



NAZARETH SCHOOL OF NATIONAL UNIVERSITY

Evaluating the Relationship of Immersion Program and Course Selection Aspirations of SHS Students in NSNU

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ABSTRACT

This study aimed to explore the effects of the Immersion program on first-year college students and its relationship with their course selection aspirations. It sought to identify the factors that contribute to the success or failure of immersion programs in shaping the course preferences of previous grade 12 students at NSNU. The study considered the students' demographic profiles, their chosen immersion program, and the course they pursued in college. Employing a quantitative research approach with a correlation research design, the researchers collected data from respondents who had participated in the immersion program in the previous academic year. The findings revealed that 52.7% of the respondents did not consider their home environment when selecting a college course, while 47.3% did. Furthermore, 80% of the respondents chose to continue their immersion programs in college. These results indicate that the implementation of the Immersion program in the Philippines has been effective in assisting students with their college course choices. The respondents exhibited favorable attitudes toward immersion programs and acknowledged their benefits. However, the impact of external factors on course selection varied among individuals. The program was seen as a valuable source of guidance, confidence, and college preparation. To ensure the success of immersion programs, it is recommended that NSNU monitor and evaluate outcomes, enhance program effectiveness, and establish collaborative partnerships with industry stakeholders. This can be achieved through continuous data collection, necessary adjustments based on feedback, and regular program evaluations. By adopting these measures, NSNU can improve student outcomes and facilitate a seamless transition from high school to college.

Keywords:- Immersion Program, Course Selection Aspirations, Success and Failure Factors, Previous Grade 12 Students, Program Effectiveness

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CHAPTER ONE INTRODUCTION

➤ *Background of the Study*

In recent years, the Philippines has been working towards developing a skilled workforce to keep up with the demands of its rapidly changing economy. One initiative that aims to achieve this goal is the K to 12 immersion programs implemented by the Department of Education.

Conventional practices in evaluating the K to 12 immersion program's effectiveness include surveys, interviews, or focus group discussions, but these may not fully capture its impact on a student's career aspirations. Moreover, while some studies have been conducted on the program, few have focused on its effects on grade 12 students' academic achievement and future career plans.

This research aims to address this gap by investigating the potential positive and negative impact of the K to 12 immersion programs on the college students' career aspirations during their 12th grade at NSNU. By examining the quality of students' learning experiences in work-related activities, this study will provide valuable insights into the program's effectiveness and help identify potential areas for improvement to enhance its implementation and achieve its goals.

➤ *Research Questions*

There is a lack of knowledge about the factors that contribute to the success or failure of immersion programs in shaping the course selection aspirations of previously senior high school students at NSNU. Whether taking the immersion program led the students to choose the same or a different course, this study is significant and relevant for school policymakers, administrators, students, and parents to further understand the effect and impact of work immersion programs on the course selection of students for their tertiary education. Researchers intend to investigate the relationship between course selection aspirations among freshly graduated students from Nazareth School of National University who are 18 years old and above, who are currently studying at National University Manila, and who took the immersion program. Furthermore, by correlating the two variables, which are the work immersion program and course selection, we will be able to answer the following research questions:

- *What is the College Student Demographic Profile, as Reported by:*
 - ✓ Age
 - ✓ Sex
 - ✓ Environment
 - ✓ Course taken in college
 - ✓ Socioeconomic status
 - ✓ Taken immersion program last Academic Year
- *What is the effectiveness of the immersion programs and its impact to the course selection aspirations of the college students who graduated at NSNU?*
- *What factors contribute to the success or failure of immersion programs in shaping the course selection aspirations of college students who graduated at NSNU?*
- *Is there a significant relationship between course selection aspirations and the impact of immersion programs among the past senior high school students at NSNU who have undergone immersion programs last Academic Year?*

➤ *Research Hypothesis*

Ho: There is no significant relationship between course selection aspirations and the impact of the immersion program among the past senior high school students at NSNU who have undergone immersion programs last Academic Year.

➤ *Significance of the Study*

The K to 12 immersion program is an integral part of the senior high school curriculum in the Philippines, aimed at equipping students with practical experience and skills to prepare them for their future careers. However, there is a pressing need to evaluate its effectiveness in meeting its objectives and identify areas for improvement. This study seeks to fill this knowledge gap by examining the impact of the K to 12 immersion programs on the career aspirations of the past senior high school students at NSNU. The study's results can be used to give future 12th-grade students insights into what to expect from immersion programs. How it affects course selection among Senior High School students and how effective it is at teaching skills needed for future courses. The information gathered can help educational policymakers, school administrators, and educators understand the program's effectiveness in achieving its objectives, potential areas for improvement, and its impact on students' career aspirations. The recommendations generated from the study can assist stakeholders in enhancing the program's implementation, making informed decisions about participating in the program and preparing for future careers. Ultimately, the study's outcomes can contribute to improving the quality of education and developing a competent and skilled workforce in the Philippines.

➤ *Scope and Delimitation*

The main subject of the study would be students who graduated from NSNU Senior High School students A.Y. 2021-2022 and are currently in first-year college at National University - Manila who took part in the K to 12 immersion programs. The study will investigate the program's possible effects for the past grade 12 students' professional goals, both positively and negatively. In particular, the study will look at how well the students learned throughout their work-related tasks and evaluate how the program affected their long-term professional goals.

The study's limitations refer to the factors or variables that were purposefully left out of the research. The study in this case is limited to 1st year college students at National University, and the findings may not be generalizable to other schools or regions. The study also focuses specifically on the academic and professional development of the immersion program students, and other factors that may influence their outcomes, such as personal factors, socioeconomic status, and family background, will not be thoroughly examined.

CHAPTER TWO

LITERATURE REVIEW

The work immersion program in the K to12 curriculum in the Philippines has become an essential component of the senior high school (SHS) education system, providing students with practical experience and valuable skills necessary for success in the workplace. The Department of Education (DepEd) in the Philippines issued a memorandum DM-CI-2020-0085, and DepEd Order No. 30, s. 2017 at order to introduce work immersion at all senior high schools (SHSs), rules were released. Furthermore, these guidelines will take effect starting in the school year 2017-2018 for SHSs. This program has been designed to equip students with critical thinking, problem-solving, and decision-making abilities. Additionally, the work immersion program can enhance students' awareness, interest, and readiness for college courses and offer them a broader perspective on their future careers. The benefits of work immersion extend beyond students, as it also helps schools provide a successful post-secondary-led high school education program and enables teachers to develop relevant training, professional development, and resources to enhance their teaching delivery. In this context, it is essential to recognize the socio-economic factors and personal values that can impact the academic track or strand chosen by senior high school students.

➤ *Adapting Work Immersion*

The COVID-19 pandemic has not only caused a global health crisis but has also affected various aspects of life, including education. In response to this challenge, the Department of Education (DepEd) in the Philippines issued Memorandum DM-CI-2020-0085 and DepEd Order No. 30, s. 2017, which provide guidelines for work immersion programs for Grade 12 students. However, due to the pandemic, the implementation of these guidelines has had to be modified to ensure compliance while keeping students safe. The assessment of the implementation of the school-based work immersion program in Surigao City National High School during the health crisis showed that the students were able to comply with the requirements stipulated in the guidelines and performed well in the different activities. Finally, the students strongly agreed that the work immersion program in school helped to develop their competencies relevant to their chosen strands. (Arcayera, 2021).

Further, according to the Department of Education (2021), one of the strategies that have been implemented is to introduce essential skills that can be taught remotely, such as carpentry and computer-related specializations, using online platforms supervised by a teacher. This approach aims to provide SHS learners with the necessary competencies for employment despite the pandemic's limitations. DepEd has released guidelines for work immersion during a crisis situation, which offer four different schemes, including in-school, home-based, community-based, and school-industry tie-ups.

Moreover, San Antonio, D. (2022) explained that work immersion could be implemented even before limited face-to-face classes were allowed, but now that face-to-face classes are allowed, they will be reintroduced. The Department of Education (DepEd) created guidelines on work immersion before the pandemic, and the immersion program will be included in the school's program when they return to face-to-face classes. The immersion will be subject to the rules and regulations implemented by the Inter-Agency Task Force (IATF) and will provide SHS learners with actual industry experience in their chosen specializations.

➤ *Enhancing College Readiness Via Work Immersion*

According to the University of the People (2018), "college readiness" refers to the collection of abilities, actions, and understanding that a high school student should possess in order to be prepared for college. Possessing college readiness serves as an indicator of potential success and how easily one can adjust to college life.

But for Insorio et al. (2023), students' awareness, interest, and readiness for college courses were low before the work immersion implementation. However, after the implementation, they all increased, and significant differences existed before and after. It means that the student's awareness, interest, and readiness for college were built through work immersion, which is one of the end goals of the senior high school curriculum. Also, a significant difference in awareness and interest levels was established based on a preferred college course. Students who preferred an education course got the highest awareness and interest levels, while those who preferred a criminology course got the lowest awareness and interest levels.

Additionally, to improve their competency, students are exposed to and familiarized with job-relevant contexts pertaining to their area of study through work immersion programs. With that, work immersion programs offer students a unique opportunity to gain practical experience and exposure to work environments relevant to their field of specialization. By participating in these programs, students can enhance their competencies, expand their skill set, and develop a deeper understanding of their chosen career path. According to research conducted by the COTTA National High School Senior High School (2018),

Finally, the experience gained through work immersion programs can help students make informed decisions when selecting courses for their college education. By having first-hand experience in a particular field, students can identify the areas they are most interested in and passionate about. This can guide their course selection and help them choose programs that align with their career goals.

➤ *Positive Gains of Work Immersion on Student Competencies*

The positive learning gains that students have achieved through their experiences in science-based work immersion partner institutions Teamwork, communication, attendance, punctuality, productivity, resilience, initiative, proactivity, judgment, decision-making, dependability, reliability, attitude, and professionalism, all of which the students were able to acquire and develop during their immersion. Moreover, the students perceived their experiences as an opportunity to test themselves and apply what they learned in a non-school setting, where they could experience social interactions in a work environment. These skills and values developed during their immersion are seen as beneficial for students as they move from high school to real life. (Acut et al., 2021).

