

Performance and Problems Encountered by Grade 12 TVL Students in Work Immersion

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Abstract— The study aimed to determine the performance and problems encountered by grade 12 TVL students in work immersion in Matnog District, Division of Sorsogon Province for school year 2020-2021. It used descriptive method of research since it described and evaluated the work immersion activities and performance and problems encountered by the Grade 12 TVL students in the subject work immersion. The statistical tools utilized were frequency count and rank and mean and percentage. Purposive sampling was used in this study and the respondents of the study were the 185 Grade-12 TVL students during the pandemic of selected secondary schools. The study revealed that there were ten identified work immersion activities and the topmost is participating and accomplishing TVL strand-related activities. In line with the performance of the TVL students, all TVL-strands passed work immersion, and ICT with the highest frequency and percentage of students who were considered outstanding. Along problems encountered by Grade 12 TVL students in work immersion, dysfunctional equipment/tools needed in the conduct of practical activities got the first rank and followed by no assessment of activity was done to ensure effective.

Keywords— Performance, Problems encountered, TVL students, Work Immersion

I. INTRODUCTION

Man's endless quest for knowledge and progress enables him to see and enjoy the beauty of life beyond measure. His aspirations evolve as time unfolds and the demand to discover more and try something new have been part of human existence. As a matter of fact, Peterson (2020) points out that the concept of change is an integral part of personal development journey and for the most part should be embraced. Change touches all aspects of life and embracing it can contribute enormously towards positive development.

In the field of education, change is inevitable since it adapts to the call of the time and the circumstance society is faced with. This certainty enables men to experience new horizons and live in accordance to what is the trend and acceptable. This is so because withdrawing and ignoring the said revolution would mean failure and logging behind is not worth a deal.

The world today is threatened with the damage brought about by this Covid19 pandemic in all forms of human activities. Surviving this dilemma seems to be the top priority and almost the main concern is to get through this worst scenario. People from all walks of life exert much effort to adjust themselves and be able to live normally in these trying times where changes are foreseeable.

Changes, in line with education, have been implemented and new approaches have been catered to concerned individuals just to ensure the continuous service of providing the best for the clientele. For instance, Professor Vezner (2020) of Concordia University Irvine narrated that due to COVID-19, educators have been exposed into a world of online learning, remote working, and socially distanced living. Virtual meetings, emails, and online chats are in demand and flexibility with schedules is common since there is no face-to-face connections with students, colleagues, and friends. To sum up, in-person world has become a virtual world.

These changes in education are massive steps as solutions to the current situation the world is facing. Although the usual way of dealing with education is far different from before, authorities have been keen in observing the best result possible so that learners will be able to adapt to the present educational adjustments and be able to learn through it.

The essence of education is to prepare learners in their career paths whether their exits will be to college, skill development or even work. This set up will acquaint them of their chosen profession and be familiar with their jobs in the future. Schools, as an avenue of learning, should equip learners with all the concepts and skills needed as they embark with the journey of what they will be someday. Idris, Hassan, Ya'acob, & Gill

(2011) mentioned that education develops a country's economy and society by providing knowledge and skills to the population, as well as shaping the personality of the youth of a nation. Nonetheless, education shapes youth's national identity.

Educational reforms in the Philippines have been done to address issues and let learners master skills and acquire basic competencies with the goal of being competitive on a global scale. The K to 12 curriculum is one of these transformations that offers a decongested 12-year program. Students of the new system are furnished with the skills required to be ready for employment, entrepreneurship, middle-level skills development, and higher education even if they intend to do so after graduation (Enderun, 2020).

Senior High is definitely the two additional years in high school that comprises Grade 11 and Grade 12. Remarkably, one of the subjects offered is Work Immersion which is a pre-requisite for graduation as strengthened by the DepEd Order No.30, s.2017 in order to achieve greater congruence between basic education and the nation's development targets. In addition, these two years were stipulated in the "Enhanced Basic Education Act of 2013" approved by Pres. Aquino last May 15, 2013. This act intends to further improve the knowledge and skills of the senior high school students so that they will be ready to face challenges and competitions in the real world of college education or of employment (Education for All 2015 National Review).

Consequently, Work Immersion was intellectualized as a learning area in order to expose the students to workplace that will enhance their skills in their preferred area or interest and to prepare them to the realisms they might come across in the future. In the province of Sorsogon, the Department of Education proposed a plan on how Grade 12 TVL students, in spite of the Covid 19 pandemic, would be able to abreast of the expected work immersion activities and learning competencies they need to master as provided in the curriculum guide. This undertaking was given emphasis in the released Division Memorandum No. 02 s.2022 which centers on the re-orientation on the senior high school curriculum for TVL track and elective subjects for GAS and other SHS curriculum implementation concerns.

With this idea, this present identified the problems encountered by Grade 12 TVL students in Work Immersion at Matnog National High School amidst

Covid-19 pandemic. In response to the Inter-Agency Task Force (IATF) health protocol, the senior high school department crafted a work immersion plan (WIP) in order to protect the students' welfare and at the same time students would be competent enough in preparation for the National Certification (NC) II.

