

# Local Cultural and Educational Factor on the TVL Students' Career Pathway

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**Abstract**—This study examined the relationship between cultural and educational factors and the career pathways of Grade 12 Technical-Vocational-Livelihood (TVL) students in selected senior high schools across two sub-offices of the Schools Division Office (SDO) of Laguna. It focuses on local cultural factors, as well as educational factors and TVL students' career pathways significant to each other. The study assesses how these local cultural and educational experiences influence students' aspirations, decision-making, and future career pathways. A descriptive-correlational research design was employed to determine the relationship between these variables. Data were gathered through a survey questionnaire administered to TVL students and analyzed to assess the level of each lo and their relationship to students' career pathways using inferential statistical analysis. Data were gathered through a validated self-developed survey questionnaire and analyzed using mean, standard deviation, and correlation analysis. The results of the study revealed that both local cultural factors, educational factors and career pathways were all rated "Very High", indicating strong influence on TVL students' career development, showing clear goals, strong motivation, reflective decision-making, and active participation in skill development activities. The study revealed a significant relationship between local cultural and educational factors and the career pathways of TVL students that led to the rejection of the hypotheses, confirming that career development among TVL students is influenced not only by personal preferences, but also by social and educational experiences. The study concludes that TVL students' career development is shaped by the combined influence of cultural context and educational support systems. It is recommended that schools strengthen career-oriented programs, mentorship, and industry partnerships, while parents and community stakeholders continue providing guidance and support. Policymakers are also encouraged to integrate cultural awareness and contextualized career guidance into educational programs.

**Keywords**— Career pathways, TVL students, cultural factors, educational factors, senior high school, career development, vocational education, student decision-making.

## I. INTRODUCTION

Career decision-making among students is a complex process shaped by various internal and external factors, including personal interests, family expectations, socio-economic conditions, and the broader cultural and educational environment. For students enrolled in the Technical-Vocational-Livelihood (TVL) track under the Philippines' K–12 curriculum, these influences are particularly significant because their chosen strand is directly linked to specific career pathways or employment opportunities. Understanding how local cultural and educational factors affect TVL students' career choices is essential in ensuring that educational

programs effectively support students in achieving sustainable and fulfilling careers.

Globally, the role of cultural and educational influences in career decision-making has been widely recognized. (Savickas et al., 2018) Super's lifespan, life-space theory emphasizes that cultural context shapes individuals' career development by defining social expectations related to work and success. Similarly, Lent, Brown, and Hackett's (2020) Social Cognitive Career Theory (SCCT) highlights the interaction between personal goals, environmental conditions, and social influences in shaping career choices. These frameworks suggest that career decisions are not made in isolation but are influenced by a combination of individual and contextual factors. In the context of technical-vocational education, these influences become more evident because training is closely aligned with labor market demands and local economic conditions (Choi, 2018).

In the Philippines, cultural values strongly influence students' career pathways. Filipino culture places great importance on family and community, often guiding students' educational and occupational decisions.

Educational factors also play a critical role in shaping TVL students' career development. The Department of Education's K–12 curriculum aims to prepare learners for employment through the TVL track, which offers specialized training in areas such as agriculture, technology, home economics, and industrial arts (DepEd, 2016). Schools contribute to career development by providing relevant curricula, career guidance, and opportunities such as internships and industry partnerships. The alignment between education and labor market needs is crucial in ensuring that students acquire skills that are both practical and in demand (Bernardo, 2018).

Despite the recognized importance of cultural and educational influences, limited studies have explored how these factors interact specifically among TVL students in the Philippine context. Examining this relationship is important in improving educational strategies and career guidance programs that respond to both students' sociocultural backgrounds and labor market demands.

This study, therefore, aims to provide a comprehensive understanding of how cultural and educational factors shape the career pathways of TVL students, offering insights that may help educators and policymakers strengthen technical-vocational education and better support students' career development.

### 1.1 Statement of the Problem

*Problem/s which were addressed by the research*

This study aimed to investigate the relationship between the local cultural factors and educational factors and TVL students' career pathways.

1. What is the level of local cultural factor among TVL students with respect to:
  - 1.1 Cultural norms/values;
  - 1.2 parental/family expectations;
  - 1.3 community role models; and
  - 1.4 local economic conditions?
2. What is the level of educational factor among TVL students with respect to:
  - 2.1 Availability of specialized program;
  - 2.2 curriculum with career-oriented skills;
  - 2.3 influence of academic mentors; and
  - 2.4 educational environment?
3. What is the level of TVL students' career pathways in terms of:
  - 3.1 career choice and aspirations;
  - 3.2 career motivation;
  - 3.3 career decision making; and
  - 3.4 skill acquisition option?
4. Is there a significant relationship between the local cultural factor and TVL students' career pathways?
5. Is there a significant relationship between educational factor and TVL students' career pathways?

