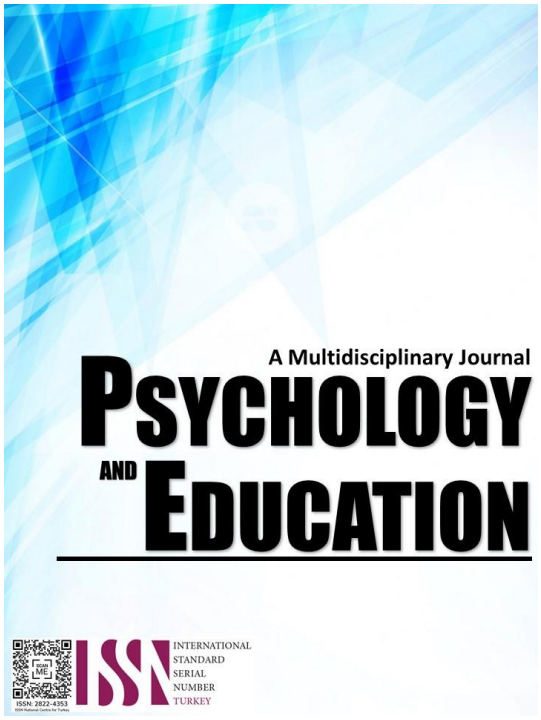
STUDENTS' CAREER CHOICE IN TVL TRACK AND EDUCATIONAL ENGAGEMENT



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Research Article

Students' Career Choice in TVL Track And Educational Engagement

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Abstract

Choosing a career track is very important and should be carefully considered as it will have a continuing impact on students' future career. This study aimed to fill this gap by determining the correlation of student's preference on TVL track and educational engagement of students and how it affects their career choice.The descriptive method of research was utilized in this study. The primary tool for collecting data was a questionnaire created by the researcher. Respondents were 90 TVL students of Senior High School at Bagbag National High School. Data were tested using different statistical tools such as frequency, percentage, mean, standard deviation, and Pearson R Correlation and Coefficient at a .01 level of significance.The respondents perceived the career choice factors as to educational engagement as moderately influenced. More importantly, it was found that there is a significant relationship between the student's career choice factors on TVL track and in the educational engagement. This means that the career choice factors serve as contributing factors in the educational engagement of the students.

Keywords: *career choice, educational engagement, academic achievement,*

Introduction

Selecting a professional path is crucial and should be properly thought out because it will continue to affect students' future careers. Before enrolling in high school (SHS), pupils in the Philippines' K-to-12 program must select one of four career tracks. Understanding the variables that may affect a student's choice of career might be useful in creating educational engagement and decision-making tools for students. Furthermore, career preference is a free way to choose your desired profession. It is considered to be a decision that takes place in a confusing situation that occurs in the final year of high school. When one is unsure of which career path to choose, students rely on friends and relatives. (Alfred-Davidson, 2009.) One of the variables that may affect a student's choice of career is their involvement in their academics. A key factor in retaining confidence in passing the courses studied is student educational engagement. Student engagement, according to Gallup (2013), is a person's interest in and excitement for education, which influences academic performance and conduct. Consequently, motivating students is a difficult but important factor that educators must take into consideration. Many teachers have probably worked with groups of students who are enthusiastic, engaged, and motivated to learn, but they have also worked with groups of kids who are disinterested, indifferent, and uninspired. Teachers in schools continue to place a high importance on the level of student participation. Locally, regionally, and internationally, it ought to have an impact. Researchers, educators, and trainers have long been intrigued by factors that significantly influence learners' engagement. (Crosnoe,et, al., 2004). Students in the Philippines must now successfully finish both the junior and senior high school levels of high school in order to receive their promised diploma. Students must choose one of four programs under the Senior High School (SHS) Enhanced Basic Education Act of 2013. When they enroll in SHS, they must choose between Academic, TVL, Sport, and Arts & Design. The K–12 curriculum's career specialities act as a springboard for pupils to plan and pursue their desired careers.

The TVL course is intended for students who actually are unsure of whether they will be able to continue their education after high school or if they wish to begin working right immediately, according to the Department of Education. Even if they choose not to attend college, the Technical-Vocational-Livelihood route will provide you with skills for the future. This program also places a high premium on helping you build the skills you'll need to obtain the COCs and NCs you'll need to have better work opportunities in the hospitality and housekeeping sectors. This is crucial while applying abroad because the acquired skills will help you enter the workforce there.
Students in Grades 9 through 12 can enroll in the TVL Specialization. Exploratory subjects are taught in his 40 hours per semester to students in Grades 7 through 8. Therefore, if students are truly interested in this strand, they will have self-actualization and be driven to find untapped talent that needs to be demonstrated to others. Students have the opportunity to launch their future careers in this programme. According to the 2011 World Youth Report, youth must possess the necessary skills to make it easier for them to enter the