But at Victory Christian International School (2015), students will develop financial awareness at a young age. Students will learn how to think like adults, manage their finances effectively, and gain exposure to other related skills such as budgeting and marketing by being exposed to the daily operations of a real work environment.

Moreover, according to the Work Immersion Program, Philippines, Youth Policy Toolbox, n.d., with the aid of this curriculum, senior high school students will be better prepared for college, the workforce, or business by gaining attitudes, an understanding for, and respect for work as well as life and career skills. Additionally, it enables students to go seamlessly from education to employment after earning beneficial experience.

➤ *SHS Course Selection*

Internal factors such as individual perspective, family, and peer influence significantly affect students' career choices, while external factors such as compensation, technical requirements, and educational requirements also have a high level of influence (Regulacion, 2022).

Other factors such as financial aid, educational quality, tuition affordability, and environment and culture are the primary factors influencing a student's decision to enroll in college, and these factors are adaptable regardless of age, gender, or family wealth. Moreover, understanding these factors can better prepare SHS students for college and help them make informed decisions about their future career paths. (Quiño, 2022).

Moreover, according to Secuya et al. (2020), work immersion programs let students experience different jobs and learn about various careers. This helps them figure out what they want to do in the future and what courses they should take in college. By doing real work, they also get better at the skills they need for their chosen profession. This makes them more attractive to employers when they start looking for jobs.

➤ *SHS Program Awareness Needed*

Despite identifying employment and entrepreneurship as rationales for the program, three-quarters of Grade 12 students plan to proceed to higher education. This suggests a lack of awareness or understanding of the opportunities provided by the work immersion program and its potential to equip them with skills and capacity for work or entrepreneurial activities. However, even those who have passed national certification assessments do not believe that firms will prefer hiring them over college graduates. This highlights the need for greater awareness and understanding of the SHS program among students and firms to improve its implementation and increase its effectiveness in achieving its objectives. (Orbeta et al., 2019). Furthermore, a significant difference in awareness and interest levels was established based on a preferred college course. (Insorio et al., 2023)

➤ *SHS Teacher Resilience*

Despite the constraints of the K–12 programs, the survey showed that senior high school (SHS) teachers in the Philippines recognized their vital roles and remained positive. The teachers' unique experiences as they battle with their new teaching job have inspired them to look for ways to help them in the classroom. The study's findings help academic institutions reconsider SHS implementation policies by developing relevant training for teachers' professional development, conducting regular onsite monitoring, and providing need-based support and resources for teachers' up-skilling and reskilling. The Department of Education can continue to deliver inclusive and equitable education for everyone by meeting the standards for SHS implementation and the collective goals of teachers (Bacus & Alda, 2022).

Yet, the teachers struggled to create and improve learning methods that would meet the objectives of work immersion. Equipment and materials that are available in the school aren't of the same quality as or comparable to those in the industry. Furthermore, another concern of the teachers was the preparedness of the students to perform tasks in the work immersion program. According to the study conducted by Mapalo-Mina M. and Sermona N. (2022).

In contrast, according to Delmonte, F. R. (2022), teachers at the senior high school program have been found to be knowledgeable about the work immersion program.

➤ *Work Immersion Readiness*

The Department of Education (2017) states that "Work immersion is a component of the senior high school curriculum that provides practical experience or simulated work scenarios". This enables learners to apply their competencies and acquired knowledge related to their chosen track. Moreover, the work immersion experiences made the students knowledgeable about the college course requirements, expectations, and skills needed. They became skilled in communication and socialization.

Moreover, Dimaano G. (2019) suggests that additional hours for the work immersion program will enhance the work experience and preparedness of senior high school students.

Therefore, students will become more motivated and decisive to pursue a degree course and expect to experience more work immersion in college. Finally, the students will be ready and inspired to face the challenges of college life. (Insorio et al., 2023).

➤ *Synthesis*

The Department of Education's (DepEd) K–12 program's job immersion program offers pupils learning experiences that last anywhere from 80 to 320 hours. Through the program, students can become more used to the workplace, participate in a workplace simulation, and put their skills to use in their areas of expertise. Under the K–12 program, completion of work immersion is a requirement for graduation. According to studies, students who are immersed in the workplace can learn and develop abilities including teamwork, communication, punctuality, productivity, resilience, initiative, proactivity, judgment, dependability, attitude, and professionalism. Additionally, it gives students the chance to put their knowledge to the test and use it in situations outside of the classroom. Work immersion programs teach lifelong lessons and values that can improve one's quality of life. The students gained awareness of the prerequisites, expectations, and abilities needed for college courses as a result of their job immersion experiences. They developed communication and socialization skills, which are crucial qualities for graduates. As a result, they were more inspired and determined to complete a degree program, and they anticipated having a greater job immersion while college. Despite the limitations of the K–12 curriculum, SHS instructors in the Philippines are aware of their important duties and continue to be optimistic. By creating pertinent training for teachers' professional development, conducting regular on-site monitoring, and offering need-based support and resources for teachers' up-skilling and reskilling, study findings assist academic institutions in reviewing SHS implementation strategies.

➤ *Theoretical Framework*

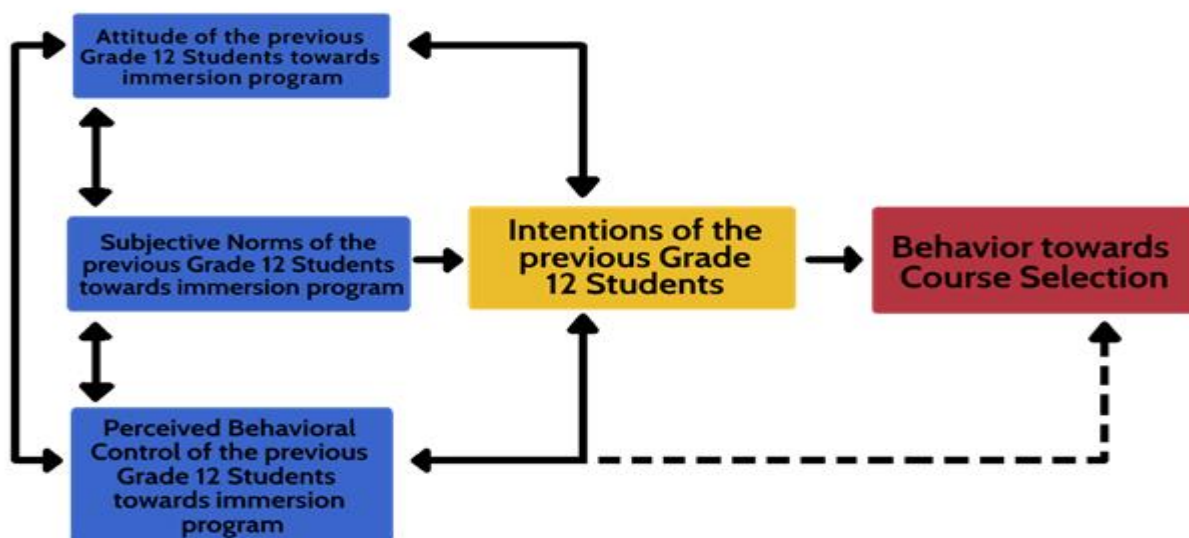


Fig 1 Theoretical Framework

The figure shown above is the model representing the Theory of Planned Behavior by Ajzen (1985). This study will be formulated using the "Theory of Planned Behavior" which, according to Ajzen (1985), assumes that intentions to perform behaviors of any kind can be accurately predicted by 3 factors, which are attitudes, subjective norms, and perceived behavioral control. This framework can effectively guide the researchers in assessing the relationship between Work Immersion and Course selection.

Through the Theory of Planned Behavior, the researchers can identify the impact of work immersion on previously grade 12 students, as well as being able to assess the quality of their learning experience in work immersion. It will also help the researchers better understand what the characteristics of those students are who have picked their course for their higher education and what are the different external and internal factors that may have influenced that choice.

CHAPTER THREE METHODOLOGY

➤ *Research Design*

The researchers will use the approach of Quantitative Research. Quantitative research, according to Bhandari (2020), is the process of gathering and examining numerical data. This approach in research can be used to discover patterns, create predictions, test relationships, and generalize results to wider populations.

The researchers will conduct the study using Correlation Research Design to determine the relationship between two variables which, in this study, are the Immersion program and the Course Aspirations of 1st year College Students at NU. To explain, in a correlational research design, relationships between variables are examined without any of the variables being within the researcher's direct control or influence (Bhandari, 2021). This will allow the researchers to find any correlation between Immersion Programs and Course Aspirations, as well as determine the impacts, if present, of Immersion Programs on Course Aspirations.

➤ *Context and Participants*

This study aims to evaluate how the immersion program and course selection aspiration have affected the past Grade 12 Senior High School students who participated in the program during the previous academic year.

This study focuses on the past Grade 12 students who completed the immersion program at Nazareth School of National University during the previous academic year. Our population size is 646 students, all of whom are recent graduates of the Senior High School program at Nazareth School of National University. We aim to obtain a target sample size of 55 participants who are currently 1st-year college students studying at the National University - Manila. With the help of the Cochran formula with a precision level of $\pm 5\%$, confidence level of 80%, and an estimated portion of 0.9, the researchers were able to get the sample size with a population size of 646 students. By selecting a representative sample of this population, we can assess the impact of the immersion program on their college course selection and aspirations.

➤ *Research Instruments*

The research instrument used in this study is a self-administered questionnaire that is connected to the theory of planned behavior, which aims to evaluate the impacts of immersion programs and course selection aspirations, attitudes, subjective norms, and perceived behavioral control on 1st-year college students at National University-Manila who graduated at NSNU last academic year. Immersion programs intend to help and provide opportunities for senior high school students to become familiar with their course-selection aspirations in college. It will help students fully understand the objectives of their desired course selection. By using self-administered questionnaires to gather data from the previous grade 12 students from NSNU, this research study will examine if immersion programs have an impact on analyzing the students' perceptions of their course selection aspirations to pursue and continue their selected immersion programs. The questionnaire consists of several items that will assess the study to know how immersion programs impact the course selection aspirations of senior high school students at NSNU. To ensure the content of the questionnaires, they will be assessed by the selected panel of experts, who will review and evaluate the items of the instruments to give relevance to the study. To assess the questionnaire's reliability, the study will be conducted with the previous senior high school students of NSNU who continue their selected immersion programs into their college journey. The participants were asked to complete the survey questionnaires. The survey questionnaire will contain questions regarding their demographic profile and evaluation of the three factors of the Theory of Planned Behavior, which are the Attitudes, Subjective Norms and Perceived Behavioral Control.