II. METHODOLOGY

A descriptive-correlational research design was employed to determine the relationship between these variables. Data were gathered through a survey questionnaire administered to TVL students and analyzed to assess the level of each factor and their relationship to students' career pathways using inferential statistical analysis. Data were gathered through a validated self-developed survey questionnaire and analyzed using mean, standard deviation, and correlation analysis.

III. RESULTS AND DISCUSSION

This part discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions further determine and examine how local cultural and educational factors contribute to TVL students' choice of career pathways. It also provides the corresponding interpretation and analysis of the findings obtained from the respondents

*Level of Local Cultural Assessment on the Factor of TVL Student*

In this study, the level of local cultural assessment on the factor of TVL students in terms of cultural norms/values, parental/family expectations, community role models, and local economic conditions was determined through mean and standard deviation.

The following tables discussed student's evaluation on the different local cultural factors that may influence their decision in choosing careers in the near future.

Table 1 illustrates the level of assessment on the factor of TVL student in terms of cultural norms/values.

As reflected, students perceived that cultural norms affect their career aspirations based on the prioritization of certain industries or fields in their community. Societal expectations also affect their decision which requires them to follow a career path that aligns with gender roles. The prestige given and more culturally valued and respected careers in the community similarly influence their career choice. Traditional beliefs in the culture plays a big role in shaping the types of careers that are acceptable to pursue.

**Table 1.** Level of Local Cultural Assessment on the Factor of TVL Student in terms of Cultural Norms/Values

| Statements   | Mean | SD   | Remarks        |
|--|------|------|----------------|
| The cultural norms/values perceived through...   |      |      |                |
| ...the prestige given to certain careers in my community influence my career choice.                               | 4.26 | 0.82 | Strongly Agree |
| ...traditional beliefs in my culture shape the types of careers that are acceptable for me to pursue.              | 4.07 | 0.90 | Agree          |
| ...societal expectations affect my decision requiring me to follow a career path that aligns with my gender roles. | 4.21 | 0.83 | Strongly Agree |
| ...the prioritization of certain industries or fields in my community affect my career aspirations.                | 4.27 | 0.80 | Strongly Agree |
| ...what is culturally valued and respected in my community make me more likely to choose a particular career.      | 4.15 | 0.86 | Agree          |
| Weighted Mean  | 4.19 |      |                |
| SD   | 0.85 |      |                |
| Verbal Interpretation  |      |      | Very High      |

The level of assessment on the factor of TVL student in terms of cultural norms/values obtained the overall weighted mean of 4.19 with a standard deviation of 0.85, verbally interpreted as Very High. This indicates agreement among students that the cultural norms greatly influence students in choosing the career they would pursue.

In summary, the results indicate that the expectations and approval of the society matter with regards to students' career aspirations. Students tend to choose careers that suits the standards of their community.

**Table 2.** Level of Local Cultural Assessment on the Factor of TVL Student in terms of Parental/Family Expectations

| Statements  | Mean | SD   | Remarks        |
|---|------|------|----------------|
| The parents/family are expected...  |      |      |                |
| ...to have a clear expectation of the career path I should follow.                          | 4.23 | 0.86 | Strongly Agree |
| ...to support personal interests when choosing a career.                                    | 4.34 | 0.85 | Strongly Agree |
| ...to encourage me to choose a career that brings honor and respect to our family.          | 4.34 | 0.85 | Strongly Agree |
| ...to have their financial situation influence the type of career they expect me to pursue. | 4.17 | 0.90 | Agree          |
| ...to want me to continue the same profession or business they are involved in.             | 4.24 | 0.95 | Strongly Agree |
| Weighted Mean   | 4.26 |      |                |
| SD  | 0.88 |      |                |
| Verbal Interpretation   |      |      | Very High      |

Table 2 illustrates the level of local cultural assessment on the factor of TVL students in terms of parental/family expectations.

As reflected, students strongly agreed that their parents or family are expected to support their personal interests when choosing a career and to encourage them to pursue a career that brings honor and respect to the family. They also strongly agreed that their parents have clear expectations regarding the career path they should follow and that there is an expectation to continue the same profession or business in which the family is involved. Meanwhile, students agreed that the financial situation of the family influences the type of career their parents expect them to pursue.

The level of local cultural assessment on the factor of TVL students in terms of parental/family expectations obtained an overall weighted mean of 4.26 with a standard deviation of 0.88, verbally interpreted as Very High. This indicates that parental and family expectations have a very strong influence on students' career decisions.

In summary, the findings reveal that family plays a crucial role in shaping the career aspirations of TVL students. The expectations, support, financial considerations, and desire to uphold family honor significantly affect the career paths students intend to pursue.

Table 3 illustrates the level of local cultural assessment on the factor of TVL students in terms of community role models.

As reflected, students strongly agreed that community role models who are seen as successful in certain careers motivate them to pursue similar career paths. They also strongly agreed that the achievements of these individuals encourage them to aim for similar professions. Moreover, students agreed that community leaders and professionals are people they look up to when deciding what career to pursue. They also considered the career choices of these individuals when planning their own paths and acknowledged that role models in specific fields have helped them decide which career to take.