workforce. Encourage the adoption of apprenticeships as a means of preparing young people for the workforce as well as of supplying a path for ongoing lifelong learning in response to rapidly evolving technologies and international demands. According to McGrath (2012) Involvement in the workforce encompasses a variety of learning possibilities, and technical vocational livelihood covers them all, Since the K-12 program was introduced in 2013, Filipino high school students have had a unique opportunity to enhance their general knowledge while developing their practical skills. High school students in the nation can currently choose an academic track based on their interests, with each track having a variety of "strands" or curricula that focus on a certain aspect of that particular topic. One of the most unusual academic tracks ever created for K–12 curricula is the Technical–Vocational–Livelihood track, or TVL for short. To prepare students for finding employment as soon as they graduate from high school, the TVL track's curriculum focuses on imparting technical knowledge and hands-on experience. This topic is great for those who don't have the funds to go to college right now or for those who want to start making a difference in society right immediately. These academic strands support the topics that help students become ready for possible careers. The purpose of these TVL strands is to equip students with the skills they need to succeed in both their own personal entrepreneurial endeavors and as employees in the public or private sector. By EarthVillageEducation | August 5, 2021 | For Students. To ensure that students are prepared for the workforce, the TVL track subjects carefully adhere to TESDA regulations. In fact, every TVL strand aids students in developing abilities that are marketable. The TVL course is supported by TESDA credentials, including Certificates of Competency (COC) and National Certifications, which not only guarantee skills but also employment (NC). Students who want to begin working in the fields of agriculture, electronics, or trading right away should take the TVL route. Not all TVL students are aware of the potential occupations that await them, despite the fact that TVL strand courses are recognized for their capacity to prepare students for the workforce at an early age. Recently, there have been problems with the technical vocational livelihood route that not everyone is aware of. The low status of vocational training continues to be an issue despite advancements in TVL. The problem is that the courses that colleges provide are frequently inappropriate for the tracks and strands that students choose. The K to 12 education system, regrettably, undermines the youth's very important role in nation-building because it is designed to provide cheap semi-skilled and unskilled youth labor to the global market instead of for domestic development, claims Martinez (2012). Additionally, students who choose the TVL track may be unaware of future courses and the opportunities within them. Thus, it is the concern of this study to determine the correlation of student's career choice on TVL track and educational engagement of students from Senior High School. This study will fill a gap by determining the correlation of student's preference on TVL track and educational engagement of students and how it affects them from career choice.

Research Questions

This study sought to examine the relationship between the students' career choice and their educational engagement and how it affects their career choice as Technical-Vocational-Livelihood (TVL) students at Rosario National High School.Specifically, it aims to answer the following questions:

1. What is the profile of the respondents in terms of:
   1.1. age;
   1.2. sex;
   1.3. section;
   1.4. TVL Track;
   1.5. family's monthly income;
   1.6. parents' educational attainment; and
   1.7. parents' occupation?
2. How are the student-respondents influenced by the following factors in choosing TVL track:
2.1. personal factors;
2.2. environmental factors; and
   2.2.1. Parents Engagement
   2.2.2. Teachers/Classmates/Friends Encouragement
   2.2.3. Instructional Materials
   2.2.4. Community/ Church Encouragement
2.3. opportunity factors;
3. How may the students'- respondent's level of educational engagement be described in terms of:
   3.1 Academic ability;
   3.2 Study habits;
   3.3 Interest;
   3.4 Optimism;
   3.5 Curiosity; and
   3.6 Attention?
4. Is there a significant relationship between the student's career choice factors on TVL track and in their educational engagement?

Methodology

Research Design

The study used a descriptive-correlational research design. The research findings are described based on data gathered and analyzed. The findings are tested to determine the factorial variables affecting the career preferences of senior high school students in Bagbag National High School. It analyzes the situation as it occurs in its current state. It aims to identify characteristics, frequencies, and correlations and also, to describe a population, condition, or phenomenon (McCombes, 2019) precisely and systematically. The researcher used this type of research to describe the students' educational engagement and career preference. Additionally, correlational research design "measures a relationship between two variables without the researcher controlling either of them." It intends to determine whether there is either a positive correlation, a negative correlation, or zero correlation (McCombes, 2020). Meanwhile, its primary purpose is to recognize systematic relationships among variables. It involves measuring two or more relevant variables and assessing their relationship to other variables (Gravetter & Forzano, 2019). Despite its many uses, prudence is required when using methods and analyzing data.

Respondents of the Study

The researcher utilized the whole population as respondents. The population used were the Grades 11 and 12 Technical-Vocational-Livelihood students at Bagbag National High School.

Sampling Technique

In the study, there is no sampling technique utilized, and all the Technical-Vocational-Livelihood students specifically the Grades 11 and 12 Home Economics and Information and Communication Technology strands students at Bagbag National High School for the school year 2022-2023 were the respondents of the study. The entire population was chosen as respondents to the study.

Research Instruments

The main instrument employed in the study were a 5-point Likert-type Likert-type or frequency scales to measure someone's attitudes or behaviors, a Likert scale is one of the most popular (and reliable) ways to do so. A Likert scale uses answer options that vary from one extreme to another to measure attitudes and actions.(survymonkey.com, 2016). In this study, it is ranging from strongly agree to totally disagree to allow the researcher to uncover degrees of opinion. Likert (1932) created the idea of evaluating attitudes by drawing on both the cognitive and affective aspects of attitudes. This is done by asking people to rate their agreement with a series of statements about a subject, the researchers will used unipolar, odd (5) number with midpoint (scale # 3) as neutral, not sure, maybe, continuous and logical, and interrogative.A questionnaire was constructed based on the needed data as precisely stated in the statement of the problem. The researcher used face validity to determine the questionnaire's validity and presented it to the adviser and expert panel for feedback and suggestions. The researcher also asked some research experts for correction, modification, and enrichment of the survey questionnaire.

