Cagayan de Oro City High School	2	1.21
	Christ the King College	1	0.61
	Agusan National High School	1	0.61
	Alubijid National Comprehensive High School	1	0.61
	Blessed Mother College	1	0.61
	Central Visayas Institute Foundation	1	0.61
	Corpus Christi School	1	0.61
	Dangcagan National High School	1	0.61
	Holy Cross High School	1	0.61
	Iligan Capitol College	1	0.61
	Kinawe National High School	1	0.61
	Medina National Comprehensive Hs	1	0.61
	Misamis Occidental National High School	1	0.61
	Opol National State College	1	0.61
	RC-Al Khwarizmi International College Foundation, Inc.	1	0.61
	Saint Joseph Institute of Technology	1	0.61
	Salay National High School	1	0.61
	St. Michaels College	1	0.61
	St. Paul School	1	0.61
	STI CDO	1	0.61
	STI College Fairview	1	0.61
*No Given Data	6	0.61	
Total	174	100.00	

Grade in Work Immersion	96 – 100	24	13.79
	91 – 95	106	60.92
	86 – 90	37	21.26
	81 – 85	6	3.45
	75 – 80	1	0.57
	Total	174	100.00
Employment Status	No	174	100.00
	Yes	0	0.00
	Total	174	100.00
Financial Sponsors	Family	95	54.60
	Relatives	2	1.15
	Scholarship	77	44.25
	Self-support/Work	0	0.00
	Others	0	0.00
	Total	174	100.00
Scholarship Aailed	None	96	55.17
	Government	53	30.46
	Private Company	25	14.37
	Others	0	0.00
	Total	174	100.00

Sex. Table 1 shows that the ratio of students enrolled in CBA who graduated under the ABM strand according to their sex that 133 or 76.44 percent of the respondents are composed of female students outnumbered male students who composed on 41 or 23.56 percent or more than three fourths of the sample population.

Age. Table shows that the frequency and percentage distribution of respondents in terms of age. Data revealed that majority of the respondents 94 or 54.02 percent are age 19 years old though some of them 55 or 31.61 percent were age 18 years old. Few 19 or 10.92 percent are 20 years old. Least of the respondents are 6 or 3.45 percent were 21 years old and above.

Course. There were four courses under the College of Business and Accountancy namely: Bachelor of Science in Accountancy, Bachelor of Science in Business Administration, Bachelor of Science in Real Estate Management, Bachelor of Science in Hospitality and Management. Results show that majority of the respondents are currently taking the course of Bachelor of Science in Accountancy with a frequency of 62 or 35.63 percent. Followed by Bachelor of Science in Business Administration with 48 or 27.59 percent of the sample population. Bachelor of Science in Real Estate Management has 38 or 21.84 percent while Bachelor of Science in Hospitality and Management has the lowest turnout of the enrolled students with 26 or 14.94 percent of the total sample population.

According to bachelorstudies.com (2019), business courses rank fourth (4th) among the 47 Top Bachelor of Science Degrees in the Philippines in 2019. Business studies is an area of study in which students learn the skills necessary for running a business. Different topics may include advertising, marketing, managing money, communication, administration, business plan writing, and the hiring and training of employees.

Previous School. Data shows that majority of the respondents are graduates from Liceo de Cagayan University – Senior High School with 79 or 47.88 percent from the total sample population. It implicates that there are many students coming from LDCU SHS still choose Liceo in pursuing college. Cagayan de Oro College ABM SHS graduates has 26 or 15.76 percent of the students enrolled in Liceo U. Lourdes College with 7 or 4.24 percent, Capitol University and Fatima College of Camiguin both has 6 or 3.64 percent, followed by Merry Child School with 4 or 2.42 percent of the sample population. Schools outside the CDO like Saint Columban College of Pagadian, RC-Al Khwarizmi International College Foundation, Inc. of Marawi City, Saint Joseph Institute of Technology of Butuan City, STI College Fareview of Quezon City, Bukidnon State University of Bukidnon, and the like also contributed to the university's CBA enrolment.

According to 2019 Northern Mindanao University Ranking (2019), Liceo de Cagayan University ranked seventh (7TH) placed our from the 12 recognized Northern Mindanao higher-education institutions meeting the following uniRank selection criteria: being chartered, licensed and/or accredited by the appropriate Philippines higher education-related organization, offering at least four-year undergraduate degrees (bachelor degrees) or postgraduate degrees (master or doctoral degrees), and delivering courses predominantly in a traditional, face-to-face, non-distance education format.