**Table 3.** Level of Local Cultural Assessment on the Factor of TVL Student in terms of Community Role Models

| Statements  | Mean | SD   | Remarks        |
|---|------|------|----------------|
| The community role models are...  |      |      |                |
| ...seen as successful individuals in certain careers, motivating me to pursue a similar career path.      | 4.29 | 0.77 | Strongly Agree |
| ...people I look up to, such as community leaders and professionals, when deciding what career to pursue. | 4.17 | 0.95 | Agree          |
| ...individuals whose achievements encourage me to aim for similar careers.                                | 4.34 | 0.87 | Strongly Agree |
| ...people whose career choices consider when planning my own career path.                                 | 4.18 | 0.94 | Agree          |
| ...individuals in specific fields who have helped me decide which career to pursue.                       | 4.13 | 0.97 | Agree          |
| Weighted Mean   | 4.16 |      |                |
| SD  | 0.87 |      |                |
| Verbal Interpretation   |      |      | Very High      |

The level of local cultural assessment on the factor of TVL students in terms of community role models obtained an overall weighted mean of 4.16 with a standard deviation of 0.87, verbally interpreted as Very High. This indicates that community role models significantly influence students' career aspirations.

In summary, the findings show that the presence and achievements of successful individuals in the community serve as inspiration and guidance for TVL students. Students tend to be influenced by the careers and accomplishments of people they admire, which shape their own career goals and decisions.

Role models can exercise a formative influence in the life of an individual.

**Table 4.** Level of Local Cultural Assessment on the Factor of TVL Student in terms of Local Economic Conditions

| Statements   | Mean | SD   | Remarks   |
|--|------|------|-----------|
| Local economic conditions that influence TVL students are...   |      |      |           |
| ...reflected in the availability of jobs in my community, influencing the career path I want to pursue.          | 4.18 | 0.92 | Agree     |
| ...factors that make me more likely to choose a career that is in demand in my local area.                       | 4.10 | 0.88 | Agree     |
| ...seen in the economic opportunities of my community, affecting the career I consider most practical to pursue. | 4.23 | 0.93 | Agree     |
| ...shown in the availability of stable jobs in my community, choosing a career path.                             | 4.13 | 0.87 | Agree     |
| ...motivating factors that encourage me to pursue a career contributing to the local economy.                    | 4.01 | 0.99 | Agree     |
| Weighted Mean  | 4.13 |      |           |
| SD   | 0.92 |      |           |
| Verbal Interpretation  |      |      | Very High |

Table 4 illustrates the level of local cultural assessment on the factor of TVL students in terms of local economic conditions.

As reflected, students agreed that the availability of jobs in their community influences the career path they want to pursue. They also agreed that local demand for certain careers makes them more likely to choose occupations that are needed in their area. Furthermore, students perceived that the economic opportunities present in their community affect the career they consider most practical. The availability of stable jobs was likewise identified as a factor in choosing a career path. Additionally, students agreed that local economic conditions serve as motivating factors in pursuing careers that contribute to the local economy.

The level of local cultural assessment on the factor of TVL students in terms of local economic conditions obtained an overall weighted mean of 4.13 with a standard deviation of 0.92, verbally interpreted as Very High. This indicates that local economic conditions considerably influence students' career aspirations.

In summary, the findings suggest that practicality and economic realities within the community play a significant role in shaping the career decisions of TVL students. Students tend to consider job availability, stability, and local demand when selecting the career paths they intend to pursue.

*Level of Educational Assessment on the Factor of TVL Students*

This study investigated the level of educational influence among TVL students with respect to the availability of specialized programs, curriculum with career-oriented skills, influence of academic mentors, and the educational

environment. The availability of specialized programs examines how access to diverse, career-aligned courses guides students’ decisions and prepares them for specific fields. Curriculum with career-oriented skills refers to the practical, industry-relevant competencies students acquire to enhance their readiness for future careers.

**Table 5.** Level of Educational Assessment on the Factor of TVL Students in terms of Availability of Specialized Program

| Statements  | Mean | SD   | Remarks        |
|---|------|------|----------------|
| The availability of specialized TVL programs in the school...   |      |      |                |
| ...offers a wide range of specialized TVL programs that align with my career interests.                         | 4.21 | 0.89 | Strongly Agree |
| ...provides specialized programs that equip me with the skills necessary for the career I want to pursue.       | 4.06 | 0.87 | Agree          |
| ...offers a specific TVL program whose availability strongly influenced my decision to pursue my chosen career. | 4.11 | 1.00 | Agree          |
| ...has specialized TVL programs that are well-aligned with industry demands in my local area.                   | 4.09 | 0.92 | Agree          |
| ...has limited specialized program options, which restricted my choices in selecting a career path.             | 4.14 | 1.02 | Agree          |
| Weighted Mean   | 4.12 |      |                |
| SD  | 0.94 |      |                |
| Verbal Interpretation   |      |      | Very High      |

The influence of academic mentors highlights the role of teachers and mentors in providing guidance, feedback, and motivation to help students navigate career choices. Lastly, the educational environment considers the overall school context, including resources, facilities, career guidance services, and opportunities for hands-on learning, which supports students in exploring career options and developing necessary skills. By analyzing these factors, the study aimed to determine how the school’s educational provisions shape students’ career preparation and overall readiness for professional pathways.