Research Procedures

Conceptualization. The topic was conceptualized after numerous consultations with the research adviser, and it was then submitted for approval to the dean's office. To ensure the quality of content and the relevance of the research in our current situation, the manuscript was evaluated by several panel experts. Before the study's actual implementation started, suggestions and other modifications were thoroughly considered and implemented.

Implementation. The researcher prepared a letter of approval and requested permission to administer the research to the school principal and the respondents after having the research instrument validated by several experts. After the endorsement of the school principal, the researcher conducted the study by following different procedures: the researcher distributed the instrument to the TVL students. Each respondent received a set of materials that includes the approval sheet from the panel and principal and a survey questionnaire at their respective email address.

Data Analysis. The researcher collected all the instruments and gathered all the needed data. A summary of the information gathered from the survey questionnaire was forwarded to the statistician for statistical treatment. The researcher used several tables to aid in understanding the information gathered after the statistician's result were achieved and the data analysis was completed; these data were used to highlight and answer the researcher's questions posed in the statement of the problem.

Ethical Consideration. The researcher made sure that

the confidentiality of the respondents' data and results were given the utmost priority. The results of the individual data in the survey questionnaire were within the researcher and thesis adviser. The respondents' names are also not included in this paper.

Statistical Treatment of Data

The researcher classified the gathered data grounded on the paradigm, design, and problem statement. To interpret the raw data gathered, frequency, percentage, mean, standard deviation, and Pearson R Correlation were used. The researcher used Pearson R to interpret the relationship between the career choice and the students' educational engagement.

Results and Discussion

Table 1. *Distribution of the Respondents by Grade Level, Strand, Age and gender.*

Respondents Profile	*Frequency*	*Percentage*
Grade Level		
Grade 11	71	65.8%
Grade 12	19	34.2%
Total	90	100%
Strand		
H.E.	54	60 %
I.C.T.	36	40 %
Total	90	100%
Age		
16 years old	12	13.3%
17 to 18 years old	61	67.8%
19 to 20 years old	16	17.8%
Above 20 years old	1	1.1%
Total	90	100%
Sex		
Male	36	40.0%
Female	54	60.0%
Total	90	100%

Table 1 shows the profile distribution of the respondents in terms of age, gender, section and strand. It can be gleaned that from the total of Ninety (90) respondents, grade 11 students had the most number of students who participated in the study, On the other hand, the HE strand represents fifty-four (54) or 60.0% of the total population, while the ICT strand accounts for thirty-six (36) or 40.0%. Concerning the respondents' age, it can be observed that most of the participants were 18 years old, with a total of thirty-six (36) respondents or 40.0% of the population. Also, below 16 years old obtained twelve (12) respondents to represent the 13.3% of the people, 25 of them are 17 years' old which represents 27.8 % of the population. On the other hand, 19 to 20 years old with seven (16) respondents represents 17.8%, and above 20 with one (1) respondent is equivalent to 1.1% of the population.

As the results present the statistical representation of respondents' sex, it can be gleaned that female respondents outnumbered the males, garnering fifty-four (54) respondents to represent 60.0% of the entire population, while male respondents account for thirty-six (36) participants with 40.0%. The results imply that the researcher obtained a diverse response from a heterogeneous group of student respondents. It indicates that the result will also present varied ideologies from the different perspectives of the respondents that offer unbiased and critical research outcomes.

As indicated in Table 2, the student-respondents influenced by personal factors in choosing TVL track has an overall mean of 3.32 with a verbal interpretation of moderately influenced.

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Table 2. *Distribution of the Respondents according to Family Income, Parents' Educational Attainment and Parents' Occupational Status.*

Family Income		
10,000 and below	68	75.6%
10,001 to 20,000	19	21.1%
20,001 to 30,000	1	1.1 %
30,001 to 40,000	1	1.1%
Above 40,000	1	1.1 %
Total	90	100.0
Father's Educational Attainment		
Doctoral Degree	12	13.3 %
Master's Degree	2	2.2%
Bachelor's Degree	13	14.4%
College Degree	46	51.1%
TESDA Graduate	4	4.4%
High School Level/Graduate	12	13.3%
Elementary level/Graduate	1	1.1%
Total:	90	100.0
Mother's Educational Attainment		
Doctoral Degree	7	7.8
Master's Degree	7	7.8
Bachelor's Degree	14	15.6
College Degree	50	55.6
TESDA Graduate	1	1.1
High School Level/Graduate	9	10.0
Elementary level/ Graduate	1	1.1
Total:	90	100.0
Father's Occupation		
Employed	8	8.9
Self-Employed	18	20.0
Unemployed	64	71.1
Total:	90	100.0
Mother's Occupation		
Employed	32	35.6 %
Self-Employed	27	30.0 %
Unemployed	31	34.4 %
Total:		100.0

In line with this, the indicator, "I want to become a chef someday and found TVL as the right track for my career", obtained the highest mean of 3.49. The result shows that most of the TVL students want to become chef someday since most of the hands on activities that they are doing in school is more on cooking. On the other hand, "I have done career research on my own and I found TVL as an answer to that*"* attained the lowest mean of 3.11. All the indicators were perceived as moderately influenced by the respondents. The results imply that the respondents agreed that the personal factors moderately influenced them in choosing the TVL track.