The Grade 12 TVL tracks, including Information Communication Technology (ICT), Bread and Pastry Production (BPP) and Electrical Installation and Maintenance (EIM), had been faced with the task of finishing Work Immersion despite the unprecedented Covid-19 pandemic. The WIP crafted for the school-year 2020-2021 was fitting as an answer to the mantra for continuous education. The industry-based work immersion which run for three years had been replaced with school-based WIP. This strategic undertaking although aimed for the betterment of the learners posed problems to Work Immersion students.

With the scenario presented above, Grade 12 TVL students of Matnog National High School were threatened by the many problems that occurred during the conduct of Work Immersion classes. The two aspects of issues were in line with health and the subject itself. Strategically speaking, the municipality of Matnog was prone to many cases of Covid19 since many people and travelers visited the place for its sea port, and so this posed risks to students who were travelling to school too. In addition, the learning and skills student might get in school may not be as effective as to that of the industries they were supposed to be immersed. Looking at some of these details encourages the researcher to conduct this study.

The need for this study is indeed unavoidable since education intends to provide channel for students' improvement. Identifying the problems encountered by TVL track students in Work Immersion would shed light to a more comprehensive plan so that students, although had not experienced working in their preferred industry, would at least be given an opportunity by the school to be familiar with the workplace. By determining the problems confronting the students in taking up Work Immersion, they would be given an opportunity to practice what they have learned and used them at their own advantage and edge among other competitors in the field.

Generally, this study determined the performance and problems encountered by grade 12 TVL students in

work immersion in Matnog District, Division of Sorsogon Province for school year 2020-2021. Specifically, this study sought to answer the following questions: (1) What are the work immersion activities of the Grade 12 TVL students? (2) What is the performance of the students in work immersion based on their TVL track? (3) What are the problems encountered by the students in their work immersion subject?

II. METHODOLOGY

Research Design

This study determined the performance and problems encountered by grade 12 TVL students in work immersion in Matnog District, Division of Sorsogon Province for school year 2020-2021. It also identified the work immersion activities and performance of the Grade 12 TVL students in the subject work immersion. In the same manner, this study also determined the problems encountered by the students in their work immersion.

This study utilized the descriptive survey method of research and discussion of the work immersion activities and students' performance was done by the researcher. Furthermore, content analysis, survey and unstructured interview were used by the researcher to gather ample data from the selected Grade 12 students in the municipality of Matnog. Moreover, the researcher utilized percentage, frequency and rank as statistical tools to treat data.

The Sample

The respondents of the study were the Grade-12 TVL students during the pandemic. These samples came from the four secondary schools in the municipality of Matnog namely, Matnog National High School, Sua National High School, Culasi National High School, and Tiong Hen So Memorial High School. The TVL strands identified include BPP, ICT and EIM.

The table below summarized the number of samples from the entire population of the four identified secondary schools. Using random sampling technique, the researcher used the Slovin's formula in determining the exact number of samples. In addition, convenience sampling was used to identify the three hundred forty-four (344) respondents. Specifically, one hundred twenty-eight (128) EIM students or thirty-seven point twenty-one percent (37%) were part of the respondents. Moreover, one hundred sixty-eight (168) or forty-eight point eighty-four percent (49%) BPP students and forty-

eight (48) or thirteen point ninety-five percent (14%) ICT students were the sources of the data in this present study.

Table 1. The Respondents

Strands	f	%
Electricity Installation and Maintenance	128	37
Home Economics-Bread & Pastry Production/Food & Beverages Services	168	49
Information Communications and Technology- Computer Servicing	48	14
Total	344	100

The Instrument

The researcher prepared survey questionnaire which was composed of three parts. The first part was centered on the identification of the work immersion activities conducted by the respondents and the second part was focused on the performance of the learners. Lastly, the third part of the questionnaire focused on the ranking of the identified problems encountered by the Grade 12 TVL students in the school-year 2020-2021.

In essence, the researcher asked assistance from the head teacher in TLE and senior high school master teachers of Matnog National High School to validate the said instrument. After a thorough assessment of the tool, a dry run was administered to Grade 12 GAS-1 students of the abovementioned school.

Since there was a need to discuss comprehensively the immersion activities, documentary analysis was used by the researcher by checking students output such as those that are included in the portfolio. This process included browsing and checking of students' files to come up with relevant information needed in this study.

Moreover, guide questions for informal interview were also prepared by the researcher to give way for triangulation and to prove the validity and reliability of the instruments and data. Unstructured interview was done through in person and online encounters with the respondents.

Data Collection Procedures

Prior to data gathering, the researcher sought permission from the Schools Division Superintendent to conduct the study and administer the questionnaires to the chosen respondents.