While according to FinUniversity.ph Philippine Universities Ranking (2019), Capitol University has 39.50 percent (top 6), Cagayan de Oro College has 49.80 percent (top 5). Lourdes College with 52.50 percent (top 4), while Liceo de Cagayan University garnered a weighted ranking average of 56.50 percent (top 3). Landing on top 2 is University of Science and Technology of Southern Philippines with a weighted ranking average of 57.70 percent and Xavier University-Ateneo de Cagayan bagged the number spot with 80.30 percent basing on its 22 exams.

Grade in Work Immersion. Table 1 shows the frequency distribution of respondents in terms of grade in Work Immersion. Data indicates that 24 or 13.79 percent are in the grade bracket between 96 percent, and above which implicates such students performed near to perfection or excellence during their Work Immersion program in SHS though 106 or 60.92 percent were able to have a grade of 91 – 95 which means that they are satisfied and were able to do their best during their immersion. Few 6 or 3.45 percent of the respondents are within 81 – 85 grade bracket. Least of the respondents is 1 or 0.57 percent within the grade bracket of 75 – 80.

Employment Status. The table also presents the frequency and percentage distribution of respondents' profile in terms of employment status. Results show that all of the respondents were unemployed and are dependent to their family as well as to the scholarships availed.

The Department of Education (2018) has welcomed a recent survey showing 24 percent of companies are ready to hire senior high school graduates this year. Education Undersecretary Jesus Mateo said the survey conducted by employment website JobStreet is a welcome opportunity for DepEd to have baseline data on employer's willingness to hire K-12 graduates. Twenty-four percent is about two in every 10 of company employers, a good enough percentage to take in K-12 graduates in entry level positions doing administrative and support work to technical, supervisory and managerial levels. It is a challenge at the same time for K-12 graduates to develop their skills and be the company's engine to growth. Coupled with the right attitude, they will surely succeed in the labor market. The survey conducted by JobStreet as part of its 2018 Fresh Graduate Report showed that only 24 percent of employers using the website are ready to hire the first batch of graduates of the K-12 program.

The lack of available positions for non-college graduates and the supposed insufficient work experience of K-12 graduates were the primary reasons cited by employers who said that they are not ready to accept senior high school graduates. Those who were undecided said that they are either evaluating the readiness of their companies or are still finalizing the timeline on when they would hire K-12 graduates. On Friday, business leaders called on companies to consider hiring senior high school graduates.

According to del Rosario of the Philippine Business for Education, there really are jobs that do not need a full four-year degree to start with. Just because there's surplus of college graduates does not justify discriminating against those who do not have a college degree.

That's the appeal we're making — open our minds to the possibility that senior high school graduates do have enough competencies for certain jobs. There are certain specific jobs that can be filled by people who do not have college degrees, particularly those who have benefited from the senior high school curriculum. While it is still a work in progress, they do have the competencies for some jobs. All we're saying is, do not discriminate against them. PBed has initiated an affirmative hiring initiative for K-12 graduates to provide opportunities to as many as 600,000 senior high school graduates who may want to join the workforce. The program aims to enjoin companies to rethink their hiring policies by opening entry-level position for senior high school graduates, del Rosario (2018)

Financial Sponsors. The same table shows the frequency and percentage of respondents with regards to their financial sponsors while studying in college. Results show that many 95 or 54.60 percent of the respondents are personally financed and supported by their own families while some 77 or 44.25 percent of the respondents' schooling are financed through a scholarship whether it comes from the government or private company/institution.

Scholarship Availed. Also shown in the Table is the frequency and percentage of the respondents' profile according to the scholarships availed during their stay in college. Data revealed that majority 96 or 55.17 percent of the respondents are not dependent with scholarships which indicates that their studies are funded by their family alone. While some 53 or 30.46 percent of the respondents' education are beneficiaries of the government. Only a few 25 or 14.37 percent of the respondents' education are financed by private companies. Data also shows that student assistantship, city scholarship, and the like are the components of scholarships availed by most respondents.