Table 3. *Perceived Influenced of Personal Factors to the Respondents in Choosing TVL Track*

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
1. I have participated in orientations about career choice, and TVL became my interest.	3.31	1.23	moderately Influenced
2. I have definitely made a choice to be in TVL track.	3.36	1.15	moderately Influenced
3. I discover that my skills and interest fit on TVL track.	3.32	1.04	moderately Influenced
4 I have done career research on my own and I found TVL as an answer to that.	3.11	1.08	moderately Influenced
5. My preference course is connected to my favorite subject.	3.41	1.19	moderately Influenced
6. I want to become a chef someday and found TVL as the right track for my career	3.49	1.11	moderately Influenced
7. I love doing pastries and bread products and found TVL as the right path for my hobbies	3.47	.914	moderately Influenced
8. Electrical installations and other related activities are my passion and I found TVL as an answer to that.	3.13	1.04	moderately Influenced
Overall	3.32	1.09	moderately Influenced

Since there is no definite direction for choosing a career, Perger and Takacs (2016) advised the students to identify their own traits and link them to the careers that best fit them. The kind of career a student chooses is influenced by how they assess themselves in relation to a personality attribute. According to Gwelo (2019) and Raveenther (2017), students' characteristics have an impact on the careers they choose. Based on the study of Kemboi, Kindiki, and Migio (2016), since people choose the profession that best reflects their unique character and personality, their personality has a significant impact on their decision regarding a career. Gwelo (2019) further adds that students are more likely to choose a career that best suits their personality so that they can enjoy learning and gain satisfaction. This suggests that respondents are more likely to think on their abilities. This result demonstrates that personality plays a significant role in selecting the appropriate career. According to Khare (2015), students should have a self-motivated personality type who explores career options early in life rather than a procrastinating personality who waits until they are forced to make a choice.

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Table 4. Perceived Influenced of Environmental Factors in Choosing TVL Track in terms of Parents' Encouragement

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
1. My parents encouraged me to pursue in the TVL track	2.86	1.35	Moderately influenced
2. My parents were supportive on my decisions upon choosing TVL	3.43	1.29	Moderately influenced
3. My parents kept me on motivating to pursue TVL	3.27	1.30	Moderately influenced
4. My parents decided my track for me.	2.80	1.31	Moderately influenced
Overall	3.09	1.31	Moderately influenced

The indicator, "*My parents were supportive on my decisions upon choosing TVL",* obtained the highest mean of 3.43 with a verbal interpretation of Moderately Influenced. On the other hand, "*My parent decided my track for me"* attained the lowest mean of 2.80 with a verbal interpretation of Moderately Influenced. The results indicate that the students decided to choose TVL track and most of them were supported by their parents. This imparts almost negligible influence despite the fact that the parents know what is the best for the students and also their strand and track choice is based on the interest of the students.

Families, particularly parents and guardians, have a sizable influence on their children's career aspirations and goals. According to Olaosebikan, O. I., &Olusakin, A. M. (2014), without parental permission or support, students and young adults are frequently unwilling to pursue – or even consider – a variety of career opportunities. Every aspect of a child's life, including employment choice, is greatly influenced by parents (Michele & Francesco, 2018). Additionally, Kumazhege (2017) discovered a significant link between parents and career decisions. According to Zhou, Guan, Xin, Mak, and Deng (2016), children (undergraduate students) are more likely to appreciate their parents' ideal occupations than those of other people if those careers offer a comfortable living, happiness, prestige, performance, and social standing. According to Gwelo (2019), as kids get older, they get a clearer understanding of their parents' professions.

Table 5. *Perceived Influenced of Environmental Factor in Choosing TVL track in terms of Teachers/ Classmates/Friend's Encouragement*

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
1. My teachers we're talking to me about TVL.	3.67	1.15	Influenced
2. My teachers involved me in career-related TVL activities in the classroom	3.77	1.07	Influenced
3. My friends motivated me in choosing TVL which is suitable for my skills.	3.09	1.31	Moderately influenced
4. I want to follow where majority of my classmates were choosing TVL.	2.87	1.26	Moderately influenced
Overall	3.35	1.20	Moderately influenced

The indicator, *"My teachers involved me in career-related TVL activities in the classroom",* obtained the highest mean of 3.77 with a verbal interpretation of Influenced. The future conduct, personality development, job choices, adaption, and good and negative behavior of the respondents are significantly influenced by their peers, teachers, and friends (Borisovich, M. A., et al., 2017). On the other hand, *"I want to follow where majority of my classmates were choosing TVL."* attained the lowest mean of 2.87 with a verbal interpretation of Moderately Influenced. The results indicate that students already have their sense of decision making in terms of their choice of career for college and most of them are not relying on their classmate's decision. Teachers and school career counsellors can both address the crucial topic of career discovery. Teachers can also assist students in considering their futures and determining their professional paths. You have an impact on the students in your class and could serve as a valuable adult role model for them. Thus, many people in the students' lives have the potential to have an impact on their career choices, according to Wildman and Torres (2002). The student's life is largely influenced by peers, parents, and friends, but coaches and teachers can also have a significant impact. Additionally, according to Stookey (2004), while classroom teachers provided more academic advice, advice counselors primarily addressed issues with funding and application processes.