Upon approval of the Schools Division Superintendent, the researcher presented a letter request to the school heads of the identified school asking authority to administer the instruments to the respondents. Before the administration of the questionnaire, the researcher oriented the students on the purpose of the research. He also reminded the respondents that it was voluntary, and no one was forced to participate. After which, the researcher personally administered the survey-questionnaire to the students on the identified schools.

On October 26, 2022, the researcher went to Gate NHS to administer the survey questionnaire to 48 Grade 12 Home Economics students. However, since two of the students were absent, the researcher did home visitation just to get a one hundred percent response rate from this school.

Meanwhile, Culasi NHS had forty-eight Grade 12 Home Economics learners. To facilitate the administration of survey-questionnaire, the researcher had a face-to-face encounter with them. A 100% attendance was met since the subject teacher reminded the students that the researcher would come for a visit on October 27, 2022.

In addition, the researcher visited Tiong Hen So on October 28, 2022 to personally gather data to twenty-one (21) Grade 12 EIM students. Luckily, everyone was present, so it was easy for him to collect the data.

Since Matnog NHS comprised almost two thirds of the respondents, the researcher took one week to complete the gathering of data. With one hundred seven (107) Grade 12 EIM students, the researcher collected data for three days specifically from December 5-7, 2023. In addition, Home Economics learners had a total population of seventy-two (72) and it took the researcher two days to complete the data from December 8-9, 2022. Finally, forty-eight ICT students were able to answer the survey-questionnaire on December 12-13, 2022.

In line with the above activities, the researcher readily answered all the queries by the respondents during the

conduct of the activity. The administration of the said tool lasted for a maximum of one hour, which was considered sufficient time to answer questionnaire so that credible results would come out. With this manner of administration, a one hundred percent (100%) retrieval of the instrument was made possible.

Since there was a need to identify the performance of the respondents, the researcher sought the help of the Grade 12 TVL work immersion teachers. With a formal letter, he requested teachers for a copy of the respondents' scores in the periodic test and final grades in the work immersion subject. The researcher indeed informed and assured teachers that all the data acquired would be treated with utmost care and privacy in accordance with ethical codes in research.

Data Analysis Procedures

To identify the work immersion activities frequency, percentage and rank were utilized as statistical tools to analyze the data gathered. In addition, to determine the performance of Grade 12 students in TVL, mean and percentage were used. Moreover, rank was used to treat data on the problems encountered by Grade 12 students in work immersion for the school-year 2020-2021.

Furthermore, to label the result of data, the researcher made use of the table below which was adopted from the DepEd Order No. 8 s. 2015 titled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. 90 – 100 (Outstanding); 85 – 89 (Very Satisfactory); 80 – 84 (Satisfactory); 75 – 79 (Fairly Satisfactory); Below 75 (Did Not Meet Expectations).

III. RESULTS AND DISCUSSION

1. Immersion activities engaged in by the Grade 12 TVL students

Grade-12 students are expected to undergo immersion activities related to the tracks they are enrolled in before finally graduating in high school. This gives them the opportunity to experience and be familiar with the workplace and apply all the knowledge and skills they acquired in the years of training.

Table 2. Work Immersion Activities Engaged in by the TVL Students

Activities	f	Rank
1. Participating and accomplishing TVL strand-related activities	160	1
2. Reporting to school	155	2
3. Pre-immersion activity	150	3.5
4. Preparing reports	150	3.5
5. Accomplishing practical or hands-on activities	144	5.5

6. Coordinating with the immersion teacher for updates and announcements	144	5.5
7. Accomplishing portfolio	142	7
8. Getting pictures of the products/output accomplished	134	8
9. Making reflection paper	124	9
10. Product marketing	108	10

This section reveals the work immersion activities engaged in by the TVL students as shown in Table 2. It shows that the topmost activity conducted by Grade-12 TVL students during their immersion classes was participating and accomplishing TVL strand-related activities. This is followed by reporting to school since during the pandemic some establishments were closed and limited contacts with other people were part of the protocol. In addition, pre-immersion activity and preparing reports ranked three-point five (3.5) with a one hundred fifty (150) frequency. Furthermore, accomplishing practical or hands-on activities and coordinating with the immersion teacher for updates and announcements ranked five-point five (5.5), with one hundred forty-four (144) frequency. Remarkably, with a frequency of one hundred eight, the least activity conducted by the immersion students is product marketing.

The data presented above implies that since the objective of work immersion is to prepare learners for their chosen curriculum exits, it is very evident that the school catered to the development of the learners in their cognitive and skills aspect. Although the pandemic was a threat to all the stakeholders, the school made it a point that Grade 12 learners would not be deprived of all the competencies they need to master. Also, this result is a manifestation that learners were given all the opportunities in preparation for the path they have chosen.

Remarkably, the data clearly reveal that Grade-12 students participated and accomplished TVL-strand related activities. These activities included cooking and preparing bread and pastries for BPP, wiring and installing electrical materials and tools for EIM, and repairing computer, assembling and disassembling, reformat, and troubleshooting for ICT. These activities were performed individually and evaluated by the immersion teachers based on sets of criteria or rubrics.