PROBLEM NO. 2: What is the level of college and career readiness of the students? In terms of;

- a. Learning Experiences,
- b. Learning Outcomes,
- c. College Experiences, and
- d. College and Career Planning

Table 2
College and Career Readiness According to the Learning Experiences of the Respondents

Reflecting on the classes you have taken in Work Immersion subject, indicate the extent to which you agree or disagree with the following statements about your learning experiences.				
When I think about my Work Immersion classes and instructors...	Mean	Standard Deviation	Verbal Description	Interpretation
1. I feel accepted as a capable student by my instructors.	4.07	0.80	Agree	Satisfied
2. I feel accepted as a person by my instructors.	4.14	0.80	Agree	Satisfied
3. My instructors make me feel as though I bring valuable ideas to class.	3.91	0.77	Agree	Satisfied
4. My instructors understand that students come from different backgrounds.	4.09	0.84	Agree	Satisfied
5. My instructors are interested in what I have to share in class.	3.90	0.79	Agree	Satisfied
6. My instructors seem to genuinely care how I am doing.	3.84	0.82	Agree	Satisfied
7. The pace of my classes is appropriate for me.	3.90	0.83	Agree	Satisfied
8. I am encouraged by my instructors to openly share my views in classes.	3.84	0.88	Agree	Satisfied
9. I feel motivated to come to my classes.	3.98	0.80	Agree	Satisfied
10. I can express my honest opinions in my classes.	3.82	0.91	Agree	Satisfied
11. My instructors show that they believe in my ability to do the class work.	3.91	0.85	Agree	Satisfied
12. My instructors give me enough time to understand the class material.	3.83	0.91	Agree	Satisfied
13. My instructors care about my learning.	4.01	0.86	Agree	Satisfied
14. My instructors are willing to help me at all times.	4.01	0.91	Agree	Satisfied
Total	3.95	0.84	Agree	Satisfied

Legend: 5 – Strongly Agree 4 – Moderately Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

Range	Point Value	Responses	Description
4.50 – 5.00	5	Strongly Agree	Very Satisfied
3.50 – 4.49	4	Agree	Satisfied
2.50 – 3.49	3	Moderately Agree	Moderately Satisfied
1.50 – 2.49	2	Disagree	Needs Improvement
1.00 – 1.49	1	Strongly Disagree	Not at all Satisfied

Table 2 revealed the relatedness of Work Immersion program to the Career and College Readiness according to the respondents' learning experiences. Data revealed that respondents are satisfied, in general, when it comes to their capability, acceptance, interest, understanding, appropriateness, and willingness to solve problems and to balance time.

On the improvement of their skills and abilities, being able to comprehend from the different situation they might be in, as well as their understanding about college and career and its importance. This posed an important implication to the importance of college and career readiness to the students to prepare them for the future, may it be in college or in employment. Data revealed that respondents, in general, that the Work Immersion program of the senior high school relate to CCR with the mean of 3.95 or students were satisfied of the Work Immersion program of their respective schools during their senior high school.

Table 3
College and Career Readiness According to the Learning Outcomes of the Respondents

Thinking about your experience in the Work Immersion subject, indicate the extent to which you agree or disagree with the following statements about what you have learned.					
As a result of Work Immersion...	Mean	Standard Deviation	Verbal Description	Interpretation	
1. I have improved my numerical skills.	3.82	0.82	Agree	Satisfied	
2. I have improved my written communication skills.	3.91	0.77	Agree	Satisfied	
3. I have improved my oral communication skills	4.03	0.79	Agree	Satisfied	
4. I have improved my vocabulary.	3.77	0.80	Agree	Satisfied	
5. I have improved my ability to solve problems.	3.85	0.83	Agree	Satisfied	
6. I have improved my ability to read graphs and charts.	3.67	0.85	Agree	Satisfied	
7. I have improved my ability to defend my point of view.	3.80	0.80	Agree	Satisfied	
8. I have gained a better understanding on different issues and points of view.	3.98	0.86	Agree	Satisfied	
9. I am more able to do research and use reference materials.	3.78	0.81	Agree	Satisfied	
10. I have increased my understanding of different societies and peoples.	4.02	0.78	Agree	Satisfied	
Total	3.86	0.81	Agree	Satisfied	

Legend: 5 – Strongly Agree 4 – Moderately Agree 3 – Agree 2 – Disagree 1 – Strongly Disagree

Range	Point Value	Responses	Description
4.50 – 5.00	5	Strongly Agree	Very Satisfied
3.50 – 4.49	4	Agree	Satisfied
2.50 – 3.49	3	Moderately Agree	Moderately Satisfied
1.50 – 2.49	2	Disagree	Needs Improvement
1.00 – 1.49	1	Strongly Disagree	Not at all Satisfied

Table 3 revealed the importance of college and career development program according to the learning outcomes of the respondents. Data revealed that respondents are satisfied, in general, when it comes to the improvement of their skills and abilities, being able to comprehend from the different situation they might be in, as well as their understanding about college and career and its importance. This posed an important implication to the importance of college and career readiness to the students to prepare them for the future, may it be in college or in employment.