Table 6. *Perceived Influenced of Environmental Factor in Choosing TVL track in terms of Instructional Materials*

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
1. Use of power point presentation and other social media were practiced to explain the lesson.	4.12	.84	Influenced
2. Special equipment/supplies needed were provided for better teaching-learning process.	3.94	.86	Influenced
3. Facilities and equipment were available for skills enhancement and hands on activities.	3.95	.88	Influenced
Overall	4.00	0.87	Influenced

Table 7. *Perceived Influenced of Environmental Factor in Choosing TVL Track in terms of Community/Church Encouragement*

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
1. My community organization gave me the impression that TVL can make my life better	3.28	.97	Moderately influenced
2. My community organization encouraged me to pursue TVL	3.13	1.25	Moderately influenced
3. My church organization motivated me to choose TVL as my track.	2.60	1.33	Moderately influenced
4. My church organization helped me decide in choosing TVL as the appropriate track	2.68	1.30	Moderately influenced
Overall	2.92	1.21	Moderately influenced

Table 6 reveals that the educational engagement of TVL track is being influenced by the career choice factors in terms of instructional materials with an overall mean of 4.00 as perceived by the respondents with a verbal interpretation of influenced.

In line with this, the indicator, "Use of power point presentation and other social media were practiced to explain the lesson*",* obtained the highest mean of 4.12. On the other hand, *"Special equipment/supplies needed were provided for better teaching-learning process."* attained the lowest mean of 3.94. The results indicate that the use of power point presentation and media greatly influence the students' engagement in learning. Also, it can be gleaned that instructional materials influence the educational engagement of the TVL track students.

The result was supported by Corpuz and Lucido (2008) who express the standards to consider in the selection of instructional materials: Instructional Materials give a true picture of the idea/ subject presented. Instructional Materials contribute meaningful content to the topic. The instructional materials help the teacher achieve the instructional objectives. The instructional materials are appropriate for the age, intelligence, and experience of the learners. The physical condition of the instructional material is satisfactory. Instructional materials help to make students better thinker and develop their critical faculties. The instructional materials are worth the time to expense and effort involved.

Table 7 reveals that the career choice and educational engagement of TVL track students were affected by the community and church encouragement which has an overall mean of **2.93** as perceived by the respondents with a verbal interpretation of moderately influenced.

In line with this, the indicator, *"My community organization gave me the impression that TVL can make my life better",* obtained the highest mean of 3.29. On the other hand, *"My church organization motivated me to choose TVL as my track."* attained the lowest mean of 2.60. The results indicate that the community and church encouragement can affect the career choice of the students in TVL track as all the indicators were perceived as moderately influenced by the respondents. Relatively, most of the respondents' preferences on TVL track were at least moderately influenced by the community and church they belong to. According to Fizer (2013), aside from the encouragement children get from their family and peers and school community also plays a big role in influencing them with their career choice. As mentioned in the study of Gavo, (2014) spirituality and religion also have a role in career choice.

Table 8 signifies that the career choice of TVL track and their educational engagement in terms of opportunity factor has an overall mean **of 3.66 with a verbal interpretation of influenced.**

The indicator, *"The TVL track is available in our community",* obtained the highest mean of 3.86 with a verbal interpretation of influenced. On the other hand, *"I have access to employment in a family business which is related to TVL after I graduate."* attained the lowest mean of 3.33 with a verbal interpretation of moderately influenced. The results imply that lot of job opportunities, high paying jobs, in demand jobs in the community influence the strand and track preference of the student. This end result is indeed related to the study conducted by Su et. al. (2016) which revealed that students' career decision-making is most deeply affected by personal factor, next are group factor and career exploration factor, and school factor has the least influence on them. Opportunity is a crucial factor since picking a career path is a long-term process that assumes students would enter a certain

field by selecting the most advantageous vocation with a steady demand in the market (Gwelo, 2019).

Table 8. *Perceived Influenced of Opportunity Factor to the Respondents in Choosing TVL Track.*

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
1. There are numerous job opportunities for TVL in our community	3.71	.97	Influenced
2. TVL jobs are in demand in our community.	3.46	.90	Moderately influenced,
3. I have access to employment in a family business which is related to TVL after I graduate.	3.33	1.18	Moderately influenced,
4. The location of the school which offers TVL is accessible to my residence.	3.54	1.07	Influenced
5. The TVL track is available in our community	3.86	1.05	Influenced
6. I consider my supposed future earnings.	3.85	1.03	Influenced
7. I consider my preferred track for I could already earn an income while studying.	3.81	1.03	Influenced
Overall	3.65	1.03	Influenced

Additionally, Mncayi and Dunga (2016) claimed that students would have a better chance of selecting the best career that matches their aptitudes if they were exposed to the opportunities that are offered in their community. Opportunities for academic advancement, practical field experience, and work shadowing are all possible. But if there were a chance at all, it would be a job opportunity. Statistics demonstrate that opportunity has a substantial impact on profession choice (Gwelo, 2019). Gwelo (2019) showed how individuals constantly try to foresee the unknown.

Table 9. *Respondents' Perceived Educational Engagement in terms of Academic Ability*

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
1. I always get excited for our laboratory activity.	4.04	.84	Agree
2. I prepare all the materials to be needed for our activity	3.97	.89	Agree
3. I am satisfied with my opportunities to use tools and equipment.	3.96	.89	Agree
4. I receive help in problems related to the activity.	3.93	.74	Agree
5. I think this activity will be useful for the development of my future projects.	3.95	.97	Agree
6. I consider that the development of this activity challenges my ability to perform.	3.91	.81	Agree
7. I think that this activity is relevant to the course and to my curriculum.	3.78	.83	Agree
8. I think these activities will help my performance increase.	4.03	.90	Agree
9. I think that this type of activities encourages me to work better.	3.81	.97	Agree
10. I can say that my knowledge in TVL increased.	3.91	.97	Agree
11. I have made progress in my ability in this course.	3.77	1.05	Agree
Overall	3.90	0.90	Agree/Engaged

As indicated in Table 10, the students'- respondents' educational engagement is described in terms of Academic ability which has an overall mean of 3.90 which is interpreted as agree or engaged.