➤ *Data-gathering Procedure*

To gather data from previous senior high school graduates who are currently 1st year college students studying at National University-Manila, the researchers will employ a multi-step data-gathering procedure that prioritizes confidentiality, accuracy, and ethical guidelines. The first step will involve contacting the registrar's office to request a list of graduates. Further, the researchers will use Purposive Sampling technique. According to Nikolopoulou (2022), Purposive sampling involves a deliberate and systematic approach to identifying individuals within a population who are expected to exhibit specific characteristics or experiences that are relevant to a particular study. The selection process involves a predetermined set of criteria that ensures the targeted individuals or cases are representative of the study's objectives and research questions. By using purposive sampling, researchers can focus their attention on a relatively small sample of participants that are most likely to provide valuable insights and information for their research. With that, the researchers will send out consent letters to the participants, providing detailed information about the study's purpose, procedures, and data usage. The consent letter will also emphasize the voluntary nature of participation and offer the option to withdraw from the study at any time.

Once consent has been obtained, the survey questionnaires will be distributed through MS Teams, a secure online platform. The questionnaire will be designed to collect data that is relevant to the research questions and hypotheses. The completed surveys will then be collected, and the researchers will ensure that all data is treated confidentially and anonymously. Any identifying information will be removed from the data to protect the privacy of the participants.

The next step will be to analyze the data using statistical techniques such as correlation analysis. The researchers will use specialized software to conduct data analysis, and they will interpret the results based on the research questions and hypotheses. Drawing conclusions and making recommendations based on the analysis of the data will be the next steps. The researchers will ensure that their recommendations are grounded in empirical evidence and are feasible and practical to implement.

Finally, the researchers will share the results of the study with stakeholders such as the NSNU administration, academic departments, and other interested parties. The dissemination of results will be done in a transparent and accessible manner, such as by publishing the findings in a peer-reviewed journal, presenting at conferences or meetings, or creating an executive summary. By adhering to ethical guidelines and implementing a rigorous data-gathering procedure, the researchers aim to produce high-quality data that can inform future policies and practices at NSNU.

➤ *Data Analysis*

The data that the researchers garnered made use of JASP (Jeffrey's Amazing Statistics Program) statistical software to help them produce descriptive statistics. JASP is an open-source project funded by the University of Amsterdam. It has a graphical user interface (GUI) that allows users to perform a variety of statistical analyses, including t-tests, ANOVA, regression analysis, factor analysis, and Bayesian analyses. JASP also includes an extensive tutorial and documentation library to assist users in learning how to use the software effectively. By doing so, we can determine the relationship between the impact of the immersion program and course selection on previous senior high school students from Nazareth School of the National University. As the group will co-relate the work immersion program and the course selection, we will use non-parametric tests to further understand the study. According to Nwagwu and Oshin (2016), correlational research can be used to identify patterns and connections between variables as well as to forecast future events using available information. Furthermore, researchers will use Chi-squared test to test the three pairs of variables in this study, which are the immersion program taken and the course taken in college, age and the course taken in college, and sex and the course taken in college.

CHAPTER FOUR RESULT AND DISCUSSION

The entirety of Chapter 4 is for presenting the research technique and design that is used throughout the study. It provides a concise and accurate description of the methods, and processes utilized to collect, analyze, interpret, and present the data. The selection and justification of the study design are also covered, providing the foundation for the following processes of data collection and analysis. The numerous ethical considerations that were made to ensure the accuracy and integrity of the research findings are also discussed in this chapter.

➤ *Reporting Frequency and Percentage Count*

- *Profiling*

✓ What are the demographic profiles of the past SHS students at NSNU according to:

- Age
- Sex
- Environment
- Course taken in college
- Socioeconomic status
- Taken immersion program last academic year

Table 1 Demographic Profile of the Respondents According to Their Age

Age	Frequency	%
18	9	16.4
19	23	41.9
20	14	25.5
21	6	11
22	3	5.5

Table 1 shows the distribution of respondents according to their age. As shown above, 9 out of 55 respondents (or 16.4%) are under the age of 18, 23 respondents (or 41.9%) are under the age of 19, 14 respondents (or 25.5%) are under the age of 20, 6 respondents are under the age of 21, and only 3 respondents are under the age of 22.

Table 2 Demographic Profile of the Respondents According to Their Sex

Sex	Frequency	%
Male	19	34.5
Female	36	65.5

Table 2 shows the distribution of respondents according to their sex. As shown above, 19 of the 55 respondents (34.5%) are males, while 36 (65.5%) are females.

Table 3 Demographic Profile of the Respondents According to Their Environment

Does your home environment affect your decision on which college course you will choose?	Frequency	%
Yes	26	47.3
No	29	52.7

Table 3 shows the distribution of based on their environment. As shown above, 26 of the 55 respondents (47.3%) were affected by their home environment when deciding on a college course, while 29 (52.7%) were not affected by their home environment when deciding on a college course.

Table 4 Demographic Profile of the Respondents According to Their Course Taken in College

Did you continue your selected immersion programs in your college education?	Frequency	%
Yes	44	80
No	11	20

Table 4 shows the distribution of respondents based on the courses they took in college. As shown above, 44 out of 55 respondents, or 80%, agreed to continue their chosen immersion programs in their college educations, while 11 respondents, or 20%, did not agree to continue their chosen immersion programs in their college educations.

Table 5 Demographic Profile of the Respondents According to Their Socioeconomic Factors

What is your monthly household income?	Frequency	%
Above Php 30,000	17	31
Php 10,000 - Php 30,000	26	37
Below Php 10,000	12	22

Table 5 shows the distribution of the respondents according to their socioeconomic status. As shown above, 17 out of 55 or 31% of the respondents have a monthly household income above Php 30,000, the 26 respondents have a monthly household income between Php 10,000 - Php 30,000, and lastly, a number of 12 respondents for those who have a monthly household income below Php 10,000.

Table 6 Demographic Profile of the Respondents According to Their Taken Immersion Program Last Academic Year

What immersion program do you belong to?	Frequency	%
Engineering	10	18.9
Architecture	9	16.4
Allied Health	18	32.7
Computing and Information Technologies	7	12.7
Accounting and Business	7	12.7
Customer Service	0	0
Education	0	0
Tourism and Hospitality Management	4	7.3
Culinary	0	0

Table 6 shows the distribution of the respondents according to their taken immersion program last academic year. As shown above, 10 out of 55 or 18.9% of the respondents took Engineering, 9 respondents took Architecture, 18 respondents took Allied Health, 7 respondents took Computer and Information Technologies, 7 respondents took Accounting and Business, none took Customer Service, none took Education, 4 took Tourism and Hospitality Management, and none took Culinary.

➤ *Reporting Measure of Central Tendency and Variations*

Table 7 Attitude of the Students Towards Immersion Program

Statement	Mean	Std. Deviation	Q.I.
1. My chosen course selection was my personal choice.	4.309	1.086	Strongly Agree
2. My selected program for K - 12 immersion was aligned with my interest and course aspiration.	4.055	1.239	Agree
3. The immersion program had a significant impact on my attitude toward pursuing my course aspiration.	3.818	1.172	Agree
4. Participating in immersion programs in senior high school has influenced my attitude toward pursuing my course selection aspiration.	3.800	1.193	Agree
5. Undergoing an immersion program shapes my future career path.	3.873	1.139	Agree
6. Going through an immersion program as a senior high school student has a positive effect on choosing college courses	4.091	1.159	Agree
7. I consider immersion programs in senior high school as a waste of time and resources for us.	2.564	1.398	Disagree
8. I believe that the immersion program had a significant effect on my course selection aspirations	3.873	1.187	Agree
9. I become more confident in pursuing my desired college course because of the immersion program.	3.655	1.236	Agree
10. The immersion program has made me more knowledgeable about the career opportunities associated with my chosen course.	3.927	1.152	Agree
Overall Mean	3.796	0.946	Agree

Interpretation Guide: 1 - Strongly Disagree (1.00 - 1.80), 2 - Disagree (1.81 - 2.60), 3 - Neither Agree nor Disagree (2.61-3.40), 4 - Agree (3.41 - 4.20), 5 - Strongly Agree (4.21 - 5.00)

Table 7 the attitudes assessment, shows that the ten statements' overall mean is 3.796, and the standard deviation is 0.946 according to JASP statistical analysis. The first statement has a mean of 4.309, 1.086 standard deviations, and its qualitative interpretations response is Strongly Agree. On the second statement, it has a mean of 4.055, 1.239 standard deviations, and its qualitative interpretation response is Agree. The third statement has a mean of 3.818, 1.172 standard deviations, and its qualitative interpretation response is Agree. The fourth statement has a mean of 3.800, 1.193 standard deviations, and its qualitative interpretation response is Agree. The fifth statement has a mean of 3.873, 1.139 standard deviations, and its qualitative interpretation response is Agree. The sixth statement has a mean of 4.091, 1.159 standard deviations, and its qualitative interpretation response is Agree. The seventh statement has a mean of 2.564, 1.398 standard deviations, and its qualitative interpretation response is Disagree. The eighth statement has a mean of 3.873, 1.187, and its qualitative interpretation response is Agree. The ninth statement has a mean of 3.655, 1.236, and its qualitative interpretation response is Agree. Finally, the tenth statement has a mean of 3.927, 1.152 standard deviations, and its qualitative interpretation response is Agree. Therefore, the qualitative interpretations of the ten statements based on the respondents' responses said they Agree with the assessment.