Data implicates that the components including a strong early reading and mathematics program; a content-rich curriculum not only in English, Language Arts and Mathematics, but also in Science, History, Geography, and the like; and activities designed to develop students’ academic and social behaviors. Also, the abilities of the students to comprehend that learning gaps emerge early, particularly among disadvantaged students, is one of the better-documented facts in education. Students who do not have a good start usually do not thrive later on. That is due not only to the fact that students in stressful environments with limited learning opportunities often remain in those environments, but also because early learning itself facilitates later learning—students who already know more about a topic often have an easier time learning additional information on the same topic, and early exposure to knowledge can stimulate students to want to learn more. Behaviors such as paying attention, completing assignments, persisting in difficult tasks, and regulating one’s own actions (thinking before acting) play a large role in students’ success in school and later on in life, Daugherty (2013).

According to Daugherty (2013), monitoring student learning is vital for helping educators make instructional decisions: to identify which students need extra help; to place students in learning groups or intervention programs; to know which concepts need to be retaught; and to identify which lessons, teaching strategies, or instructional materials are working. This requires schools and districts to use assessments in the early grades that are based on the district’s written curriculum. Frequent formative assessment is needed throughout the year in order for teachers to respond quickly to student needs and keep parents informed about how their children are doing.

The data answers the question “how do SHS graduates describe the importance of college and career development programs based on their work immersion subject’s experiences?” with the answer of “agree” or “satisfied” which means people surrounding the

respondents have somehow given them the idea about college and influenced them in pursuing to college. They also generated ideas about career goals in life and the importance of college and career planning ahead of time for them to be equipped with the fundamental knowledge and skills needed for their future endeavors.

Table 4
College and Career Readiness According to College Experiences of the Students

Thinking about your experience in the Work Immersion subject, indicate the extent to which you agree or disagree with each of the following statements about your readiness to go to college and/or choose a career.

As a result of Work Immersion during my senior high school...		Mean	Standard Deviation	Verbal Description	Interpretation
1.	I have learned how to organize my time and tasks.	4.20	0.74	Agree	Satisfied
2.	I have improved my study skills.	4.02	0.77	Agree	Satisfied
3.	I have learned helpful study strategies.	4.11	0.83	Agree	Satisfied
4.	I understand my academic strengths and what I still need to improve.	4.15	0.72	Agree	Satisfied
5.	I know the importance of not giving up and sticking through difficult subjects.	4.24	0.74	Agree	Satisfied
6.	I have learned how to work with other students.	4.24	0.71	Agree	Satisfied
7.	I have formed a bond with an adult or mentor who can help me with college and/or career advice.	4.05	0.74	Agree	Satisfied
8.	I have improved my attitude towards school.	4.18	0.72	Agree	Satisfied
9.	I have gained the skills to succeed in college-level courses.	4.00	0.74	Agree	Satisfied
10.	I understand the college application process and deadlines.	4.04	0.79	Agree	Satisfied
11.	I understand college requirements.	4.11	0.80	Agree	Satisfied
12.	I understand the value of getting a college degree.	4.32	0.74	Agree	Satisfied
13.	I understand the college financial aid process.	4.13	0.85	Agree	Satisfied
14.	I have learned about support services and resources available in college.	4.05	0.83	Agree	Satisfied
15.	I have an idea of what I want to do with my career.	4.23	0.82	Agree	Satisfied
Total		4.14	0.77	Agree	Satisfied

Range	Point Value	Responses	Description
4.50 – 5.00	5	Strongly Agree	Very Satisfied
3.50 – 4.49	4	Agree	Satisfied
2.50 – 3.49	3	Moderately Agree	Moderately Satisfied
1.50 – 2.49	2	Disagree	Needs Improvement
1.00 – 1.49	1	Strongly Disagree	Not at all Satisfied

Table 4 shows the adjustments made by the respondents upon entering into college life and their readiness to college from the experiences they have undergone while having the work immersion. Results show that the respondents with a mean of 4.14 and a standard deviation of 0.77 agree on the following indicators; that they have learned things like how to be prepared in college and career, how to socialize with others may it be in work or in the classroom, how to be organize in things that would greatly affect our performance in whatever we do. Data also pose implications on respondents' improvement in their attitude in school, their study skills, and the like. Also, results say that respondents understood college application requirements and process, its services, its financial aspects, and most especially the value of getting a degree.