Table 5 illustrates the level of educational assessment on the factor of TVL students in terms of the availability of specialized programs.

As reflected, students strongly agreed that the school offers a wide range of specialized TVL programs that align with their career interests. They also agreed that these specialized programs equip them with the necessary skills for their desired careers. Moreover, students acknowledged that the availability of a specific TVL program strongly influenced their decision to pursue their chosen career. They likewise agreed that the specialized programs are aligned with industry demands in their local area. However, students also recognized that limited specialized program options somewhat restricted their choices in selecting a career path.

The level of educational assessment on the factor of TVL students in terms of availability of specialized programs obtained an overall weighted mean of 4.12 with a standard deviation of 0.94, verbally interpreted as Very High. This indicates that the availability and alignment of specialized TVL programs significantly influence students’ career decisions.

In summary, the findings reveal that the presence, quality, and range of specialized TVL programs in the school play an important role in shaping students’ career aspirations. While program availability supports skill development and career alignment, limited options may also affect the breadth of career paths students are able to consider.

**Table 6.** Level of Educational Assessment on the Factor of TVL Students in terms of Curriculum with Career-Oriented Skills

| Statements  | Mean | SD   | Remarks        |
|---|------|------|----------------|
| Curriculum with career-oriented skills...   |      |      |                |
| ...in my TVL program provides practical skills directly applicable to my chosen career.   | 4.48 | 0.77 | Strongly Agree |
| ...prepares me well for the workforce through the skills I am learning in my TVL courses. | 4.43 | 0.76 | Strongly Agree |
| ...includes industry-specific competencies that are in demand in the local job market.    | 4.29 | 0.90 | Strongly Agree |
| ...enhances my confidence through hands-on training and technical skill development.      | 4.40 | 0.87 | Strongly Agree |
| ...emphasizes competencies that will help me succeed in my future career.                 | 4.39 | 0.77 | Strongly Agree |
| Weighted Mean   | 4.40 |      |                |
| SD  | 0.82 |      |                |
| Verbal Interpretation   |      |      | Very High      |

Table 6 illustrates the level of educational assessment on the factor of TVL students in terms of curriculum with career-oriented skills.

As reflected, students strongly agreed that the curriculum in their TVL program provides practical skills that are directly applicable to their chosen careers. They also strongly agreed that the skills learned in their TVL courses prepare them well for the workforce. Furthermore, students perceived that the curriculum includes industry-specific competencies that are in demand in the local job market. They likewise strongly agreed that hands-on training and technical skill development enhance their confidence. In addition, students affirmed that the curriculum emphasizes competencies that will help them succeed in their future careers.

The level of educational assessment on the factor of TVL students in terms of curriculum with career-oriented skills obtained an overall weighted mean of 4.40 with a standard deviation of 0.82, verbally interpreted as Very High. This indicates that the career-oriented curriculum plays a very strong role in influencing students’ preparedness and career aspirations.

In summary, the findings suggest that the TVL curriculum effectively equips students with relevant, practical, and industry-aligned skills. The emphasis on hands-on training and competency development significantly strengthens students’ confidence and readiness for their future careers.

Table 7 illustrates the level of educational assessment on the factor of TVL students in terms of the influence of academic mentors.

As reflected, students strongly agreed that academic mentors provide valuable guidance in helping them choose a career path. They also strongly agreed that the advice received from teachers and mentors builds their confidence. Moreover, students affirmed that mentors include discussions about career opportunities that align with their skills and interests. They likewise strongly agreed that encouragement and

feedback from mentors motivate them to pursue specific career goals. Additionally, mentors help students understand the skills needed to succeed in their chosen careers.

**Table 7.** Level of Educational Assessment on the Factor of TVL Student in terms of Influence of Academic Mentors

| Statements   | Mean      | SD   | Remarks        |
|--|-----------|------|----------------|
| The influence of academic mentors...   |           |      |                |
| ...provides valuable guidance in helping me choose a career path.                        | 4.43      | 0.75 | Strongly Agree |
| ...builds my confidence through the advice I receive from teachers and mentors.          | 4.30      | 0.84 | Strongly Agree |
| ...includes discussions of career opportunities that align with my skills and interests. | 4.25      | 0.93 | Strongly Agree |
| ...motivates me to pursue specific career goals through encouragement and feedback.      | 4.31      | 0.82 | Strongly Agree |
| ...helps me understand the skills needed to succeed in my chosen career.                 | 4.36      | 0.91 | Strongly Agree |
| Weighted Mean  | 4.33      |      |                |
| SD   | 0.86      |      |                |
| Verbal Interpretation  | Very High |      |                |

The level of educational assessment on the factor of TVL students in terms of the influence of academic mentors obtained an overall weighted mean of 4.33 with a standard deviation of 0.86, verbally interpreted as Very High. This indicates that academic mentors play a very strong role in shaping students' career decisions and professional development.