Table 8 Subjective Norms of Students towards Immersion Program

Statement	Mean	Std. Deviation	Q.I.
1. I am influenced by the people around me, such as my family and friends, when it comes to deciding on my chosen course study.	3.473	1.200	Agree
2. My parents or guardians encourage me to pursue my chosen program because they believe that immersion programs are important for college course selection.	3.400	1.409	Neither Agree nor Disagree
3. My family members and friends are my references in choosing my course selection who are in the same field.	2.964	1.374	Disagree
4. My peer group and friends have their own opinions about the immersion programs in senior high schools and it affects my course-selection aspirations.	3.073	1.345	Disagree
5. Some of my high school teachers have recommended certain college courses based on their experience or background in immersion programs	3.236	1.232	Disagree
6. I acknowledge the success stories of previous senior high school students who have participated in the immersion program and gone on to pursue successful careers in their chosen fields that can influence my course selection.	3.764	1.186	Agree
7. There are expectations from my family or community regarding the prestige associated with certain college courses.	3.473	1.359	Agree
8. Financial constraints or expectations have an impact on my course selection, such as the availability of scholarships or the cost of tuition.	3.673	1.359	Agree
9. Gender or cultural stereotypes have some influence on my course selection	2.473	1.260	Disagree
10. My peers or family members are pressuring me to choose a specific college course.	2.182	1.362	Disagree
Overall Mean	3.1711	0.917	Neither Agree nor Disagree

Interpretation Guide: 1 - Strongly Disagree (1.00 - 1.80), 2 - Disagree (1.81 - 2.60), 3 - Neither Agree nor Disagree (2.61-3.40), 4 - Agree (3.41 - 4.20), 5 - Strongly Agree (4.21 - 5.00)

Table 8 the subjective norms assessment, shows that the ten statements' overall mean is 3.1711, and the standard deviation is 0.917 according to JASP statistical analysis. The first statement has a mean of 3.473, 1.200 standard deviations, and its qualitative interpretations response is Agree. On the second statement, it has a mean of 3.400, 1.409 standard deviations, and its qualitative interpretation response is Neither Agree nor Disagree. The third statement has a mean of 2.964, 1.374 Standard deviations, and its qualitative interpretation response is Disagree. The fourth statement has a mean of 3.073, 1.345 standard deviations, and its qualitative interpretation response is Disagree. The fifth statement has a mean of 3.236, 1.232 standard deviations, and its qualitative interpretation response is Disagree. The sixth statement has a mean of 3.764, 1.186 standard deviations, and its qualitative interpretation response is Agree. The seventh statement has a mean of 3.473, 1.359 standard deviations, and its qualitative interpretation response is Agree. The eighth statement has a mean of 3.673, 1.359, and its qualitative interpretation response is Agree. The ninth statement has a mean of 2.473, 1.260, and its qualitative interpretation response is Disagree. Finally, the tenth statement has a mean of 2.182, and 1.362 standard deviations, and its qualitative interpretation response is Disagree. Therefore, the qualitative interpretations of the ten statements based on the respondents' responses said they Neither agree nor disagree with the assessment.

Table 9 Perceived Behavioral Control towards Immersion Program

Statement	Mean	Std. Deviation	Q.I.
1. Various factors influenced my decision on choosing my specific immersion program during senior high school.	3.745	1.142	Agree
2. There are personal circumstances that may limit my ability to select my desired course study.	3.545	1.168	Agree
3. I feel confident in choosing my course selection aspiration based on my immersion program experience in senior high school	3.873	1.187	Agree
4. I think I have already the necessary skills and knowledge to choose a college course that is aligned with my immersion program experience.	3.618	1.178	Agree
5. The immersion program in senior high school makes me confident and helps me make an informed decision about my college course selection	3.836	1.214	Agree
6. My selected college course still aligns with the program I underwent during my senior high school immersion program	3.927	1.303	Agree
7. There is some uncertainty about choosing or deciding on what course I want to take in college.	3.091	1.365	Neither Agree nor Disagree
8. I feel motivated to pursue my desired college course based on my immersion program experience.	3.709	1.242	Agree
9. I believe that the skills and knowledge I gained during my immersion program experience will be applicable to my desired college course.	4.036	1.138	Agree
10. I am confident that my immersion program experience has prepared me for the academic and personal challenges associated with pursuing my chosen college course.	3.818	1.234	Agree
Overall Mean	3.720	0.937	Agree

Interpretation Guide: 1 - Strongly Disagree (1.00 - 1.80), 2 - Disagree (1.81 - 2.60), 3 - Neither Agree nor Disagree (2.61-3.40), 4 - Agree (3.41 - 4.20), 5 - Strongly Agree (4.21 - 5.00)

Table 9 the perceived behavioral control assessment shows the 10 statements that have an overall mean of 3.720 and the overall standard deviation is 0.937 according to JASP statistical analysis and the overall qualitative interpretation is Agree. Moreover, the first statement has a mean of 3.745 and its standard deviation is 1.142 and its qualitative interpretation is Agree. The second statement has a mean of 3.545 and its standard deviation is 1.168 and its qualitative interpretation is Agree. The third statement has a mean of 3.873 and its standard deviation is 1.187 and its qualitative interpretation is Agree. The fourth statement has a mean of 3.618 and its standard deviation is 1.178 and its qualitative interpretation is Agree. The fifth statement has a mean of 3.836 and its standard deviation is 1.214 and its qualitative interpretation is Agree. The sixth statement has a mean of 3.927 and its standard deviation is 1.303 and its qualitative interpretation is Agree. The seventh statement has a mean of 3.091 and its standard deviation is 1.365 and its qualitative interpretation is Neither Agree nor Disagree. The eighth statement has a mean of 3.709 and its standard deviation is 1.242 and its qualitative interpretation is Agree. The ninth statement has a mean of 4.036 and a standard deviation of 1.138 and its qualitative interpretation is Agree. And its tenth statement has a mean of 3.818 and a standard deviation of 1.234 and its qualitative interpretation is Agree.

➤ *Reporting Measure of Statistical Test Result Non - Parametric Test*

- *Analysis (Chi – Squared Statistical Test)*

Table 10 Chi-Squared Test Of Association Of Immersion Program And The Course Taken By The Respondents

Regression	Chi-Squared Value	Cramer’s V	Likelihood ratio	Contingency Coefficients	Interpretation	p-value	Interpretation
Chi-Squared Test	198.817	0.850	141.793	0.885	Extreme Association	.001	Signific-ant

Interpretation guide according to contingency coefficient: 0.20 - 0.35 (Weak Association), 0.36 - 0.50 (Moderate Association), 0.51 - 0.65 (Strong Association), 0.66 - 0.80 (Very Strong Coefficient), 0.81 - 0.99 (Extreme Association)

Table 10 shows the association between the immersion program and the course taken by the respondents. As shown above, the chi-squared value is 198.817, the Cramer's V is 0.850, and the likelihood ratio is 141.793. The results lead to the contingency coefficient of 0.885, which is interpreted as having an extreme association with the immersion program and the course taken by the respondents. The p-value shown above is .001 meaning that the results are significant.

➤ *Discussion*

The information presented in the tables sheds light on various aspects of the respondents. Table 1.1 shows the age distribution, which shows that a significant proportion of respondents (16.4%) are under the age of 18, with the majority falling between the ages of 19 and 20. Table 1.2 shows the gender distribution of the respondents, which shows that 34.5% are male and 65.5% are female. The influence of the home environment on respondents' college course decisions is examined in Table 1.3, with 47.3% indicating such an impact. Table 1.4 delves into the courses selected by respondents, with 80% agreeing to continue their immersion programs. Socioeconomic status, as shown in Table 1.5, reveals that 31% of respondents have a monthly household income of more than Php 30,000. Finally, Table 1.6 shows how respondents were distributed across different immersion programs, with Engineering and Allied Health being popular choices.

Moving on to the assessment tables, Table 2.1 looks at attitudes, revealing an overall mean of 3.796 and a qualitative interpretation of respondents' agreement. Subjective norms are evaluated in Table 2.2, revealing a mixed response with varying degrees of agreement, disagreement, and neutrality. Table 2.3 investigates perceived behavioral control, which has an overall mean of 3.720 and an interpretation of agreement. These evaluations provide information about respondents' attitudes, subjective norms, and perceived control over the research topic.

Finally, the chi-squared value of 198.817 and Cramer's V of 0.850 in Table 3.1 show a strong relationship between the respondents' chosen immersion programs and the courses they took. This association is further supported by the contingency coefficient of 0.885, with a p-value of .001 indicating statistical significance. These findings highlight the connection between respondents' immersion programs and subsequent college courses.

Overall, the tables' data shed light on various aspects of the respondents' demographics, attitudes, subjective norms, perceived behavioral control, and the relationship between immersion programs and chosen courses.

CHAPTER FIVE

SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATION

➤ *Demographic Profile*

The age distribution of the respondents shows that 16.4% are under the age of 18, 41.9% are under the age of 19, 25.5% are under the age of 20, 6 are under the age of 21, and 3 are under the age of 22. The gender distribution of the 55 respondents was 34.5% male and 65.5% female. Moreover, 52.7% of the respondents did not consider their home environment when choosing a college course, compared to 47.3% of the respondents who did and 12 respondents have a monthly income below Php 10,000, 26 respondents have a monthly income between Php 10,000 and Php 30,000, and 31% of the respondents have a household income above Php 30,000. Lastly, the respondents' preferences for immersion programs, revealed that 18.9% of respondents selected engineering, followed by 9 respondents in the architecture category, 18 respondents in the allied health category, 7 respondents in computer and information technologies, 7 respondents in accounting and business, and 4 respondents in tourism and hospitality management. None of our 55 respondents selected the following immersion programs such as, customer service, education, or culinary programs.

➤ *Assessment*

The attitude assessment of the respondent shows the responses to the first statement indicate a Strongly Agree sentiment, with a mean of 4.309 and a standard deviation of 1.086. The second to sixth statements yield means ranging from 3.818 to 4.091, representing an Agree response. However, the seventh statement receives a Disagree interpretation, with a mean of 2.564 and a standard deviation of 1.398. The eighth to tenth statements have means ranging from 3.655 to 3.927, indicating an Agree response. The subjective norms assessment of the respondents shows that the overall mean of the ten statements is 3.1711, with a standard deviation of 0.917. Based on JASP statistical analysis, the interpretations indicate that the respondents neither fully agreed nor disagreed. Analyzing each statement individually, the findings reveal that the respondents generally agreed with the perceived behavioral control statements. The overall mean of the ten statements is 3.720, with a standard deviation of 0.937, based on JASP statistical analysis.