The indicator, *"I always get excited for our laboratory activity.",* obtained the highest mean of 4.04. On the other hand, *"I have made progress in my ability in this course."* attained the lowest mean of 3.77. All the indicators were interpreted as agree by the respondents. The results indicate that the educational engagement is affected by the students' academic ability. It can be gleaned that Academic performance is also one of the factors deemed significant in choosing a career path. According to Fizer's (2013) study, pupils' strong high school grade point averages demonstrate that they have the aptitude to succeed in the area. They also asserted that students who can handle challenging academic loads are more likely to pursue a career path that would result in a job requiring many years of schooling. Conversely, pupils with insufficient intellectual ability might be better suited for professions that demand less time-consuming and difficult academic work.

Table 10 denotes that the students'- respondents' educational engagement be described in terms of study habits has a composite mean of 3.89 with a verbal interpretation of agree.

Table 10. *Respondents' Perceived Educational Engagement in terms of Study Habits.*

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
1. I do my assignments regularly.	4.04	.94	Agree
2. I exert more effort when I do difficult things.	3.89	.84	Agree
3. I spend my vacant time in doing assignments or studying my lessons.	3.90	.98	Agree
4. I study the lessons I missed if I was absent from the class.	3.96	.94	Agree
5. I study and prepared for quizzes and tests	4.01	.81	Agree
6. I study harder to improve my performance when I get low grades	4.18	.82	Agree
7. I spend less time with my friends during school days to concentrate more on my studies	3.60	1.00	Agree
8. I spend less time with my friends during school days to concentrate more on my studies	3.91	.94	Agree
9. I see to it that extracurricular activities do not hamper my studies	3.67	.87	Agree
10. I have a specific place of study at home which I keep clean and orderly manner	3.83	.86	Agree
Overall mean	3.89	0.90	Agree/Engaged

The indicator, *"I study harder to improve my performance when I get low grades",* obtained the highest mean of 4.18. On the other hand, *"I spend less time with my friends during school days to concentrate more on my studies"* attained the lowest mean of 3.60. The results imply that the study habits influence the educational engagement of the TVL track students since all the indicators were agreed by the respondents. The finding was corroborated by Zimmerman (1986), who suggested that students with high metacognitive and self-regulatory abilities are those who actively participate in their own learning, continuously plan, and carefully monitor the task they are required to complete, their own study behaviors, and the fit between task and study behavior. Additionally, according to Ley (1998), self-regulated learners ask their peers and teachers for help, have high levels of self-efficacy and time management skills, and are goal-oriented and self-motivated.

Table 11. *Respondents' perceived educational engagement in terms of Interest.*

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
1. I can say that I was right to choose TVL and to pursue my dream course.	3.77	1.03	Agree
2. I am satisfied that I choose the TVL track.	3.60	.93	Agree
3. I am excited in engaging myself in the class that is related to TVL	3.85	.91	Agree
4. I am feeling enthusiastic about my lessons in TVL	3.70	.97	Agree
5. I am curious as to the lesson to be tackled relating to TVL.	3.74	.95	Agree
6. I am disappointed whenever I miss one activity.	3.94	1.02	Agree
7. I listen attentively to the lecture of my teacher.	3.92	.88	Agree
8. I always make myself prepared for the subject.	3.91	.91	Agree
9. I actively participate in the discussion, doing activities and / or clarifying things I did not understand.	4.01	.80	Agree
10. I want to get good grades, on test quizzes, assignments and projects.	4.28	.91	Agree
11.I get frustrated when the discussion is interrupted or the teacher is absent.	3.81	.88	Agree
Overall	3.86	0.93	Agree/Engaged

Table 11 provides that the that the students'-respondents' educational engagement be described in terms of the interest has an overall mean of 3.87 with a verbal interpretation of agree.

The indicator, *"I want to get good grades, on test quizzes, assignments and projects.",* obtained the highest mean of 4.28. On the other hand, *"I am satisfied that I choose the TVL track."* attained the lowest mean of 3.60. All the indicators were agreed by the respondents. Giustinelli (2016) Okwulehie (2018) and Rababah (2016) highlighted the significance of students' interests as one of the criteria for choosing a vocation. This was confirmed by the study of Penedilla and Rosaldo (2017), who claimed that high school students' career and college major choices were influenced by their personal preferences. Similarly, the study of Ahmed et al. (2017), found that the interest in a course has a significant positive relationship with career planning, while academics, financial repercussions, and potential career opportunities have a little effect on student's intention to attend a particular career. Edward and Quinter (2011) and Malgwi et al. (2005), concluded that interest in the career was the most influential indicator seconded by the career progression opportunity and the availability of prospective employment.