In summary, the findings reveal that teachers and mentors significantly influence the career aspirations of TVL students. Through guidance, motivation, and skill-oriented advice, academic mentors help students gain clarity, confidence, and direction in pursuing their chosen career paths.

**Table 8.** Level of Educational Assessment on the Factor of TVL Student in terms of Educational Environment

| Statements   | Mean      | SD   | Remarks        |
|--|-----------|------|----------------|
| The educational environment...   |           |      |                |
| ...in my school supports my exploration of different career options.   | 4.39      | 0.87 | Strongly Agree |
| ...provides facilities and resources adequate for developing skills for my future career.                                | 4.30      | 0.88 | Strongly Agree |
| ...encourages me to pursue my career goals with confidence.  | 4.39      | 0.87 | Strongly Agree |
| ...offers sufficient opportunities for internships, job placements, or hands-on experiences related to my chosen career. | 4.28      | 0.86 | Strongly Agree |
| ...includes career guidance and counseling services that help me plan for my future career.                              | 4.33      | 0.93 | Strongly Agree |
| Weighted Mean  | 4.34      |      |                |
| SD   | 0.88      |      |                |
| Verbal Interpretation  | Very High |      |                |

Table 8 illustrates the level of educational assessment on the factor of TVL students in terms of educational environment.

As reflected, students strongly agreed that the educational environment in their school supports their exploration of different career options. They also strongly agreed that the school provides adequate facilities and resources necessary for developing skills for their future careers. Moreover, students perceive that the environment encourages them to pursue their career goals with confidence. They likewise affirmed that the

school offers sufficient opportunities for internships, job placements, and hands-on experiences related to their chosen careers. In addition, career guidance and counseling services were recognized as helpful in planning for their future professions.

The level of educational assessment on the factor of TVL students in terms of educational environment obtained an overall weighted mean of 4.34 with a standard deviation of 0.88, verbally interpreted as Very High. This indicates that the educational environment plays a very strong role in supporting students' career development and aspirations.

In summary, the findings suggest that a supportive and resource-rich educational environment significantly enhances students' confidence, preparedness, and clarity in pursuing their desired career paths.

*Level of TVL Students' Career Pathways*

This study also examined the level of TVL students' career pathways in terms of career choice and aspirations, career motivation, career decision-making, and skill acquisition options. Career choice and aspirations refer to the clarity and alignment of students' career goals with their interests, skills, and long-term objectives. Career motivation highlights students' determination and commitment to pursue their chosen paths despite challenges. Career decision-making involves the ability to make informed and reflective choices, considering personal strengths, opportunities, and guidance from mentors or family. Skill acquisition option focuses on students' proactive efforts to develop the competencies necessary for success in their chosen careers, including participation in practical experiences, workshops, and mentorship programs. By analyzing these aspects, the study aimed to assess how prepared and confident TVL students are in pursuing their future careers and how their career pathways are shaped by both personal initiative and external influences.

**Table 9.** Level of TVL Students' Career Pathways in terms of Career Choice and Aspirations

| Statements  | Mean      | SD   | Remarks        |
|---|-----------|------|----------------|
| The career choice and aspirations...  |           |      |                |
| ...reflect a clear idea of the career I want to pursue after completing my TVL program. | 4.45      | 0.84 | Strongly Agree |
| ...align with my personal interests and skills.   | 4.40      | 0.77 | Strongly Agree |
| ...include confidence that my chosen career will help me achieve my long-term goals.    | 4.42      | 0.80 | Strongly Agree |
| ...helps my desire to contribute to my community or society.                            | 4.32      | 0.89 | Strongly Agree |
| ...involve actively seeking information about career opportunities in my chosen field.  | 4.41      | 0.83 | Strongly Agree |
| Weighted Mean   | 4.40      |      |                |
| SD  | 0.83      |      |                |
| Verbal Interpretation   | Very High |      |                |

Table 9 illustrates the level of TVL students' career pathways in terms of career choice and aspirations.

As reflected, students strongly agreed that their career choices reflect a clear idea of the profession they intend to pursue after completing their TVL program. They also strongly agreed that their chosen careers align with their personal interests and skills. Moreover, students expressed

confidence that their selected career paths will help them achieve their long-term goals. They likewise affirmed that their career aspirations include the desire to contribute to their community or society. In addition, students actively seek information about career opportunities in their chosen fields.

The level of TVL students' career pathways in terms of career choice and aspirations obtained an overall weighted mean of 4.40 with a standard deviation of 0.83, verbally interpreted as Very High. This indicates that students demonstrate a strong sense of clarity, alignment, and confidence regarding their career goals.

In summary, the findings reveal that TVL students possess well-defined career aspirations that are aligned with their interests, skills, and long-term objectives. They show high confidence and proactive engagement in preparing for their future careers.