➤ *Analysis*

The association between the immersion program and the course taken by the respondents is found to be extremely strong (contingency coefficient = 0.885). This strong association is supported by a significant p-value of 0.001. It reveals that there is a significant relationship between the 2 variables of the immersion program and the course taken by the respondents.

➤ *Conclusions*

The study seeks the effectiveness of immersion programs and their impact on the course selection aspirations of previous senior high school students at NSNU, the factors that contribute to the success or failure of immersion programs in shaping the course selection aspirations of previous senior high school students at NSNU, and if there is a significant relationship between course selection aspirations and impact of immersion programs among the past senior high school students at NSNU who have undergone immersion programs last Academic Year.

With the result of our data analysis using the non-parametric test which is the chi-squared test, the researchers concluded that there is an effectiveness between immersion programs and their impact on the college course selection aspirations of the past senior high school students at NSNU and among the 55 respondents, only 6 respondents did not continue their immersion program in choosing their college course and the factors are lack of time management, financial reasons, lack of self-confidence, subject slot deficit, and personal reasons.

Furthermore, the researchers concluded that there is a significant relationship between course selection aspirations and the impact of the immersion program among the previous senior high school students at NSNU who have undergone immersion programs last Academic Year. The result of the chi-squared test of the association between the immersion program and the course taken by the respondents has an extreme association with each other. The study has also showed that the students from NSNU chose the programs that are well managed by National University of Manila.

Utilizing the theory of planned behavior as the researchers' basis for the research instrument was very useful for the researchers found out the effectiveness of immersion program and its impact towards college course selection of the past senior high school students from NSNU. The 3 variables of the theory of planned behavior are the Attitude, Subjective norms, and Perceived Behavioral Control. Revealed that in the Attitude statements, according to the data, respondents had generally positive experiences and believed in the benefits of immersion programs in terms of course selection, aspirations, and career opportunities. In the Subjective norms, it revealed the data that the respondents had a mixed experience with external influences on their course selection, with some factors having an impact while others did not. Lastly, on the Perceived Behavioral Control, the data revealed that the respondents had positive experiences and believed in the benefits of the immersion program in terms of guiding course selection, boosting confidence, and preparing them for college.

➤ *Limitations*

While doing the investigation, various difficulties did occur. The researchers had to change statistical tests when the results that they got from Pearson's R test failed. The researchers instead used a non-parametric statistical test of chi-squared test and end up with good results.

➤ *Recommendations*

Based on the research findings, several recommendations for the successful implementation of immersion programs are:

- **Monitoring and evaluating results:** It is essential to put procedures in place for keeping an eye on and assessing the effects of immersion programs. To monitor changes in demographics, attitudes, and course preferences over time, do routine data collection and analysis. This evaluation procedure will make it possible to gauge the success of treatments and make the required corrections as a result.
- **Enhance the effectiveness of immersion programs:** Given that immersion programs have a significant influence on senior high school students' intentions to enroll in college courses, it is prudent for NSNU to maintain and grow these programs. These programs must be well planned, organized, and in line with the student's interests and objectives if they are to be effective. It is important to regularly evaluate the programs using participant feedback to find areas for improvement and make the required adjustments.
- **Encourage cooperation with industry partners:** Building relationships with businesses, groups, and institutions related to NSNU's course offerings is crucial. Through this partnership, students may have access to possibilities for internships, mentorship, and practical experience. Immersion programs can be improved by collaborating with industry leaders, improving their relevance, and assisting students in better understanding their selected courses.
- **Implementing these recommendations will help NSNU ensure the continued success and effectiveness of their immersion programs, positively impacting student outcomes and facilitating a seamless transition from high school to college.**

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APPENDIX 1

A. Instrument

Questions:

➤ *Part 1: Demographic Profile Information*

- Sex
 Female
 Male

- Age: _____

- Socio-economic Status (Income Based)
 High-income class (Above Php 30k)
 Middle-income class (Php 10k – Php 30k)
 Low-income class (Below Php 10k)

- What immersion program do you belong to?
 Engineering
 Architecture
 Allied Health
 Computing and Information Technologies
 Accounting and Business
 Customer Service
 Education
 Tourism and Hospitality Management
 Culinary

- What course are you taking now?

- Did you continue your selected immersion program at your college? And if not, why? What was your reason?
 Yes
 No, _____

- Does your home environment affect your decision on which college course you will choose?
 Yes
 No

➤ *Part 2: To what extent do Senior High School students at NSNU perceive the K to 12 immersion programs as beneficial for their academic and professional development?*

Instructions: Please rate the following statements on a scale of 1 to 5, where 1 means "Strongly Disagree" and 5 means "Strongly Agree".


ATTITUDE	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. My chosen course selection was my personal choice.					
2. My selected program for K-12 immersion was aligned with my interest and course aspirations.					
3. The immersion program had a significant impact on my attitude toward pursuing my course selection aspiration.					
4. Participating in immersion programs in senior high schools has influenced my attitude toward pursuing my course selection aspiration.					
5. Undergoing an immersion program shapes my future career path.					

6. Going through an immersion program as a senior high-school student has a positive effect on choosing college courses.					
7. I consider immersion programs in senior high school as a waste of time and resources for us.					
8. I believe that the immersion program had a significant effect on my course selection aspirations.					
9. I become more confident in pursuing my desired college course because of the immersion program.					
10. The immersion program has made me more knowledgeable about the career opportunities associated with my chosen course.					

SUBJECT NORMS	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I am influenced by the people around me, such as my family and friends, when it comes to deciding on my chosen course study.					
2. My parents or guardians encourage me to pursue my chosen program because they believe that immersion programs are important for college course selection.					
3. My family members and friends are my references in choosing my course selection who are in the same field.					
4. My peer group and friends have their own opinions about the immersion programs in senior high schools and it affects my course-selection aspirations.					
5. Some of my high school teachers have recommended certain college courses based on their experience or background in immersion programs.					
6. I acknowledge the success stories of previous senior high school students who have participated in the immersion program and gone on to pursue successful careers in their chosen fields that can influence my course selection.					
7. There are expectations from my family or community regarding the prestige associated with certain college courses.					
8. Financial constraints or expectations have an impact on my course selection, such as the availability of scholarships or the cost of tuition.					
9. Gender or cultural stereotypes have some influence on my course selection.					
10. My peers or family members are pressuring me to choose a specific college course.					

PERCEIVED BEHAVIORAL CONTROL	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Various factors influenced my decision on choosing my specific immersion program during senior high school.					
2. There are personal circumstances that may limit my ability to select my desired course study.					
3. I feel confident in choosing my course selection aspiration based on my immersion program experience in senior high school.					
4. I think I have already the necessary skills and knowledge to choose a college course that is aligned with my immersion program experience.					
5. The immersion program in senior high school makes me confident and helps me make an informed decision about my college course selection.					
6. My selected college course still aligns with the program I underwent during my senior high school immersion program.					
7. There is some uncertainty about choosing or deciding on what course I want to take in college.					
8. I feel motivated to pursue my desired college course based on my immersion program experience.					
9. I believe that the skills and knowledge I gained during my immersion program experience will be applicable to my desired college course.					
10. I am confident that my immersion program experience has prepared me for the academic and personal challenges associated with pursuing my chosen college course.					

Norminy T. Barodi
Validator



Remarks: Grammar (capitalization, sentence structure, and punctuation)

APPENDIX 2*A. Correspondence*

➤ Reliability Test

• Unidimensional Reliability

Frequentist Scale Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.968
95% CI lower bound	0.941
95% CI upper bound	0.984

Frequentist Individual Item Reliability Statistics

Item	If item dropped		
	Cronbach's α	mean	sd
Age	0.968	19.600	1.231
ImBelong	0.971	3.700	2.319
MHIIncome	0.968	1.750	0.639
AT1	0.967	3.800	1.361
AT2	0.967	3.700	1.593
AT3	0.967	3.800	1.322
AT4	0.966	3.850	1.461
AT5	0.966	3.800	1.152
AT6	0.967	3.950	1.191
AT7	0.970	2.150	1.309
AT8	0.966	3.650	1.309
AT9	0.967	3.650	1.226
AT10	0.966	3.700	1.455
SN1	0.966	3.400	1.188
SN2	0.966	3.250	1.410
SN3	0.968	2.800	1.399
SN4	0.968	2.850	1.226
SN5	0.967	3.450	1.050
SN6	0.966	3.500	1.318
SN7	0.967	3.550	1.395
SN8	0.968	3.100	1.483
SN9	0.969	2.450	1.146
SN10	0.969	2.250	1.372
PBC1	0.966	3.450	1.234
PBC2	0.967	3.200	1.152
PBC3	0.967	3.700	1.342
PBC4	0.966	3.400	1.314
PBC5	0.966	3.800	1.361
PBC6	0.967	3.650	1.599
PBC7	0.969	2.550	1.317
PBC8	0.966	3.450	1.395
PBC9	0.966	3.850	1.424
PBC10	0.966	3.550	1.504

Test of Normality

Shapiro - Wilk Test	Statistic	Df	p
Attitude	0.873	54	< .001
Subjective Norms	0.963	54	0.085
Perceived Behavioral Control	0.877	54	< .001

Letter of Permission

May 29, 2023

National University Manila
 551 M.F. Jhocson St, Sampaloc, Manila, 1008 Metro Manila

Good day! We are requesting permission to enter National University to gather participants for our research study titled "Assessing the Impact of the Effectiveness of Immersion Program and Course Selection Aspirations of Senior High School Students at NUNS." As a researcher, we aim to conduct a comprehensive study that investigates the impact of various factors on senior high school students' course selection aspirations and the effectiveness of the immersion program.

To accomplish this, it is crucial to collect data from a diverse pool of participants who have experienced the immersion program and are currently 1st year college at National University. We would like to request your permission to enter the university premises and reach out to potential participants to seek their voluntary participation in our research. We assure you that we will make every effort to minimize any disruption and inconvenience to the university community during the data collection phase.