Undoubtedly, one of the activities immersion students did during the pandemic was to report to school on their schedule. Since health protocol was strict during that

time, students need to go to school and accomplished all the activities that were set for the day. Failure to complete all the output would mean difficulty for the learners since their schedule to get to school was limited. The role of the immersion teachers was immense because they saw to it that all the learners should accomplish immersion activities on time.

Interestingly, Grade-12 TVL students attended and completed the numerous pre-immersion activities. These pertained to the orientation to the learners conducted by the school personnel so that they would be guided on the learning tasks they needed to master at the end of the quarter. In addition, during the pre-immersion stage, immersion teachers familiarized TVL learners of the reports they should accomplish within the semester. Moreover, this endeavor also included submission of needed reports to be compiled in their portfolio such as biodata, application letter, barangay and police clearance, medical certificate, and many others.

In connection to the above implication of the result, Grade 12 students found difficulty in marketing the product since movements of people were limited during the pandemic. Nevertheless, social media platforms have been the venues for the learners to sell their products to the community. As a matter of fact, upon posting the product online, students were able to introduce their products and gain something from them.

In essence, the bottom four activities were accomplishing portfolio, getting pictures of the products/output, making reflection paper and product marketing. The reason to this outcome could be attributed to the fact that students had limited resources during the pandemic. Instead of going out and collaborated with their classmates and peers, they were hindered by the health protocol at that time. Also, this result proved that teachers' assistance was indeed essential for students to accomplish output or product.

Accordingly, Acut, D., Curaraton1, E., Latonio1, G. & Anthony, R. studied twenty-five (25) Grade 12 STEM strand students who were immersed in a science and

technology-based industries. Results showed that most of the students were evaluated outstanding and that their performance exceeds the required standard. In addition, work immersion enables the students to acquire and develop the skills of teamwork, communication, attendance and punctuality, productivity and resilience, initiative and proactivity, judgment and decision making, dependability and reliability, attitude, and professionalism. Furthermore, students perceived undergoing immersion gave them the chance to apply

what they learned in school and at the same time, develop social interactions, skills and values that would help them as they move from high school to real life.

2. Performance of the students in TVL

Students' performance is usually evaluated through summative and formative assessments. The teacher's role in this phase is to identify whether learners understand concepts and produce output which are expected of them to accomplish.

Table 3. Performance of the Students in TVL Tracks

Scale	EIM		H.E.		ICT-CSS	
	F	%	F	%	f	%
90-100 Outstanding	28	42	37	42	13	52
85-89 Very Satisfactory	30	44	37	42	11	44
80-89 Satisfactory	10	14	15	16	1	4
Total	68	100	89	100	25	100
Average	90 (O)		90 (O)		91 (O)	

Table 3 reflects the performance of the TVL students along Electrical Installation and Maintenance, Home Economics, and Information Communication Technology. The numbers reveal that twenty-eight (28) or forty-one point eighteen percent (42%) EIM students are Outstanding, thirty (30) or forty-four point twelve percent (44%) are Very Satisfactory, ten (10) or fourteen point seventeen percent (14%) are Satisfactory and with an over-all mean of ninety percent (90%). However, data tell that thirty-seven (37) or forty-one point fifty-seven percent (42%) H.E. students are Outstanding, same figures for Very Satisfactory, fifteen (15) or sixteen point eighty-five percent (16%) as satisfactory, with an over-all mean of ninety percent (90%). Lastly, the table portrays that thirteen (13) or fifty-two percent (52%) ICT students are Outstanding, eleven (11) or forty-four percent (44%) are Very Satisfactory, only one (1) or four (4%) is Satisfactory, with an over-all mean of ninety-one percent (91%). On the contrary, the researcher failed to provide the performance rating of the three respondents because of negligence and that it only affected one point six (1.6) percent of the data presented.

Data disclosed that all 185 TVL students passed worked immersion subject based on a 75% passing rate indicated in the DepEd Order No. 8 s. 2015. However, during the pandemic, DepEd Order No. 31 S. 2020 known as Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan was downloaded to the field to guide

teachers on how to assess students' performance. This DepEd Order encouraged teachers to be considerate and resourceful to ensure that learning is genuine, students grasped the concepts and developed their skills specially those who belonged to the TVL tracks. In line with this, Most Essential Learning Competencies (MELC) were identified to fit on what were really the needs of the learners to be mastered during the pandemic.

The above result points to the fact that Grade 12 TVL students performed well in their work immersion. This positive result means that students understood the concepts and effectively applied them during hands on activities. Since no one failed in work immersion, it is good to note that the collaboration between learners and immersion teachers is immensely operative and successful.

Furthermore, the table above displays that ICT track got the highest frequency and percentage of students who were considered outstanding. This positive result implies that Grade-12 ICT learners had learned much from classroom discussion and developed their skills along repairing, assembling, disassembling, reformatting, updating systems, and troubleshooting of computers in their work immersion.