Identified factors that affect learning adjustment among high school students include environmental factors; e.g., family socioeconomic status, parenting style, teacher support, peer friendship, and social environment, (Hair and Graziano, 2003; Verner-Filion and Gaudreau, 2010; Butler, 2011; Garg et al., 2016) and individual factors (e.g., personality, intelligence, achievement motivation, and academic self-efficacy) (Powers et al., 2005; Gunnoe, 2013; Shin and Ryan, 2014; Larose et al., 2018). Previous research has reported that academic help seeking explains the internal mechanism of students' learning adjustment. When students

solve their academic problems by asking for help from others, thereby enhancing their understanding, they exhibit adaptive academic behavior (Chen et al., 2018).

Table 5
College and Career Readiness of the Students According to College and Career Planning

A.) How often have you discussed the admission requirements for college with each the following people?				
People who may have advised you on admission requirements for college:	Mean	Standard Deviation	Verbal Description	Interpretation
1) Your parent(s)/guardian(s)	2.75	0.53	Many Times	Always
2) A senior high school counselor	1.86	0.73	Once or Twice	Sometimes
3) A senior high school teacher	2.22	0.67	Once or Twice	Sometimes
4) Friends/other students	2.43	0.66	Once or Twice	Sometimes
5) Your brother or sister	1.93	0.79	Once or Twice	Sometimes
6) Another relative	1.93	0.72	Once or Twice	Sometimes
7) College recruitment/promotions officer	1.81	0.74	Once or Twice	Sometimes
8) A high school coach	1.63	0.75	Once or Twice	Sometimes
9) A staff where you had your work immersion	1.87	0.76	Once or Twice	Sometimes
10) Others (<i>Please specify</i>):				
Total	2.05	0.71	Once or Twice	Sometimes
B.) How often have you discussed career plans with each of the following people?				
People who may have advised you on career plans for college:	Mean	Standard Deviation	Verbal Description	Interpretation
1) Your parent(s)/guardian(s)	2.77	0.47	Many Times	Always
2) A senior high school counselor	1.83	0.75	Once or Twice	Sometimes
3) A senior high school teacher	2.01	0.73	Once or Twice	Sometimes
4) Friends/other students	2.33	0.69	Once or Twice	Sometimes
5) Your brother or sister	1.94	0.80	Once or Twice	Sometimes
6) Another relative	1.92	.71	Once or Twice	Sometimes
7) College recruitment/promotions officer	1.72	0.71	Once or Twice	Sometimes
8) A high school coach	1.62	0.73	Once or Twice	Sometimes
9) A staff where you had your work immersion	1.72	0.72	Once or Twice	Sometimes
10) Others (<i>Please specify</i>):				
Total	1.98	0.70	Once or Twice	Sometimes
Legend: 3 – Many Times 2 – Once or Twice 1 – Never				
Range	Point Value	Responses	Description	
2.50 – 3.00	3	Many Times	Always	
1.50 – 2.49	2	Once or Twice	Sometimes	
1.00 – 1.49	1	Never	None at all	

Table 5 shows whether people surrounding them have advised the respondents about college and career plans. Data revealed that students received an average result of once or twice advice from people surrounding them. Results also show that parents with a mean of 2.75 and 2.77 and with standard deviation of 0.53 and 0.47, were able to consistently give advice to their children about admission to college and discussed career plans many times.

Research have identified many variables which correlate with and have an impact on students’ decisions to pursue higher education. Of these factors, family influence emerges as one of the most important. Students face the struggle of making big decisions when entering college and, with thousands of dollars at stake, parents contribute to these decisions. Students are becoming heavily influenced by their parents when picking a college or major in college, according to a Noel-Levitz Benchmark Psychographic study (2018), titled Institutional Brand and Parental Influence on College Choice.

According to the above study, “Parental involvement can certainly play a large role in college decisions of prospective students—especially in an era of growing ‘helicopter parents’ who are very hands-on with their children’s educational careers.”

The study reports that parental influence increases when parents volunteer in their classroom growing up, talk about grades with their student, assist with ACT/SAT studying and have a saving account for their student.

This parental influence begins at a young impressionable age, according to the study. Parents make their kids play sports, join clubs and go on unsolicited playdates. Then, it spreads to high school, where parents pick out students' classes, switch their teachers, convince them to continue sports, be in the National Honors Society, be on the band and do everything they can that will look good on a college application.