**Table 10.** Level of TVL Students' Career Pathways in terms of Career Motivation

| Statement  | Mean      | SD   | Remarks        |
|--|-----------|------|----------------|
| The career motivation...   |           |      |                |
| ...reflects my determination to pursue my chosen career despite possible challenges.                         | 4.54      | 0.67 | Strongly Agree |
| ...includes belief that my efforts in the TVL program will impact my future career opportunities.            | 4.42      | 0.71 | Strongly Agree |
| ...involves setting specific goals related to career aspirations and actively working toward achieving them. | 4.47      | 0.75 | Strongly Agree |
| ...is strengthened by the support from my teachers and mentors.  | 4.32      | 0.87 | Strongly Agree |
| ...is inspired by the success stories of professionals in my desired field.                                  | 4.40      | 0.86 | Strongly Agree |
| Weighted Mean  | 4.43      |      |                |
| SD   | 0.78      |      |                |
| Verbal Interpretation  | Very High |      |                |

As reflected, students strongly agreed that their career motivation reflects determination to pursue their chosen careers despite possible challenges. They also strongly agreed that they believe their efforts in the TVL program will positively impact their future career opportunities. Moreover, students affirmed that their motivation involves setting specific career goals and actively working toward achieving them. They likewise agreed that support from teachers and mentors strengthens their motivation. In addition, students indicated that the success stories of professionals in their desired fields serve as inspiration for their career pursuits.

The level of TVL students' career pathways in terms of career motivation obtained an overall weighted mean of 4.43 with a standard deviation of 0.78, verbally interpreted as Very High. This indicates that students possess strong motivation and commitment toward achieving their career goals.

In summary, the findings reveal that TVL students demonstrate a high level of perseverance, goal-setting, and proactive engagement in pursuing their careers. Support from mentors and inspiration from successful professionals further reinforce their determination to succeed in their chosen fields.

**Table 11.** Level of TVL Students' Career Pathways in terms of Career Decision Making

| Statements | Mean | SD | Remarks |
|------------|------|----|---------|
|------------|------|----|---------|

| The career decision making of the student...   |           |      |                |
|--|-----------|------|----------------|
| ...carefully considers all options before deciding on a career path.                                     | 4.29      | 0.79 | Strongly Agree |
| ...involves seeking advice from teachers, mentors, and family members.                                   | 4.27      | 0.83 | Strongly Agree |
| ...reflects confidence in making informed choices about a future career.                                 | 4.26      | 0.87 | Strongly Agree |
| ...considers personal interests and strengths in career-related decisions.                               | 4.35      | 0.77 | Strongly Agree |
| ...includes regular reflection on career goals and adjustments based on new information and experiences. | 4.32      | 0.76 | Strongly Agree |
| Weighted Mean  | 4.30      |      |                |
| SD   | 0.81      |      |                |
| Verbal Interpretation  | Very High |      |                |

Table 11 illustrates the level of TVL students' career pathways in terms of career decision-making.

As reflected, students strongly agreed that their career decision-making carefully considers all available options before selecting a career path. They also strongly agreed that seeking advice from teachers, mentors, and family members plays an important role in their decisions. Moreover, students affirmed that their career decisions reflect confidence in making informed choices about their future careers. They likewise strongly agreed that personal interests and strengths are considered when making career-related decisions. In addition, students indicated that they regularly reflect on their career goals and make adjustments based on new information and experiences.

The level of TVL students' career pathways in terms of career decision-making obtained an overall weighted mean of 4.30 with a standard deviation of 0.81, verbally interpreted as Very High. This indicates that students demonstrate strong competence and confidence in making informed and thoughtful career decisions.

In summary, the findings reveal that TVL students employ careful consideration, consultation, and self-reflection in their career decision-making. Their ability to align choices with personal strengths, interests, and new insights contributes to their preparedness for future career paths.

Table 12 illustrates the level of TVL students' career pathways in terms of skill acquisition.

As reflected, students strongly agreed that they actively seek opportunities to develop skills relevant to their desired careers. They also strongly agreed that participation in workshops or training programs helps enhance their decision-making skills for future careers. Moreover, students affirmed that their skill acquisition reflects awareness of the competencies necessary for informed career decisions and active efforts to acquire them. They likewise strongly agreed that they use feedback from mentors and teachers to improve their career-related skills. In addition, students engage in activities such as internships or projects to develop practical skills for their future careers.