This result was supported by the utterances of the immersion teachers stating that ICT students were confident doing their hands-on tasks and they could

work independently and conscientiously. As a matter of fact, Teacher Rey mentioned that, “My students were very active and independent during hands-on activities. They never complained and they knew what they needed to do”. This statement proves that ICT students were self-sufficient and confident to accomplish tasks-related performances.

Additionally, the above result conforms with the study conducted by Azut (2019) which involved twenty-five (25) Grade 12 STEM strand students who were immersed in a science and technology-based industries. Results showed that most of the students were evaluated outstanding and that their performance exceeds the required standard. The positive learning gains suggest that work immersion enables the students to acquire and develop the positive skills. Moreover, the students perceived their experiences as an avenue to test

themselves and apply what they have learned in a non-school scenario where they were not only able to apply their previous training but are also able to experience the social interactions in a work environment.

3. Problems encountered by the students in their work immersion activities

On the onslaught of pandemic, the Department of Education ensures every Filipino of the continuous education by cascading and maximizing all the needed support by every school and learner in certain community. However, education in the new normal became challenging specially among Grade 12 TVL students since the department suggested shift of immersion from industries to school. This modification involved all the stakeholders to partake in the successful implementation of the program at times crisis is at stake.

Table 4. Problems Encountered by the Students in their Work Immersion Activities

Challenges	Sum of Ranks	Final Rank
1. Dysfunctional equipment/tools needed in the conduct of practical activities	339	1
2. No assessment of activity was done to ensure effective implementation	341	2
3. No samples of the portfolio were presented to the class	343	3
4. No samples of reflection paper were presented to the class	345	4
5. Reports were too difficult to accomplish	346	5
6. Unavailability of possible measures to be undertaken during unexpected situations	348	6
7. Unavailability of gadgets needed	350	7
8. Teachers failed to provide updates on the effective conduct of work immersion activities	351	8
9. The portfolio was too difficult to accomplish	352	9
10. Forgetfulness to take pictures of the output/services	357	10
11. No proper communication was sent to the students	359	11
12. The schedule was not flexible hence some were not able to attend	371	12
13. Teachers handling the subject were not accommodating to queries related to the accomplishment of work immersion activities.	372	13
14. Too many reports needed to accomplish	373	14.5
15. Incomplete materials needed in the conduct of practical activities	373	14.5
16. Not Flexible Schedule of Work Immersion Activities	379	16
17. No proper training/guidance was given to students on how to effectively sell products/services	379	17
18. The reflection paper was too difficult to accomplish	382	18
19. No orientation was conducted regarding the activities to be undertaken	396	19
20. The activities are too difficult to accomplish	398	20

Table 4 presents the problems encountered by the students in their Work Immersion activities. It is

noticeable that there were 20 problems identified together with the sum of ranks and ranking.

Interestingly, dysfunctional equipment/tools needed in the conduct of practical activities got the first rank with three hundred thirty-nine (339) sums of ranks. In addition, second in rank among the problems encountered is that no assessment of activity was done to ensure effective implementation with three hundred forty-one (341) sums in rank. This is followed by no samples of the portfolio were presented to the class with three hundred forty-three (343) sums in rank. In addition, the top 4 among the problems encounters is No samples of reflection paper were presented to the class with three hundred forty-five (345) sums in rank. Moreover, rank five problem is that reports were too difficult to accomplish with sums of rank of three hundred forty-six (346). Meanwhile, other problems included in data range from three hundred forty-eight (348) to three hundred ninety-eight (398).

There is no denying that the secondary schools in the Municipality of Matnog have issues on the materials and tools TVL students need in their practicum. Since the scope of this study covered the four secondary schools offering senior high TVL tracks, the seriousness of the problem would really be impactful to the performance of students on hands-on activities. The unavailability of any material or tool would mean failure of finished products, thereby affecting the completion of the project in general.

Work immersion as a subject has an allotted eighty (80) hours for the semester. This is equivalent to 10 days stay in industries and offices in normal set up. However, in times of pandemic the in-house immersion was conducted according to schedule prepared by the immersion teacher. In this arrangement, students reported to school by group, most probably ten persons every day. This set of students was manageable and conformed with the health protocol set by the Department of Health. The implication of this structure had adverse effect to the learners specially those who could not handle multiple tasks at a single encounter. This phenomenon would certainly discourage students to accomplish products and outputs at a given time. Moreover, since materials and tools were limited, tendency was for students to wait for their time to realize their products. This became time-consuming and could trigger idleness on the part of the learners.

This scenario is best explained by one of the students who were interviewed by the researcher. She exclaimed that:

“Nahirapan po ako tapusin yung pinapagawa sa amin ni Maam kasi konti lang po yung gamit kailangan kong hintayin na matapos yung kaklase ko bago ko matapos yung ginagawa ko.” (Student 1)

“It’s so difficult for me to finish the task because I need to wait for my classmates to finish their output before I could finish mine.” (Student 1)

Remarkably, the result discussed above is connected to the study of Malfea (2020) emphasizing that the lack of resources in classrooms can cause extreme distress on the students and teachers. Not only are the students and teachers in distress, but they are unable to learn to their fullest potential because they are not being given the proper resources. There is a need to realize this problem and investigate solutions for the sake of the students as well as the teachers.