Thank you for considering our request. We genuinely appreciate your time and cooperation in assisting us with our research endeavors. We look forward to a positive response from you and the opportunity to contribute to the educational community at National University.

Kind regards,

Researchers of "Assessing the Impact of the Effectiveness of Immersion Program and Course Selection Aspirations of Senior High School Students at NUNS."

 5/31/23
Joseph Stalin H. Garcia
 SHS Teacher


Marius Hernani S. Garcia
 SHS Principal

Refer:
 Rene Garduque, Security
 Julius Sayco, Admissions
 Ganteen
 Gani

Profiling Data

Respondents	Sex	Age	What immersion program do you belong?	What is your monthly household income?	What course are you taking now?	Did you continue your selected immersion programs in your college education ?	And if not, why? What was the reason?	Does your home environment affect your decision on which college course you will choose?
Respondents 1	F	18	Allied Health	Php 10,000 - Php 30,000	Allied Health - Allied Health - BSN	Yes	N/A	Yes
Respondents 2	F	19	Allied Health	Php 10,000 - Php 30,000	Allied Health - Allied Health - BSN	Yes	N/A	No
Respondents 3	F	19	Allied Health	Php 10,000 - Php 30,000	Allied Health - MT	Yes	N/A	Yes
Respondents 4	F	20	Accounting and Business	Above Php 30,000	Accounting and Business - BSA	Yes	N/A	No
Respondents 5	F	19	Allied Health	Php 10,000 - Php 30,000	Allied Health - BSN	Yes	N/A	Yes
Respondents 6	F	18	Allied Health	Php 10,000 - Php 30,000	Allied Health - Psych	No	Preferred not to say	Yes
Respondents 7	M	20	Architecture	Above Php 30,000	Architecture	Yes	N/A	Yes
Respondents 8	F	19	Allied Health	Php 10,000 - Php 30,000	Allied Health - BSN	Yes	N/A	Yes
Respondents 9	M	19	Allied Health	Below Php 10,000	Allied Health - MT	Yes	N/A	Yes
Respondents 10	M	21	Allied Health	Below Php 10,000	Allied Health - Psych	No	Preferred not to say	No
Respondents 11	F	19	Architecture	Php 10,000 - Php 30,000	Architecture	Yes	N/A	Yes
Respondents 12	M	20	Computing and Information Technologies	Below Php 10,000	Computing and Information Technologies - IT	Yes	N/A	No
Respondents 13	F	19	Architecture	Php 10,000 - Php	Architecture	Yes	N/A	No

				30,000				
Respondents 14	M	20	Engineering	Below Php 10,000	Engineering - CE	Yes	N/A	Yes
Respondents 15	M	19	Architecture	Above Php 30,000	Architecture	Yes	N/A	Yes
Respondents 16	F	20	Allied Health	Above Php 30,000	Allied Health - MT	Yes	N/A	No
Respondents 17	F	18	Allied Health	Above Php 30,000	Allied Health - MT	Yes	N/A	No
Respondents 18	F	18	Allied Health	Php 10,000 - Php 30,000	Bachelor of Science in Allied Health - MT	Yes	N/A	Yes
Respondents 19	M	19	Computing and Information Technologies	Php 10,000 - Php 30,000	Computing and Information Technologies	Yes	N/A	Yes
Respondents 20	F	21	Accounting and Business	Php 10,000 - Php 30,000	Accounting and Business - BSBAM	No	Busy	No
Respondents 21	M	20	Accounting and Business	Below Php 10,000	Accounting and Business - MA	Yes	N/A	Yes
Respondents 22	F	19	Computing and Information Technologies	Above Php 30,000	Computing and Information Technologies - IT	Yes	N/A	No
Respondents 23	M	21	Accounting and Business	Above Php 30,000	Accounting and Business - BSBAFM	Yes	N/A	No
Respondents 24	F	19	Architecture	Php 10,000 - Php 30,000	Allied Health - MT	Yes	N/A	No
Respondents 25	F	19	Engineering	Php 10,000 - Php 30,000	Engineering - CE	Yes	N/A	Yes
Respondents 26	F	20	Architecture	Php 10,000 - Php 30,000	Accounting and Business - BSBAM	Yes	N/A	No
Respondents 27	F	20	Architecture	Php 10,000 - Php 30,000	Architecture	Yes	N/A	Yes
Respondents 28	M	20	Computing and Information Technologies	Below Php 10,000	Computing and Information Technologies - IT	Yes	N/A	No
Respondents 29	F	20	Allied Health	Php 10,000 - Php	Computing and Information	No	The work immersion that I	Yes

				30,000	Technologies - IT		experience not related to the course I am currently taking.	
Respondents 30	M	19	Architecture	Above Php 30,000	Architecture	Yes	N/A	Yes
Respondents 31	F	19	Engineering	Php 10,000 - Php 30,000	Engineering - CE	Yes	N/A	No
Respondents 32	F	19	Engineering	Above Php 30,000	Engineering - CE	No	I take different immersion in shs, I take abm and now I am taking BSCE.	No
Respondents 33	F	19	Computing and Information Technologies	Above Php 30,000	Computing and Information Technologies - ML	No	Preferred not to say	No
Respondents 34	F	20	Engineering	Php 10,000 - Php 30,000	Engineering - CE	Yes	N/A	Yes
Respondents 35	F	18	Allied Health	Above Php 30,000	Allied Health - BSN	Yes	N/A	No
Respondents 36	F	22	Accounting and Business	Php 10,000 - Php 30,000	Accounting and Business - BSA	Yes	N/A	Yes
Respondents 37	F	21	Allied Health	Php 10,000 - Php 30,000	Bachelor of Science in Allied Health - MT	Yes	N/A	No
Respondents 38	F	22	Accounting and Business	Above Php 30,000	Accounting and Business - BSBAM	Yes	N/A	No
Respondents 39	F	21	Tourism and Hospitality Management	Above Php 30,000	Architecture	No	Preferred not to say	Yes
Respondents 40	M	19	Computing and Information Technologies	Php 10,000 - Php 30,000	Computing and Information Technologies - IT	Yes	N/A	No
Respondents 41	M	18	Tourism and Hospitality Management	Below Php 10,000	Tourism and Hospitality Management - BSHM	Yes	N/A	No
Respondents 42	F	22	Accounting and Business	Above Php 30,000	Accounting and Business - BSA	Yes	N/A	No
Respondents	F	20	Engineering	Php	Engineering	Yes	N/A	No

43				10,000 - Php 30,000	- CE			
Respondents 44	M	21	Engineering	Below Php 10,000	Architecture	No	I don't think that program is for me.	No
Respondents 45	F	19	Allied Health	Above Php 30,000	Architecture	No	Financial reason	Yes
Respondents 46	F	19	Engineering	Php 10,000 - Php 30,000	Engineering - CE	Yes	N/A	Yes
Respondents 47	M	20	Engineering	Below Php 10,000	Engineering - CE	Yes	N/A	No
Respondents 48	M	18	Architecture	Php 10,000 - Php 30,000	Architecture	Yes	N/A	Yes
Respondents 49	F	18	Allied Health	Php 10,000 - Php 30,000	Allied Health - BSN	Yes	N/A	Yes
Respondents 50	F	19	Allied Health	Php 10,000 - Php 30,000	Allied Health - BSN	Yes	N/A	No
Respondents 51	F	18	Tourism and Hospitality Management	Php 10,000 - Php 30,000	Tourism and Hospitality Management - BSHM	Yes	N/A	No
Respondents 52	F	19	Architecture	Above Php 30,000	Engineering - BSESE	No	Slot deficit	No
Respondents 53	F	19	Computing and Information Technologies	Above Php 30,000	Engineering - CE	No	I didn't take because I have Private matters about it. but it is the preferred course of my father	No
Respondents 54	M	20	Tourism and Hospitality Management	Below Php 10,000	Tourism and Hospitality Management - BSHM	Yes	N/A	Yes
Respondents 55	M	19	Engineering	Below Php 10,000	Engineering - CE	Yes	N/A	Yes

➤ *Assessment*

Attitude of students towards Immersion Program

Respondents	Attitude 1	Attitude 2	Attitude 3	Attitude 4	Attitude 5	Attitude 6	Attitude 7	Attitude 8	Attitude 9	Attitude 10
Respondents 1	4	5	3	3	4	4	2	4	4	4
Respondents 2	5	5	5	5	5	5	3	5	5	5
Respondents 3	4	4	4	4	4	4	2	4	3	4
Respondents 4	5	5	5	5	3	4	2	5	2	5
Respondents 5	5	3	5	5	3	5	4	4	4	4
Respondents 6	5	1	3	4	4	4	1	2	3	2
Respondents 7	5	5	3	4	4	5	2	4	4	4
Respondents 8	4	5	5	5	5	5	5	5	4	4
Respondents 9	3	5	4	4	4	4	1	4	5	5
Respondents 10	5	4	5	5	4	5	2	4	3	4
Respondents 11	5	5	5	5	5	5	5	5	4	5
Respondents 12	1	1	1	1	1	1	1	1	1	1
Respondents 13	5	5	4	4	5	5	1	4	3	4
Respondents 14	5	5	5	5	5	5	1	5	5	4
Respondents 15	5	5	4	5	5	5	1	4	5	5
Respondents 16	5	5	5	5	5	5	5	5	5	5
Respondents 17	5	5	5	4	4	5	5	5	4	5
Respondents 18	5	5	5	5	5	5	5	5	5	5
Respondents 19	4	4	4	4	4	4	4	4	4	4
Respondents 20	4	4	4	4	4	4	4	4	4	4
Respondents 21	1	1	1	1	1	1	1	1	1	1
Respondents 22	5	5	5	5	5	5	1	5	5	5
Respondents 23	5	5	4	3	3	4	2	3	3	4
Respondents 24	5	5	5	5	5	5	1	5	5	5
Respondents 25	5	4	4	4	4	4	1	4	4	4
Respondents 26	4	5	4	4	5	5	2	4	4	4
Respondents 27	5	5	4	4	4	3	2	4	4	4