Table 12. *Respondents' perceived educational engagement in terms of Optimism*

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
When it comes to my future plans and ambitions, I expect more things to go right than wrong	4.13	.79	Agree
I am someone who really enjoys the uncertainties in my daily activities related to TVL.	3.68	.86	Agree
I am at my best level whenever I am doing something complex or challenging in TVL.	3.72	.82	Agree
Wherever I go, I would look for new experiences or things that are related to TVL	3.82	.91	Agree
With enough faith, you can do almost anything.	4.00	.94	Agree
I generally look at the brighter side of my life when I experience difficulties on my studies	3.93	.90	Agree
I expect to achieve most of the things I want in life.	3.95	1.04	Agree
I am confident in doing my performance task in school.	3.91	.94	Agree
Overall	3.89	0.90	Agree

The indicator, *"When it comes to my future plans and ambitions, I expect more things to go right than wrong",* obtained the highest mean of 4.13. On the other hand, *"I am someone who really enjoys the uncertainties in my daily activities related to TVL."* attained the lowest mean of 3.68. The results imply that the optimism influence the educational engagement of the TVL track students since all the indicators were agreed by the respondents. According to the study of Angela Duckworth, optimism that students can learn, change, and improve is definitely a

factor in student success at our school. As it turns out, research supports the idea that optimism can have a positive impact on student performance. Similarly, according to the study of Tiayon 2021, optimism appears to fuel our efforts in achieving personal goals, and also improves the overall quality of our experiences while doing so. Additionally, optimism appears to be particularly useful when tackling challenges or approaching situations that could elicit high levels of stress I achieving the desired career. Based on the results of this study Medlyn 2000, efforts to increase student engagement on campuses across the country seem to be well founded. Many universities have put much time, effort, and money into increasing student engagement in order to keep students and bolster academic performance. These results suggest that engagement does positively influence academic performance, at least as perceived by the student, by increasing student optimism.

Table 13. *Respondents' Perceived Educational Engagement in terms of Curiosity*

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
I look at challenging situations within TVL as opportunities to learn.	3.81	.74	Agree
I always look for experiences within TVL that challenges the way I think about myself.	3.82	.91	Agree
I enjoy doing things related to TVL that are a little terrifying	3.67	.93	Agree
I constantly look for opportunities within TVL to challenge myself.	3.71	.76	Agree
I am someone who easily accepts new experiences related to TVL.	3.68	.95	Agree
Overall	3.74	0.86	Agree/Engaged

The indicator, *"I always look for experiences within TVL that challenges the way I think about myself.",* obtained the highest mean of 3.82. On the other hand, *"I enjoy doing things related to TVL that are a little terrifying."* attained the lowest mean of 3.68. The results imply that the optimism influence the educational engagement of the TVL track students since all the indicators were agreed by the respondents. According to previous research (Wagstaff et al. 2021), when people are curious, they pay more attention to an activity, process information more thoroughly, remember information better, and are more likely to stick with a task until the goal is met. Curiosity is an important condition for learning and plays a significant role in learner engagement. People are better at learning information they are curious about, as curiosity prepares the brain for learning and makes subsequent learning more enjoyable and rewarding (Stenger, 2014). Curiosity has also been shown to have a significant impact on academic achievement (von Stumm, et al., 2011). Curiosity encourages students to learn technical skills and design that is emphasized in TVL strand. Various studies on curiosity and its significance in the context of the teaching and learning process of TVL education show that curiosity motivates students to explore opportunities and challenges and stimulates their participation in learning (Garrosa et al., 2017).

Table 14. *Respondents' Perceived Educational Engagement in terms of Attention*

Indicators	*Mean*	*Std. Deviation*	*Interpretation*
I tend not to notice feelings of physical tension or discomfort until others grab my attention	3.61	.84	Agree
I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.	4.03	.79	Agree
I strictly focus while doing practical task	3.95	.94	Agree
I usually find practical tasks boring and monotonous, and that makes me feel emotionally bad.	3.47	1.11	Moderately agree
I tend to focus my attention when the practical activity is useful for my future career path.	4.03	.77	Agree
I tend to pay close attention to the teacher and what my classmates say to intervene if I do not understand or disagree.	3.93	.99	Agree
Overall	3.84	0.91	Agree/Engaged

Table 14 signifies that the students'- respondents' educational engagement be described in terms of attention has an overall mean of 3.84 with a verbal interpretation of agree. The indicators, *"I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there." and "I tend to focus my attention when the practical activity is useful for my future career path.",* obtained the highest mean of 4.03 with a verbal interpretation of agree. On the other hand, *"I usually find practical tasks boring and monotonous, and that makes me feel emotionally bad."* attained the lowest mean of 3.47 with a verbal interpretation of moderately agree. The results imply that the students focus and are interested in those practical task that are useful for their future career. The results show that students are more attentive when the practical task that they are doing is

useful for their future jobs. We all know that the subjects under TVL track strictly follow TESDA's rules, ensuring workplace-ready students. In fact, every TVL strand helps students acquire job-ready skills. The TVL track does not only guarantee skills but also ensures employment.