Truthfully, table 4 clearly states that one of the topmost problems faced by the respondents is that there was no assessment of activity done to ensure effective implementation. The implication of the figures presented points toward the fact that there is a need for immersion teachers to craft tools that would include product marketing as one of the indicators. This strategy would boost students’ determination and confidence to promote and sell products thru online or face-to-face encounter.

Undeniably, Grade 12 TVL students encountered problems along preparing reports. The results denote that students had not fully developed their writing skills prior to the conduct of immersion activities. Students’ difficulty in preparing report only means that communication skills had not been mastered by the learners. This is agreeable since only basic reports should be submitted like narrative report, accomplishment report and reflective essays. These reports were common paper works of students even in junior and senior high school. In addition, these reports were thoroughly discussed in the learning areas such as Reading and Writing, English for Academic and Professional Purposes and Creative Writing. These subjects prepared students for any writing activity in the future.

To give light to the subject, there is no need to have proper and extensive lecture in preparing reports for immersion because they were explicated systematically before the implementation of work immersion. Students

need to just recall what they had learned from the previous lessons. Additionally, students' negative behavior was testified by immersion teachers, attesting that some students were complaining even with simple tasks and that they were inattentive to instructions which were of great importance in the accomplishments and completion of projects and products.

These set-ups were given emphasis on the utterance of one of the immersion teachers who exposed the unfavorable behavior of the students. She highlighted that:

“...some students were very inattentive, not focused and easily distracted, can't work under pressure, and have the tendency to quit activity, have short span of interest, and sometimes restless...”

Remarkably, the declarations presented were opposed by the findings of Barragan-Diaz (2019)' study. The results of the latter showed that while students and teachers generally had a positive attitude towards the program, there were several factors that affected their performance such as the students' profile, their motivations to study the language, their motivations to study a bilingual program and the course planning. Nevertheless, Secuya, A.M. et., al. (2020) stressed that students must apply the work ethics they have learned from their work Immersion teachers and workplace and students must develop their character while undergoing work immersion. These pieces of evidence display the real picture of how teachers and students dealt with all the challenges they encountered during the conduct of the program.

In addition, portfolios are collections of student's output which demonstrate how students met the prescribed learning outcomes. A portfolio consists of work accomplished by the student and includes the process on how to carry out procedures. This project also incorporates self-reflection on the learning process. In connection to this, the figures above entail that sample portfolios would guide students to make their own. In this set-up, teachers need to keep students output so that next batch of learners would benefit from it. These materials would guide learners in crafting and at the same time would answer queries as to their content and mechanics. Having samples would encourage and boost learners' aptitude in crafting their own. Aside from teacher's guidance, having samples of portfolio would reassure learners that they could accomplish in due time.

In relation to the cited implication, since there was no sample portfolio, the tendency was, students would find difficulty in writing one. Nevertheless, if learners had developed their writing skills, guidance and instructions from the immersion teachers would be enough to craft their own portfolios. In addition, since teachers could also be busy with the other most important tasks related to immersion activities, students could have asked help from friends, family members, and other teachers. Also, they could have surfed the net to browse essential facts on how to make good portfolio. Students' resourcefulness and initiatives were crucial in this aspect of learning.

This result was experienced by one of the EIM students expressing that:

“...Ako personally, sinakit maghimo sin portfolio kay wara paghatag si Sir san sample. An hinimo ko na lang naghapot hapot ako kan ate kay ng immersion man siya san una. Dahil sadto nakahimo po ako”. (Student 2)

“I personally encountered difficulty in writing portfolio because Sir did not give us sample. What I did was asked my sister for help since she underwent immersion also. In that way, I was able to make one.” (Student 2)

The role played by the family is vital in the success of learners. It was proven that strong connections between family engagement resulted more effectively in raising student performance. Family partnerships formed during elementary school years build a strong foundation for future student success and continued engagement. When students receive more support, classrooms with engaged families perform better as a whole. (Waterford.org, 2022).

Moreover, reflection paper is one of the written reports included in the portfolio to be submitted by TVL-strand immersion students. This paper contains the learnings gained by the students in their work immersion. In pandemic learning, the scope of the reflection paper revolved on students' experience inside the campus since industry immersion during that time was dreadful. Reflection paper also served as gauge for students' performance as mirrored on the write ups of the students.

It can be deduced from the presentation that students indeed, need sample materials for them to craft their own output. This strategy works for type of learners who are visuals. They learn better and easier if they have the

materials to read, to view and to analyze. Giving sample reflection paper could guide learners on the subject and process of the report. In addition, learners' attitude towards completing the output seemed negative because they had trouble accomplishing it. These situations were manifestations that there is a need for teachers to provide supplementary instructional materials so that students would be able to submit outputs.