Respondents 28	5	3	4	4	4	4	2	4	3	4
Respondents 29	3	2	1	1	1	1	3	1	3	1
Respondents 30	4	4	4	4	5	5	2	4	5	5
Respondents 31	4	5	3	4	4	5	2	4	4	4
Respondents 32	4	3	3	2	4	4	1	3	1	2
Respondents 33	4	5	5	5	5	5	1	5	5	5
Respondents 34	5	4	4	4	4	4	3	4	3	4
Respondents 35	5	5	3	4	5	5	5	5	5	5
Respondents 36	5	5	4	4	4	5	2	5	4	4
Respondents 37	5	5	5	4	5	5	1	5	5	5
Respondents 38	5	5	4	4	4	4	2	4	4	4
Respondents 39	4	4	3	3	4	4	2	3	3	3
Respondents 40	5	5	5	4	4	5	3	4	4	5
Respondents 41	5	4	4	4	4	4	4	5	5	5
Respondents 42	5	4	4	4	4	2	2	4	4	4
Respondents 43	5	5	5	5	5	5	5	5	5	5
Respondents 44	1	2	2	1	1	1	4	1	1	1
Respondents 45	4	4	5	5	4	4	4	4	4	4
Respondents 46	5	5	3	3	4	4	3	2	2	3
Respondents 47	3	3	2	2	3	3	3	2	2	3
Respondents 48	3	1	3	3	3	3	3	4	2	2
Respondents 49	4	3	1	1	1	5	5	2	1	3
Respondents 50	2	3	2	2	3	3	2	3	3	4
Respondents 51	5	5	5	5	5	5	1	5	5	5
Respondents 52	5	4	4	4	3	3	4	5	4	4
Respondents 53	5	3	4	4	3	5	1	3	3	3
Respondents 54	5	2	3	3	3	3	3	3	3	4
Respondents 55	3	4	4	4	4	3	2	5	5	5

Subjective Norms of students toward Immersion Program

Respondents	Subjective Norms 1	Subjective Norms 2	Subjective Norms 3	Subjective Norms 4	Subjective Norms 5	Subjective Norms 6	Subjective Norms 7	Subjective Norms 8	Subjective Norms 9	Subjective Norms 10
Respondents 1	5	4	4	3	3	3	5	4	3	1
Respondents 2	4	5	2	5	3	5	5	2	1	1
Respondents 3	4	3	2	3	4	4	4	2	3	3
Respondents 4	3	2	1	4	2	4	3	4	3	1
Respondents 5	3	1	2	3	3	3	3	3	3	3
Respondents 6	2	3	5	5	5	5	5	5	1	1
Respondents 7	3	4	2	2	3	4	2	2	2	2
Respondents 8	3	4	2	2	4	5	3	3	1	1
Respondents 9	4	2	3	3	4	4	1	5	1	1
Respondents 10	4	5	3	3	4	4	5	5	3	2
Respondents 11	4	5	5	5	4	5	5	5	3	4
Respondents 12	1	1	3	1	1	1	1	1	1	1
Respondents 13	4	5	3	5	4	5	5	4	4	3
Respondents 14	5	2	2	2	4	5	2	5	2	1
Respondents 15	4	4	4	3	4	4	5	4	3	2
Respondents 16	4	5	5	5	5	5	5	5	5	5
Respondents 17	3	2	2	2	2	2	2	4	3	2
Respondents 18	5	5	5	2	1	5	5	5	5	1
Respondents 19	4	4	4	4	4	4	4	4	4	4
Respondents 20	4	4	4	4	4	4	4	4	4	4
Respondents 21	1	1	1	1	1	1	1	1	1	1
Respondents 22	4	5	5	5	5	5	5	4	1	1
Respondents 23	3	3	4	3	3	4	4	3	3	2
Respondents 24	4	4	4	1	5	5	5	5	1	1
Respondents 25	5	4	4	1	4	4	3	5	1	1
Respondents 26	3	2	2	4	4	5	4	4	2	2
Respondents 27	3	4	2	4	4	4	2	4	2	2

Respondents 28	4	4	3	4	3	4	4	4	2	2
Respondents 29	1	1	1	1	1	1	1	1	2	2
Respondents 30	4	5	5	3	2	3	4	5	1	3
Respondents 31	4	1	2	2	4	4	5	5	4	1
Respondents 32	2	4	3	3	2	4	3	2	4	2
Respondents 33	3	5	4	4	5	5	4	5	1	1
Respondents 34	5	4	3	4	1	3	3	5	1	1
Respondents 35	4	5	4	3	3	3	3	3	3	3
Respondents 36	5	2	2	5	2	2	2	2	2	1
Respondents 37	2	3	1	2	2	4	4	5	1	1
Respondents 38	3	5	3	3	4	4	3	3	2	2
Respondents 39	4	3	3	2	3	4	5	5	4	5
Respondents 40	3	3	4	4	3	4	3	3	3	3
Respondents 41	4	5	5	5	5	5	5	5	5	5
Respondents 42	4	2	3	3	4	4	3	2	2	4
Respondents 43	5	5	5	5	5	5	5	5	5	5
Respondents 44	1	1	1	1	2	1	1	1	3	1
Respondents 45	4	4	1	4	3	4	4	5	2	3
Respondents 46	5	3	1	4	4	4	5	5	4	4
Respondents 47	1	1	1	1	3	2	1	3	1	1
Respondents 48	2	2	2	3	3	3	3	3	3	3
Respondents 49	3	1	1	1	1	1	4	5	1	1
Respondents 50	4	4	4	2	3	4	3	4	2	1
Respondents 51	1	5	1	1	1	5	1	1	1	1
Respondents 52	3	3	2	2	3	3	4	3	2	1
Respondents 53	5	5	5	5	5	4	4	4	3	5
Respondents 54	4	4	4	4	4	4	4	4	4	4
Respondents 55	5	4	4	3	3	4	2	2	2	1

Perceived Behavioral Control of students toward Immersion Program

Respondents	Perceived Behavioral Control 1	Perceived Behavioral Control 2	Perceived Behavioral Control 3	Perceived Behavioral Control 4	Perceived Behavioral Control 5	Perceived Behavioral Control 6	Perceived Behavioral Control 7	Perceived Behavioral Control 8	Perceived Behavioral Control 9	Perceived Behavioral Control 10
Respondent s 1	5	4	5	3	4	5	2	4	5	4
Respondent s 2	4	4	5	5	5	5	1	5	5	5
Respondent s 3	3	3	3	2	3	5	4	3	4	2
Respondent s 4	4	5	2	3	4	5	5	2	3	2
Respondent s 5	3	3	3	3	3	3	3	3	3	3
Respondent s 6	3	4	5	5	5	1	1	3	3	3
Respondent s 7	3	2	5	4	4	4	2	4	4	3
Respondent s 8	3	3	4	3	5	3	4	4	5	5
Respondent s 9	4	4	5	4	5	5	1	5	5	5
Respondent s 10	5	4	4	3	4	4	2	4	4	3
Respondent s 11	5	5	5	5	5	4	4	5	5	5
Respondent s 12	1	1	1	2	1	1	2	1	1	1
Respondent s 13	4	4	4	5	5	5	3	4	5	5
Respondent s 14	5	4	5	2	2	5	4	4	4	4
Respondent s 15	3	4	4	5	5	5	5	4	5	5
Respondent s 16	4	4	4	5	5	5	4	4	4	4
Respondent s 17	4	4	5	5	4	5	5	4	5	5
Respondent s 18	5	5	5	5	5	5	5	5	5	5
Respondent s 19	4	4	4	4	4	4	4	4	4	4
Respondent s 20	4	4	4	4	4	4	4	4	4	4
Respondent s 21	1	1	1	1	1	1	1	1	1	1
Respondent s 22	5	4	5	5	5	5	4	5	5	5
Respondent s 23	3	3	4	4	4	4	4	4	4	4
Respondent s 24	5	1	5	5	5	5	1	5	5	5
Respondent s 25	4	4	4	4	4	4	3	4	4	4
Respondent s 26	4	4	4	2	4	5	4	5	5	5

Respondent s 27	4	2	4	3	4	4	2	4	4	4
Respondent s 28	4	4	3	2	3	4	3	4	4	3
Respondent s 29	1	1	1	1	1	2	3	2	2	2
Respondent s 30	4	4	5	3	3	5	4	4	5	5
Respondent s 31	4	4	4	3	3	4	4	2	4	3
Respondent s 32	3	4	2	2	3	2	4	2	3	4
Respondent s 33	5	3	5	4	5	5	1	5	5	5
Respondent s 34	4	5	3	4	3	3	1	3	4	3
Respondent s 35	4	4	5	3	5	5	3	5	5	5
Respondent s 36	5	5	3	3	4	5	4	3	5	4
Respondent s 37	3	4	4	4	4	5	1	4	5	4
Respondent s 38	3	3	4	4	4	5	3	4	4	4
Respondent s 39	5	5	3	3	3	2	4	2	3	2
Respondent s 40	4	4	5	4	5	5	3	5	5	5
Respondent s 41	5	4	5	5	5	5	5	5	5	5
Respondent s 42	4	4	4	4	4	4	3	4	4	4
Respondent s 43	5	5	5	5	5	5	5	5	5	5
Respondent s 44	1	1	4	4	1	1	1	1	1	1
Respondent s 45	5	5	5	4	4	4	4	4	4	4
Respondent s 46	3	5	3	2	3	3	1	1	3	3
Respondent s 47	1	3	2	3	2	2	3	3	3	3
Respondent s 48	3	3	3	3	4	3	4	4	4	3
Respondent s 49	3	4	1	1	1	1	1	1	1	1
Respondent s 50	4	2	4	4	4	4	4	3	4	4
Respondent s 51	5	1	5	5	5	5	1	5	5	5
Respondent s 52	4	3	5	4	5	4	4	5	4	5
Respondent s 53	5	3	3	5	4	3	4	4	4	3
Respondent s 54	4	4	4	5	5	5	5	5	5	5
Respondent s 55	3	4	4	4	4	4	3	5	5	5

APPENDIX 3**➤ Informed Consent Form**

Good day! We would like to invite you to participate in a research study conducted by STEM2104 students from Nazareth School of National University. The purpose of this study is to explore the correlation between the Immersion Program and the course selection aspirations of previous senior high school students at NSNU. While the immersion program has been extensively studied, very few research studies have specifically investigated its impact on academic achievement and future career plans. We will gather information from previous grade 12 students who graduated from NSNU and currently studying at National University - Manila. To achieve our research objectives, we would greatly appreciate your participation in this study by completing a survey that takes approximately 5-10 minutes, you will contribute to the body of knowledge regarding the impact of the Immersion Program on academic achievement and future career plans. We understand that privacy is a major concern, and we want to assure you that your participation is entirely voluntary, and that all information provided in this study will be treated with strict confidentiality.