**Table 12.** Level of TVL Students' Career Pathways in terms of Career Choice and Aspirations

| Statements   | Mean | SD   | Remarks        |
|--|------|------|----------------|
| The skill acquisition option of the student...   |      |      |                |
| ...involves actively seeking opportunities to develop skills relevant to the desired career. | 4.46 | 0.78 | Strongly Agree |

|  |      |      |                |
|--|------|------|----------------|
| ...includes participation in workshops or training programs that enhance decision-making skills for a future career. | 4.37 | 0.80 | Strongly Agree |
| ...reflects awareness of the skills necessary for informed career decisions and active efforts to acquire them.      | 4.45 | 0.77 | Strongly Agree |
| ...uses feedback from mentors and teachers to improve career-related skills.   | 4.35 | 0.86 | Strongly Agree |
| ...engages in activities, such as internships or projects, that help develop practical skills for a future career.   | 4.43 | 0.78 | Strongly Agree |
| Weighted Mean  | 4.41 |      |                |
| SD   | 0.80 |      |                |
| Verbal Interpretation  |      |      | Very High      |

The level of TVL students' career pathways in terms of skill acquisition obtained an overall weighted mean of 4.41 with a standard deviation of 0.80, verbally interpreted as Very High. This indicates that students demonstrate a strong commitment to actively acquiring the skills necessary for their chosen careers.

In summary, the findings reveal that TVL students are proactive in developing relevant competencies through training, mentorship, feedback, and practical experiences. Their consistent efforts in skill acquisition contribute significantly to their preparedness and confidence in pursuing future careers.

*Significant Relationship Between the Level of Assessment on Local Cultural Factor and TVL Students' Career Pathways*

In this study, the significant relationship between the level of assessment on cultural factors and TVL students' career pathways was analyzed using the Pearson Correlation Coefficient. Cultural factors, including norms and values, parental and family expectations, community role models, and local economic conditions, were examined to determine how they influence students' career choices, motivation, decision-making, and skill acquisition. By investigating this relationship, the study aimed to reveal the extent to which students' career pathways are shaped by the cultural environment surrounding them. Understanding this relationship provides valuable insights into the role of sociocultural influences in guiding students' career development and highlights the importance of considering cultural contexts in educational planning and career guidance.

Table 13 presents the relationship between level of assessment on cultural factors and TVL students' career pathways. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=100) for each relationship.

As presented, there is a significant relationship among various cultural factors and all aspects of students' career pathways, supported by the obtained p-values less than 0.05 level of significance. This means that students give high value to their norms, family expectations, their role in the community and the community's economic condition in their career aspirations and being motivated to pursue it. Their decision making and skills acquisition are also based on what would be acceptable in the community. Furthermore, this implies that career development among students is deeply rooted in their sociocultural environment.

**Table 13.** Significant Relationship Between the Level of Assessment on Local Cultural Factor and TVL Students' Career Pathways

| Cultural Factor              |                     | Career Choice and Aspirations | Career Motivation | Career Decision Making | Skills Acquisition Option |
|------------------------------|---------------------|-------------------------------|-------------------|------------------------|---------------------------|
| Cultural Norms/Values        | Pearson Correlation | 0.594*                        | 0.564*            | 0.399*                 | 0.512*                    |
|                              | Sig. (2-tailed)     | .000                          | .000              | .000                   | .000                      |
|                              | N                   | 100                           | 100               | 100                    | 100                       |
| Parental/Family Expectations | Pearson Correlation | 0.623*                        | 0.639*            | 0.415*                 | 0.619*                    |
|                              | Sig. (2-tailed)     | .000                          | .000              | .000                   | .000                      |
|                              | N                   | 100                           | 100               | 100                    | 100                       |
| Community Role Models        | Pearson Correlation | 0.483*                        | 0.560*            | 0.386*                 | 0.525*                    |
|                              | Sig. (2-tailed)     | .000                          | .000              | .000                   | .000                      |
|                              | N                   | 100                           | 100               | 100                    | 100                       |
| Local Economic Conditions    | Pearson Correlation | 0.582*                        | 0.641*            | 0.437*                 | 0.608*                    |
|                              | Sig. (2-tailed)     | .000                          | .000              | .000                   | .000                      |
|                              | N                   | 100                           | 100               | 100                    | 100                       |

Note \*p < .05

These results suggest that TVL students highly value cultural norms, family expectations, role models, and the economic environment of their community when forming career aspirations, maintaining motivation, making decisions, and acquiring relevant skills. Career development among students appears to be strongly influenced by sociocultural factors, highlighting that students' choices and preparations are deeply rooted in the expectations, guidance, and opportunities provided by their social and cultural environment.

In summary, the findings imply that students' career pathways are not solely based on personal preference or academic factors but are significantly shaped by the interplay of cultural, familial, community, and economic influences in their local context.

*Significant Relationship Between the Level of Assessment on Educational Factor and TVL Students' Career Pathways*

This study examined the significant correlation between the level of assessment on cultural factors and TVL students' career pathways using the Pearson Correlation Coefficient. Cultural factors such as norms and values, parental and family expectations, community role models, and local economic conditions were analyzed to determine their influence on students' career choices, motivation, decision-making, and skill acquisition. Investigating this correlation provides insights into how the sociocultural environment shapes students' aspirations and readiness for future careers. The findings highlight the importance of understanding students' cultural context in guiding career development, demonstrating that career pathways are not only influenced by personal interests and academic factors but are also strongly rooted in family, community, and societal values.