Remarkably, the Digital Promise (2022) saw the positive effect when teachers provide students with model texts. It is believed that learners learn to identify effective elements to incorporate into their own writing. Using texts written by the teacher or peers can help students improve literacy, support their use of argumentative reasoning, and improve the overall quality of composition. These ideas are parallel to the results of this study, thereby intensifying the request for teachers to use this technique in classroom setting.

The shift from immersion in various industries to immersion in school premise during the pandemic added pressure and stress to learners since adjustments were abrupt and uncontrollable. However, students' determination and their parents' support paved way to finish the program successfully. In line with this, one of the problems identified was the unavailability of possible measures to be undertaken during unexpected situations.

The data above reflects learners' apprehension in reporting to school because of the threat posed by Covid-19 pandemic. Since lives were at risk, learners were afraid of what might happen as they travelled from home to school. Learners were also worried of unexpected turn out of events although the school had contingency plan which was created by the school Disaster Risk and Reduction Management (DRRM) team.

This scenario was confirmed by the response of a Grade-12 H.E. learner affirming that:

“Nahadok po talaga ako magpaschool kay di Ta man baga aram malay ta po baga mainfect kita san virus habang nasa immersion kita...” (Student 3)

“It's dangerous to go to school because we are not sure whether we are safe or not of the virus while we are having immersion activities...” (Student 3)

Significantly, all the details clarified in this section are in consonance with the study of Wakui, N., Abe, S., Shirozu, S. et al. (2021) on the causes of anxiety among teachers giving face-to-face lessons after the reopening of schools during the COVID-19 pandemic. This paper presented infection-related anxiety and educational anxiety that teachers experience in face-to-face classes during a pandemic. Although students have right to education, it is essential to understand that teachers also felt anxious and that there is a need to determine appropriate measures to decrease such anxiety. Undeniably, both teachers and learners were concerned of their safety during the reopening of classes.

Furthermore, it can also be drawn from the table that the problems faced by the learners during work immersion coincides with the real scenario during the pandemic. Since movement of people was limited, communication became a problem specially with families who do not have the privilege to have gadgets and internet connection. This problem is understandable and expected since some learners live in far-flung barangays and internet access is unavailable. During the pandemic especially when health protocol was observed, such as the general and modified community quarantine, people should stay at home, thereby causing difficulty and discomfort sending communications physically from school to households.

These statistics were supported by the statement of one of the students during an interview. She mentioned that:

“...Di po ako nakarating sa orientation kasi di ko po alam ang eskedyul. Wala po akong selpon at wala pong signal ng internet sa lugar namin.” (Student 4)

“...I was not able to attend the orientation since I don't know the schedule and I don't have cellphone and there's no internet connection in our place.” (Student 4)

To validate the result, the study conducted by DeFilippis, E., Impink, S.M., Singell, M. et al. on the impact of COVID-19 on digital communication patterns pointed out that one of the challenges faced by organizations and workers was struggling to adapt and perform in the face of a global pandemic. This realistic finding conforms with the difficulty encountered by Grade 12 TVL students along pre-immersion activities.

Moreover, teachers' failure to provide updates on the effective conduct of work immersion activities was one

of the problems of the students during the pandemic. It can be concluded that teachers' part in TVL' work immersion is unquestionably indispensable. Immersion teachers are the immediate overseers whom students could approach anytime during their work immersion. During the pandemic, work immersion students were in-house so, work immersion teachers were responsible of almost all the things needed for the smooth run of the immersion, starting from the preparation of documents, purchase of materials, coordination with parents and many more. Furthermore, the limited number of immersion teachers were also considered as immense factor in issues related to the part played by immersion teachers in the success of the program. If there were enough teachers who would supervise students during work immersion, then students would have asked assistance easily and responses could be quick and effective.

This dilemma is best explained by Guimba's, (2018) study recommending that proper orientation and trainings of learners prior to their work immersion would help accomplish their tasks easily and finish the program on time. Additionally, regular monitoring of learners and coordination to industry partners of the immersion teachers and immersion coordinators would maintain harmonious relationship on both sides. However, since industry partners were absent during pandemic learning, this could be substituted with coordination of immersion teachers to school heads, head teachers and other personnel in-charge with work immersion.

In line with the mode of verifications, pictures verify students' performance on certain activities. These images are potent tools to evaluate whether learners achieve well in any learning situation. The forgetfulness to take pictures of the output/services was one of the problems faced by the immersion students.

Analyzing the result, it can be discerned that school has a significant role in rendering technical support to students. Since TVL learners mostly belong to the low-income-class to the middle-income class, it is expected that purchasing and owning cellular phones are not one's priority. Instead, food, education, and the like are given much importance for survival. In this circumstance, the role of the school is indispensable, taking into consideration the aid it can grant to the clientele.

Moreover, the failure of the learners to take pictures of products during immersion could be attributed to their busy schedule. Since everyone is engrossed with finishing the product, this scenario is typical and tolerable. To solve this issue, immersion teachers should do measures to take pictures or ask someone to capture important happenings during immersion activities.