If you have any questions or concerns about the study, please feel free to contact our email at johnmarco.medallada24@gmail.com.

- Are you willing to participate in this research study?

Agree

Disagree

APPENDIX 4

➤ Curriculum Vitae



ANTHOVYNNE PAGLINAWAN

PRESIDENT

Contact

- 1953 Florentino St. Sampaloc Manila
- 09451483495
- paglinawanao2@students.nu-nazareth.edu.ph
- August 26, 2005

Skills

- Analyzation
- Observant
- Computer Proficiency
- Media and Information literate

Objectives

- Graduate SHS
- Study and graduate in my dream college course
- Work in my dream job and dream company
- Make clean and good money

Education

- Daet Elementary School
2015-2016
Elementary
- Nazareth School of National University
2018-2020
Junior High School
- Nazareth School of National University
2021-2023
Senior High School

Experiences

- 2011 New Year Dance Contest
- 2017 Makata Awardee
- 2017 Spoken Poetry
- 2019 Sabayang Pagbigkas
- 2021 STEM Week Mobile Legends Tournament

Extracurricular activities





- 2011 New Year Dance Contest - Champion
- 2017 Spoken Poetry - 1st Place
- 2019 Sabayang Pagbigkas - Champion
- 2021 STEM Week Mobile Legends Tournament - Champion







CHESTER NEIL REYES

MEMBER





Contact

-  1954 Leveriza Street, Pasay, Makati
-  09612263675
-  reyescd@students.nu-nazareth.edu.ph
-  July 30,2005



Skills

-  Concentration and Focus
-  Memorization
-  Analyzation
-  Media and Information literate

Objectives

-  Acquire numerous skills
-  Graduate successfully
-  To attain significant accomplishments
-  Achieve a successful career in both my academic and chess pursuits

Education

-  **San Isidro Labrador Elementary School**
2014-2016
Elementary
-  **Nazareth School of National University**
2018-2021
Junior High School
-  **Nazareth School of National University**
2022-2023
Senior High School

Experiences

- 2022 SEA Games Qualifier - Grand Finals
- National University Team Chess Juniors
- UAAP Player (Season 81&82)
- 2021 PENANG CHESS LEAGUE TEAM ONLINE
- 2021 Eastern Asia Youth Selection
- 2020 NCFP Selection to the World Cadets Online
- 2020 NCFP World Cadets and Youth Championship
- Representative at the 12th Asian Schools Chess Championships 2016 - Open U11 (IRAN)

+ Extracurricular activities

- 2019 National Age-Group Chess Championships (Grand Finals) Boys - Under 14 - Champion
- 2021 MVPSF-PP National Secondary Rapid Chess - Champion
- 2021 FIDE Online Rapid World Youth Cup Under 16 - Champion
- UAAP Season 82 High School Boys Chess - Silver
- UAAP Board 1 Medalist - Silver (Season 82)
- 2022 SEA Games Selection - Semi Finals (Blitz) - Champion
- 2022 Araneta Open Chess Tournament - Champion
- 2022 Sen. Manny Pacquiao Tuna Festival Chess Team Tournament - 3rd Place
- 2023 Philippine National Juniors Chess Championships Grand Finals - 1st Runner-Up



DENVER JAMES MANANGHAYA

MEMBER

Contact

2531 - A Legarda St. Sampaloc Manila

0297713169

mananghayadt@Student.nu-nazareth.edu.ph

July, 11 2005

Skills

- Communication skills
- Teamwork
- Empathy
- Media and Information literate

Objectives

- Graduate SHS
- Study and graduate in my dream college course
- Work in my dream job and dream company
- Make clean and good money

Education

- Juan Luna Elementary School
2016-2017
Grade 6 Elementary
- Nazareth School of National University
2018-2021
Junior High School
- Nazareth School of National University
2022-2023
Senior High School

Experiences

- 2018 Dance Contest
- 2019 Sabayang Pagbigkas
- 2021 Stem Week Mobile Legends Tournament

Extracurricular activities

- 2018 Dance Contest Champion (N.U Nazareth School)
- 2019 Sabayang Pagbigkas 2nd place (N.U Nazareth School)
- 2021 Stem Week Mobile Legends Tournament
- Basketball
- Sing
- Dance



JOHN MARCO MEDALLADA

SECRETARY

Contact

Jhocson Residences, Sampaloc, Manila

09695297778

jbmedallada@students.nu-nazareth.edu.ph

September 5, 2004

Skills

- Goal Oriented
- Attention to detail
- Quality over quantity
- Media and Information literate

Objectives

- Graduate SHS
- Study and graduate in my dream college course
- Work in my dream job and dream company
- Make clean and good money

Education

- Olivarez College
2017-2021
Junior High School
- San Beda University - Rizal
2021-2022
Grade 11 SHS
- Nazareth School of National University
2022-2023
Grade 12 SHS

Experiences

- A member of Taekwondo Blackbelt Brotherhood (Batch 43)
- 2023 National Taekwondo Demonstration Team
- 2023 National University Taekwondo Poomsae Team
- 2021 San Beda Taekwondo Red Jins
- 2019 Batang Pinoy Luzon Leg Qualifier
- 2019 NCR Taekwondo Team
- 2019 National Taekwondo Team Selection
- 2020 Battle Of The Bands (Olivarez College)

Extracurricular activities

- 2019 Palarong Pambansa - Bronze Medalist
- 2019 NCR Meet - Gold Medalist
- 2021 - 2023 National Taekwondo Championships - Medalists
- 2021 Asian Online Open Taekwondo Championships - Gold Medalist
- 2021 Online Korea Expo Taekwondo Champs - Gold Medalist
- 2021 Online MuJu Korea Open Taekwondo Champs - Gold Medalist
- NCAA 97 Taekwondo - Gold Medalists (Poomsae & Speedkicking)



RAM JUSTINE RECANA

MEMBER

Contact

1828 Firmeza Street, Sampaloc, Manila,
Metro Manila

09695297778

recanars@students.nu-
nazareth.edu.ph

August 25, 2004

Skills

- Digital literate
- Attention to detail
- Adaptability
- Media and Information literate

Objectives

- Graduate SHS
- Graduate College
- Work for an animation studio
- Work as a concept artist

Education

- United International Private School
2011 - 2016
Elementary
- Nazareth School of National University
2017-2021
Junior High School
- Nazareth School of National University
2021-2023
Senior High School

Experiences

- Lived in Dubai for 10 years
- Studied at Dubai at United International Private School

Extracurricular activities

- Drawing
- Playing Video Games
- Listening to Music



REYNARD BENEDICT MORENO

MEMBER

Contact

- Neepawa, Manitoba
- 09695297778
- rcmoreno@students.nu-nazareth.edu.ph
- April 20, 2005

Skills

- Teamwork
- Attention to detail
- Writing skills
- Adaptability

Objectives

- Graduate SHS
- To learn new things
- To improve
- Make clean and good money

Education

- Kurtland Grade School
2017-2021
Junior High School
- Naga College Foundation
2021-2022
Grade 11 SHS
- Nazareth School of National University
2022-2023
Grade 12 SHS

Experiences

- Lived in Manila
- Travelled to different places
- Moved to Canada (2023)
- Joined Basketball leagues

Extracurricular activities

- Loves to cook
- Listening to music
- Play Basketball



RHAYLE KATRI BALTAZAR

MEMBER

Contact

- SMDC Sun Residences, Welcome Rotonda, Quezon City
- 09695297778
- rfbaltazar@students.nu-nazareth.edu.ph
- October 18, 2003

Skills

- Problem solving skills
- Reading skills
- Quality over quantity
- Media and Information literate

Objectives

- Graduate SHS
- Graduate in college with a degree
- To have a stable job after college
- To work at a job that I am comfortable and happy with.

Education

- Sto. Rosario Sapang Palay College, INC.**
2014 - 2018
Elementary & Junior High School
- Ebenezer Christian Academy, INC.**
2018 - 2021
Junior High School
- Sapang Palay National High School**
2021-2022
Grade 11 SHS
- Nazareth School of National University**
2022-2023
Grade 12 SHS

Experiences

- Member of volleyball organization (2016 - 2018)
- 2016 Athlete of the Year

Extracurricular activities

- 2018 Mythical 6 - Volleyball
- Play volleyball



WESLEY VILAFLORES

MEMBER

Contact

649K Sulucan St. Sampaloc Manila

09278480996

villaflores@students.nu-nazareth.edu.ph

April 25, 2004

Skills

- Continous learning
- Attention to detail
- Analytical skills
- Creativity

Objectives

- Career: Being able to pursue a job in the fields of either Biology or Chemistry.
- Create an impactful relationship with people wherever I go.
- Having the qualities of continuously growing as a person in my respective field.
- Be happy.

Education

- Nazareth School of National University
2011-2017
Elementary
- Nazareth School of National University
2017 - 2021
Junior High School
- Nazareth School of National University
2021-2023
Senior High School

Experiences

- 2015 Spelling Bee Contest
- 2016 Spelling Bee Contest

Extracurricular activities

- 2015 Spelling Bee Contest - 2nd Place
- 2016 Spelling Bee Contest - 1st Place
- 2016 intramurals Basketball - Champion

➤ Link of our survey questionnaire via google forms:

https://docs.google.com/forms/d/e/1FAIpQLScnwPUUH083ADP6VTRx2BnzUV_x-UJgfM4w35Zq_GO8pX-hnQ/viewform?usp=sharing

➤ Raw data of our excel file:

https://nationalueduph-my.sharepoint.com/:x:/g/personal/jbmedallada_students_nu-nazareth_edu_ph/ET2aAmke-A1GhAxp2oEOpDUBpGi3tRg-DRMRPKcjFerCww?e=ZYgSmX