Table 15. *Relationship Between the Student's Career Choice Factors and their Educational Engagement*

Factors of Career Choice	*Educational Engagement*					
	Academic ability	*Study Habits*	*Interest*	*Optimism*	*Curiosity*	*Attention*
Personal Factors	.157	.026	.118	.135	.192	-.030
Environmental Factors						
Parents Encouragement	.262*	.057	.227*	.122	.236*	.037
Teachers/Classmates/Friends Encouragement	.250*	.102	.197	.123	.206	.070
On Instructional Materials	-.014	.084	-.005	.055	-.115	.168
Community/Church Encouragement	.145	.100	.118	-.053	.044	-.034
Opportunity Factor	.595**	.410**	.538**	.582**	.502**	.472**

As shown in Table 15, there is a significant relationship between some of the student's career choice factors on TVL track and other educational engagement like parents' encouragement to academic ability, interest and curiosity. Also, some of the environmental factors like teachers/classmates/friends' encouragement is also significantly related to academic ability. However, there are some factors of career choice that is not significantly related to educational engagement like personal factors and some of the environmental factors like instructional materials and community/church encouragement.

It can be gleaned from the respective r-values of each indicator ranging from .227** as the lowest to .595** as the highest. The components show a very significant relationship of opportunity factor and the students educational engagement since most of the students' respondents are looking for the job that are available in their community after they graduate. Students are looking for the available job and opportunities that they can easily be hired after they graduated.

It can be gleaned that parents' encouragement is significantly related to and academic ability. This suggests that a student's academic ability is influenced by the type of parental support they receive. Instead of encouraging their children to achieve well in their academic work, parents who place pressure on them by holding them to unattainable standards run the risk of making them feel uncomfortable and afraid of failing. Parents must understand that the manner in which pressure and encouragement are applied matters more than their overall utilization. According to studies, a family's involvement directly enhances a students' achievement in school. Students get the family support they need to cultivate a lifetime love of learning when families are actively involved in the students' educational experiences. Parental support is extremely important for children's success in a variety of areas of life. When parents are actively involved in their children's education, academic achievement rises. The more intensively involved the parents are, the greater the positive impact on academic achievement.

In encouragement the parents help the child in such a way that he may not feel disheartened at a particular point of difficulty.

One of the factors affecting curiosity is parental support. A students' incentive to satisfy their curiosities is likely to increase in a home environment that is academically supportive, which will help the students perform well in school. Strong school family and community partnerships encourage academic aspirations and encourage student motivation. It is widely acknowledged that parents must fully assist their children if they are to fully benefit from their education. Parents are expected to contribute to school reform in addition to encouraging the curiosity of their own children. It is crucial for students to be stable and have all the positive traits.

According to the Wentzel et al., 2017 study, social ties with classmates and teachers are crucial for students' learning outcomes and stress levels because they serve as resources for enhancing learning and reducing stress. According to Christi Bergin, students are more likely to learn when they sense that their teacher values and cares for them. People who students most trust can be extremely helpful in assisting them in making career decisions. In order to help students to make wise decisions, career selection and development initiatives that are geared toward these important stakeholders (parents and the community) should be supported. As the director of the Public School Forum of North Carolina and the 2015 North Carolina State Teacher of the Year, James Ford said, "When teachers are good at developing relationships with students, the skill is seen more as a cover for a lack of content knowledge or the wherewithal to instruct with rigor." However, he added, "Our first job as teachers is to make sure that we learn our students, that we connect with them on a real level, showing respect for their intelligence." It can also be observed that opportunity factors contribute to the academic ability, study habits, interest, optimism, curiosity and attention of the students. This result indicates that those respondents

with higher level of preferences on TVL track in terms of interest and academic activity tend to have better level of academic engagement on TVL track relative to opportunity factor. The majority of students today are more concerned with the amount of money they can earn for the available job that they can have in their town, according to Mcglynn (2007), who states that students will seek out institutions that are widely renowned for that major or trade. A small number of pupils do, however, pursue their aspirations. Additionally, this lends support to Oyebode's (2010) study, which found that students' perceptions of their future in terms of the likelihood of pursuing various professional sectors may be influenced by opportunities. The chances open to everyone have been greatly influenced by the problem of poverty.

As a result, the null hypothesis was rejected for the reason that all the correlations are moderate to strong and are statistically significant at the .01 level.

Conclusion

In the light of the above findings, the following conclusions were drawn:

The hypothesis stating that there is no significant relationship between students' career choice factors and educational engagement is partially sustained.
Among all those factors, it can be highlighted that opportunity factors influenced the most in choosing the career of the students-respondents. The environmental factors specifically instructional materials notably the least influenced the students - respondents in choosing their career track. In the level of students' career choice factors such as personal, environmental and opportunity factors significantly correlate towards educational engagement in terms of academic ability, study habits, interest, optimism, curiosity and attention.

In the light of the findings and conclusions from this study, the following recommendations are given:

(1) Higher education institutions may be of great help in providing information about the content and requirements of given courses in college through educational training and seminars, not only for students but also for parents, so that students are well-guided about their choice of vocation.(2) Teacher's instructional materials must be one of the most important aspects that may be taken into account and they are capable of teaching the major subjects under the Department of Tech-Voc. since it significantly influences academic engagement of the students. (3) When deciding which course to pursue, students may consult their parents or other family members for guidance while considering their interests, study habits, and academic abilities into account. In exchange, parents should support their student's academic endeavors. (4) Students who want to follow career tracks or strands that need significant financial resources may be supported because their socioeconomic status may influence their decision. For instance, scholarship programs for disadvantaged 8students might be made available.
(5)It is advised that the student may take thought when selecting a course because there are other influences that can affect their participation. The researchers advise that the current scales utilized in this research should be expanded and enhanced.(6) It is advised that the profile of the respondents and its' impact to career choice may also be used for future researches.

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