Data also revealed that friends/other students with a mean of 2.43 and 2.33 and with standard deviation of 0.66 and 0.69, were able to give advice to the respondents about admission to college and discussed career plans sometimes.

Psychology experts, Laurence Steinberg and Jason Chein (2018) have detailed many elements of peer influence and adolescent decision-making. Many mistakenly think of "peer pressure" as a direct ask or overt bullying, but their studies show adolescent behavior is impacted by the mere presence of peers, meaning that most peer influence is actually implicit. If we misunderstand how peer influence is exerted, then we can never address the issue at its root – by ultimately changing the culture, attitudes and accepted behaviors in our own communities and schools.

Result also shows that senior high school teachers with a mean of 2.22 and 2.01 and with standard deviation of 0.67 and 0.73, were able to give advice to the respondents about admission to college and discussed career plans sometimes. Teachers can also be a trusted source of advice for students weighing important life decisions. Educators can help their pupils pursue higher education, explore career opportunities and compete in events they might otherwise have not thought themselves able to. Students often look to their teachers as mentors with experience and knowledge, and, as an educator, you will almost definitely be asked for advice at some point during your career.

Did you know that one from four students drops out of school or that every nine seconds, another student drops out? Dropping out is a decision that students won't likely come to you about, but an adept teacher can notice the indications that a student is struggling and intervene before it's too late. Aside from educating the students on the hard facts about dropping out, teachers can also help assess the problem and figure out an alternative. In such situations, teachers undoubtedly have the ability to change the lives of students.

Table 6
College and Career Readiness of the Students According to College and Career Planning

		Frequency	Percentage
First Time to Receive an Advice	Grade 9 or earlier	14	8.05
	Grade 10	39	22.41
	Grade 11	21	12.07
	Grade 12	79	45.40
	I haven't received any advice	21	12.07
Total		174	100

First Time Receive an Advice. Table 6 shows the frequency and percentage distribution of the respondents according to the first time they received some advice from their school on the proper course to take to gain admission to college. Data revealed that majority 79 or 45.40 percent of the respondents were informed during their Grade 12 which means it's quite late that the respondents were informed about receiving some advice into college. While some 39 or 22.41 percent are during their Grade 10. Only few 21 or 12.07 percent said that they first received some advice during their Grade 11 while 14 or 8.05 said they first received some advice during Grade 9 or earlier. Few 21 or 12.07 percent of the respondents said they haven't received any advice from people around them.

According to an Admission Consultant, Michelle Green (2012), by the beginning of senior year, the students should have narrowed their list to the schools they will be applying to, which should be from approximately 6-12 schools. Students should keep all of their options open when they begin the college search process.

Qualitative Data Analysis

To add validation on how Work Immersion became helpful and relevant to the students' college and career goals, a qualitative method of data gathering was utilized to establish an analysis of the results of the study. It will be used to draw depth and supplement in the results of quantitative data gathered in this study.

Two main themes emerged from the analyses: (1) relevant activities and (2) challenges encountered.

Theme 1. RELEVANT ACTIVITIES

The following responses were gathered:

PROBLEM NO. 3: What is the relevance of work immersion program?

Statements

Clerical and administrative works in the bank made me realize that my career goal is really in line with business.

Doing financial ledgers, receipt reconciliation, and the like helped me now for my basic accounting subject.

The very relevant in helping my college and career goals is when we were working all of our requirements and deadlines were met. Also, I was able to communicate well with other people and gained confidence.

When it comes on balancing my time on which should I undertake first and what is the least attention I must do.

The statements of the respondents on the relevance of Work Immersion to their college and career goals revealed that most of the respondents mentioned that the work immersion is relevant to their college life for today as they were able to apply those experiences they have gained or learned from their respective companies. Students are very thankful in experiencing those activities which helped them be prepared to enter college and even in future career.

Theme 2. CHALLENGES ENCOUNTERED

The following responses were gathered:

PROBLEM NO. 4: What are the challenges encountered in the work immersion?

Statements

When I felt over-tasked. All the works and co-workers were expecting a lot from my performance that make me feel pressured.

I was very challenged in looking for a company to do the work immersion. Being the pioneering batch of the work immersion, many flaws surfaced, and it was not properly planned by the curriculum and the university.

Time management is very difficult at that time because we were having classes during morning and immersion in the afternoon. We also realized that working in a hotel is not simple.