**Table 14.** Significant Relationship Between the Level of Assessment on Educational Factor and TVL Students' Career Pathways

| Educational Assessment                 |                     | Career Choice Aspirations | Career and Motivation | Career Decision Making | Skills Acquisition Option |
|--|---------------------|---------------------------|-----------------------|------------------------|---------------------------|
| Availability of Specialized Program    | Pearson Correlation | 0.654*                    | 0.702*                | 0.580*                 | 0.657*                    |
|  | Sig. (2-tailed)     | .000                      | .000                  | .000                   | .000                      |
|  | N                   | 100                       | 100                   | 100                    | 100                       |
| Curriculum with Career-Oriented Skills | Pearson Correlation | 0.821*                    | 0.606*                | 0.510*                 | 0.540*                    |
|  | Sig. (2-tailed)     | .000                      | .000                  | .000                   | .000                      |
|  | N                   | 100                       | 100                   | 100                    | 100                       |
| Influence of Academic Mentors          | Pearson Correlation | 0.864*                    | 0.561*                | 0.473*                 | 0.528*                    |
|  | Sig. (2-tailed)     | .000                      | .000                  | .000                   | .000                      |
|  | N                   | 100                       | 100                   | 100                    | 100                       |
| Educational Environment                | Pearson Correlation | 0.777*                    | 0.545*                | 0.470*                 | 0.546*                    |
|  | Sig. (2-tailed)     | .000                      | .000                  | .000                   | .000                      |
|  | N                   | 100                       | 100                   | 100                    | 100                       |

Note \*p < .05

Table 14 presents the relationship between the level of assessment on educational factors and TVL students' career pathways. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=100) for each relationship.

As presented, there is a significant relationship among various educational factors and all aspects of students' career pathways, supported by the obtained p-values less than the 0.05 level of significance. This means that students' career choices, motivation, decision-making, and skills acquisition are strongly influenced by the availability of specialized programs, curriculum with career-oriented skills, the guidance of academic mentors, and a supportive educational environment. The results indicate that these educational factors provide the necessary knowledge, skills, guidance, and opportunities that shape students' career development.

These results suggest that TVL students highly value the programs, curriculum, mentorship, and educational environment provided by their school when forming career aspirations, maintaining motivation, making informed decisions, and acquiring relevant skills. Career development among students appears to be strongly supported by the educational structures and resources available to them, highlighting that students' preparation and readiness for their future careers are deeply rooted in the opportunities and guidance offered within their learning environment.

In summary, the findings imply that students' career pathways are not solely determined by personal preference or cultural influences but are significantly shaped and reinforced by the availability of educational programs, career-oriented curriculum, mentorship, and a conducive learning environment.

#### IV. CONCLUSION AND RECOMMENDATIONS

The hypothesis stating that there is a significant relationship between cultural factors and TVL students' career pathways is rejected. Although cultural factors such as norms and values, parental and family expectations, community role models, and local economic conditions may influence students' career choices, motivation, decision-making, and skills acquisition, the findings showed no statistically significant relationship. This suggests that cultural influences alone are not strong determinants of students' overall career pathways.

2. Similarly, the hypothesis stating that there is a significant relationship between educational factors and TVL students' career pathways is also rejected. While factors such as specialized programs, career-oriented curricula, academic mentors, and a supportive learning environment may contribute to students' preparedness and aspirations, the study found no significant relationship. This indicates that educational support systems do not solely determine students' career decisions

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

Policymakers and educational authorities may strengthen the integration of cultural awareness and career preparation into the curriculum. Since cultural factors were found not to have a significant relationship with TVL students' career pathways, enhancing culturally responsive programs may help students better understand how sociocultural influences can still support informed and practical career decisions.

Schools are encouraged to further enhance specialized programs, career-oriented curricula, and support systems such as mentorship, hands-on training, career guidance services, and internship opportunities. Although educational factors were found to have no significant relationship with career pathways, strengthening these areas may still improve students' skills, confidence, and overall career readiness.

Community leaders and role models are encouraged to maintain active engagement with students through sharing experiences, guidance, and exposure to real-life career pathways. Given that cultural factors were not significantly related to career pathways, strengthening community involvement may help bridge the gap between students' aspirations and real-world opportunities.

Parents and families are advised to continue providing guidance and emotional support while respecting students' personal interests and abilities. Since both cultural and educational factors were found to have no significant relationship with career pathways, family support remains an important external influence that may help shape students' motivation and decision-making.

Students are encouraged to actively explore available cultural and educational opportunities and engage in school-based and community-based learning experiences. Considering that career pathways are not significantly determined by cultural and educational factors alone, students should continue developing their skills, seeking guidance, and making independent but informed career decisions.

Future researchers are encouraged to further explore other possible determinants of TVL students' career pathways. Since the study found no significant relationship between cultural and educational factors and career pathways, future studies may examine additional variables such as peer influence, media exposure, socioeconomic status, technological access, and regional differences to gain a more comprehensive understanding of career development.

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