When I was forced to come out from my comfort zone and had to mingle with the clients.

The statements of the respondents with regard to the challenges they have encountered during their Work Immersion resulted to more students “find it hard to have time management”. Respondents also revealed “lack of knowledge on what to do”, “adjustment period”, “being challenged or pressured”, and the like. These findings also support the first theme which revealed that despite of having hard time dealing with deadlines, whether in work or in academics, they still tried their best to overcome and able to handle stress.

Time management is about how you organize and plan the time you spend on specific activities. On the surface of things, it seems that time management should be easy and straightforward—something that just happens. In practice, time management is a skill that takes effort to develop.

An article “Time Management: A Key to Success” of T. Lam, says that the ability to manage your time effectively can benefit you in many ways: increased productivity and efficiency, decreased stress, greater opportunities to achieve important life and career goals, more time where it matters, and a dependable and professional reputation.

Time is a major resource in learning, the way in which people perceive and invest time reflects on learning results. The evolution of beliefs regarding time organization (Covey, 1998) recorded four distinct generations, characterized as follows: keeping records through notes and lists; trying to look to the future through indexes, tables and agenda; setting priorities and planning through objectives; moving interest center from time to maintaining balance between production and production capacity (according to urgency and importance). Time management is an ability that can be developed at any age, if the person desires to improve the results of his actions (Dale, 1993). Previous research (Magher, 2005) shows that students are much more motivated if they can solve the task in a personal rhythm. Students should be aware of the hours of maximum effort and should adapt their personal rhythm to circadian and ultradian rhythm (Clinciu et al., 2005). Circadian rhythm is a result of light-dark alternation. Circadian

rhythms repeat cyclic at every 24 hours, the duration of each component (light and dark) varies as a function of Earth position to the Sun. Most physiological processes relate to these rhythms. Each day, at regular periods, the human body needs food, sleep, activity, lack of activity, energy.

Another article by Bartleby (2018), Grade Point Average (GPA) is directly influenced by time management skills by the student. The authors further propose that students' ability to effectively manage their greatly correlates to academic achievement. They claim that students with good time management skills are better placed at achieving their academic aspirations and experience less stress as far as their academic life is concerned.

This could point an important implication that senior high school administrators may want to improve the curriculum of the senior high school by assessing how students feel and give importance to the Work Immersion program of the educational sector. Regardless of the students' age, employment status, school attended, financial sponsors, and the like, results revealed that Work Immersion plays a vital role to students' readiness to college and career. Also, it prepares students to be more mature and responsible enough with life after senior high school which is the main purpose of the said program.

Conclusion and Recommendations

Much more detailed evaluation work could be done to provide a detailed picture of the strengths and weaknesses of implementation. Work Immersion Internship program is considered to be one of the most effective ways to enhance students' skills in their chosen field of specialization. The said learning experience students can get from 80 hours of work immersion will surely enable and help students familiarize themselves with the workplace. This workplace simulation experience will enable them to apply their competencies in areas of specialization. Such experience is advantageous to students who want to experience and learn more about the life of being employed. It equips them with relevant skills; hence, prepares them for the bigger world after graduation.

Summary

The study aimed to determine the importance of the Work Immersion subject for senior high school students to be ready and equipped with the proper tools and attributes to enter college and/or employment. The independent variables were the respondents' profiles such as sex, age, course, previous school, grade in work immersion, employment status, financial sponsors, scholarship availed, and the self-efficacy test which details the respondents' learning experiences and outcomes, college experiences, and college and career planning. The dependent variables were components of the four keys to college and career readiness. The study subsequently addressed the four questions. (1) What is the demographic profile of the respondents? (2) What is the level of college and career readiness of the students? In terms of; (a) Learning experiences, (b) Learning Outcomes, (c) College Experiences, (d) College and career Planning, (3) What is the relevance of work immersion program? (4) What are the challenges encountered in the work immersion?

The results provided evidence on interactions and learning experiences, contributing to the engagement in, and development of cognitive strategies, content knowledge, learning skills, and transition knowledge associated with CCR (R. Lent & Brown, 2013). All the respondents described how their interactions with family, friends, and mentors contributed to their CCR development. Of Conley's (2014) Four Keys to CCR, respondents described situations where adult interactions supported engagement with learning skills and transition knowledge. Whereas, learning experiences tended to support engagement in cognitive strategies and content knowledge.

The study utilized both qualitative and quantitative research designs using survey questionnaire for each of the independent and dependent variables. The statistical treatments used were the frequency and percentages count, computation of means and standard deviation for establishing the impact of the independent variables on the dependent variables.

Findings

The findings of the study are summarized as follows:

a. For the demographics:

- b. Majority of the respondents are female students with a mean average of 76.44 percent of the total respondents.
- c. Majority of the respondents are 18 – 19 years old. Most of them are at the right age to be a college freshman.
- d. Many of them are students taking Bachelor of Science in Accountancy under the College of Business and Accountancy with sixty (62) enrolled respondents. Followed by Bachelor of Science in Business Administration with forty-eight (48) students enrolled out from the respondents.
- e. Majority of the respondents were graduates of Liceo de Cagayan University during their senior high school.
- f. Majority of the respondents has an average grade of 91 – 95 on their Work Immersion.

- g. All of the respondents are not working while studying in college. Most of them are sponsored by their families and thru scholarship program.
- b) **For the second research question:**
 - a. Respondents were satisfied with the learning experiences, learning outcomes, college experiences, and college and career planning they have undergone and/or improved during and after their work immersion in senior high school and even during their college experiences.
 - b. Majority of the respondents first received advice about what course to take in college was during their grade 12.
 - c. Majority of the respondents said that their parents are the ones who first gave them the knowledge about college admission and discussed career plans.
- c) **For the third research question:**
 - a. Majority of the respondents said that the work immersion is relevant to their college life for today as they were able to apply those experiences they have gained or learned from their respective companies
- d) **For the fourth research question:**
 - a. Majority of the respondents said that the challenges they have encountered during their Work Immersion are time management and adjustment with work.

Conclusions

The respondents in this study emphasized how adult interactions influenced their career identities and decision making. It is also known that learning experiences, learning outcomes, college experiences, and college and career planning contribute to how an individual builds self-efficacy skills, and how they set individual career goals and outcomes for themselves. It is known that students engage with career identity, self-awareness, and build self-efficacy skills through interactions and associations with those around them, particularly adults (Lent & Brown, 2013).

The statements of the respondents on the relevance of Work Immersion to their college and career goals revealed that most of the respondents mentioned that the work immersion is relevant to their college life for today as they were able to apply those experiences they have gained or learned from their respective companies. Students are very thankful in experiencing those activities which helped them be prepared to enter college and even in future career.

Respondents also revealed “lack of knowledge on what to do”, “adjustment period”, “being challenged or pressured”, and the like. Despite of having hard time dealing with deadlines, whether in work or in academics, they still tried their best to overcome and able to handle stress. The respondents in this study indicated gaps in transitional skills and knowledge upon senior high school graduation. A more effective college and career ready program would ensure adult mentors are knowledgeable in career pathways and outcomes, and that learning experiences that provide reflection on career pathways and outcomes should be carried out across the educational system and curriculum (Haase, Poulin, & Heckhausen, 2012)

Recommendations

The findings, conclusions, and implications of this study summed up some key points to be carried out for future use. Here are the following recommendations:

The first recommendation is for educator, parent, and community career awareness programs to be put in place to connect all stakeholders to changes in economic and workforce demands, as well as options for postsecondary pathways that would lead to realistic career opportunities based on workforce needs. Based on the evidence of the study, and current literature on college and career readiness and workforce development, it is recommended parental support groups such as parent-teacher associations and parent teacher organizations should also be provided with similar learning opportunities. Guiding students for academic success alone, and a mentality that one must go to college to be successful must change to better guide children to make connections between their interests, abilities, and realistic postsecondary and workforce options (Fleming, 2016). Results also emphasize that schools must deploy students according to their field or focus of study which would commend them more to their expertise. All children deserve an education that prepares them for their future, in the workforce of their time. Lastly, all children should be afforded with college and career opportunities regardless of their economic standing.

The second recommendation is for secondary schools to provide college and career exploration opportunities for all children so that every child can build a better understanding of post-secondary pathways and transitional knowledge. Evidence from this study resulted in the recommendation that workforce connections be built into the general education curriculum so that students can reflect on individual interests and abilities as they relate to content material and its connection to workforce needs.

The third recommendation is to build workforce connections into the general education curriculum so that students can reflect on individual interests and abilities as they relate to content material and its connection to workforce needs. Student learning experiences should not solely be focused on academic content. Instead, academic content must connect with realistic career outcomes to provide children with connections to career identities, interests, and abilities across the curriculum (Fleming, 2016).

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