Remarkably, collaboration during work immersion is inescapable because this strategy hones students' cognitive and psychomotor dimensions. Also, through collaboration, positive values are enhanced and refined. On the contrary, it is understandable that some students were seen as non-participative to immersion activities. This could be credited to their individual differences, which could be categorized according to skills and cognition.

Accordingly, this fact is interrelated to the article presented by Visnji (2020) testifying that digital gadgets are essential for modern students today. These technologies save you learners from carrying dozens of books and make life simpler. On gadgets, students may bring thousands of useful literatures and, at the same time, save their back from heavy loads. To increase one's knowledge and improve professional skills, one can use the nearest source: the gadget. Whether it is a smartphone or tablet, learners can turn it into their everyday college helper. They may record lectures, transcribe them to text documents, track results with GPA calculator and share home tasks in digital classrooms.

Furthermore, trainings for Grade 12 TVL students along effective promotion of products were supported by some immersion teachers. This difficulty experienced by the students could be traced on their inability to apply their learnings in Entrepreneurship, a core subject in senior high school. This proposition is supported by the response of the Entrepreneurship teacher when asked informally. According to her;

“Students undergoing immersion should receive training in both promotion and services and/or selling of products. Since the subject entrepreneurship is teaching them the methods and strategies for promoting services and selling of products, it is important to provide tailored training and support to ensure that each student can achieve their individual objectives. By providing training on promotion of services or selling products, students will gain a more comprehensive understanding

of the business world and will be better equipped to succeed in a variety of business ventures. Their learning on the subject is the basic that's why they need to be well trained because both skills are critical for the success of their business venture."

The above utterance is an indication that TVL students are equipped with the necessary skills before engaging in immersion activities. The difficulty they had experienced might be influenced by other external factors such as limited opportunities for product marketing in the community and lack of linkage with the various industry involved.

Interestingly, the discussion on the problems encountered by the TVL-strand students along promotion of products is best exemplified in the article posted by the Rising Innovator (2020) stating that Entrepreneurship education teaches students important life skills such as, collaborating and working with a team, speaking in public and prepare an effective presentation, collecting, analyzing, and using data, using social media for promotion and/or advocacy, handling real, complex problems that don't have a definitive answer, using curiosity and creativity to find an innovative approach to difficult problems. These life skills if mastered by immersion students would give them the confidence to promote products and services to their customers.

In addition, Grade-12 TVL learners were expected to participate and accomplish all activities related to their TVL track during assessment. Despite the modification, outputs and products must be completed within the given timetables. The result presented above led to the realization that the modification from immersion at the industries to immersion in school brought anxiety to immersion teachers since plans and implementations were drastic. During the pandemic, teachers' capabilities were also limited because of the so many factors to be considered since health protocol was stiff and rigid. Teachers might be prepared and ready for the various immersion-related activities such as orienting the learners, but then the availability of the resources were restricted. In this case, problems were certainly inevitable.

The figures presented in the table are aligned with the answer of immersion teachers when asked during an informal interview. They pointed out that:

"...what makes immersion activities difficult was the fact that students didn't understand fully the theories and concepts, that's why during application or hands-on activities they struggled a lot..."

"Students' work ethics and attitude had greatly affected their performance during the conduct of work immersion in school. They thought ICT is just about gadgets and social media."

On the contrary, students uttered that some materials and equipment needed for the accomplishment of the activities were unavailable. As a result, they were not able to finish the output. In an interview with one of the learners she vividly recalled the lack of materials to be used. As a matter of fact, she mentioned that "...some of the materials we needed are unavailable and not functioning well..."

Considering the above statements, the performance of the students along work immersion could be manifestations of all the features that contribute to the difficulty of learners in accomplishing various tasks. This proposition is being backed up by the study conducted by Sermona, et.al., (2022.) Results revealed that teachers struggled to create and improve learning modalities that met the objectives of the industrial immersion. For one, materials and equipment available in schools are not comparable to those in the industry. Another primary concern was students' readiness to perform the expected tasks of the work immersion program. Teachers spent a lot of time reviewing the technical concepts of the various specializations. Another challenge is the multiple tasks assigned to teachers. From the students' end, the difficulties were more focused on their unpreparedness to perform the functions since the major courses were taken during the first year of the pandemic, before immersion. With these challenges, it is seen that it is vital to prepare and follow a training plan for work immersion that is aligned with the competencies of the specialization. The in-school work immersion should only be transitory, and it is highly recommended that students be exposed to the real world of work.

IV. CONCLUSION AND RECOMMENDATIONS

This study concluded that various work immersion activities were accomplished by the TVL-strand students during their work immersion in the school, in times of pandemic. The topmost performing TVL strand during work immersion in pandemic learning, was

Information and Communication Technology (ICT). There were numerous challenges encountered by the TVL-strands during their work immersion, which could be due to factors and impact brought by the unprecedented occurrence of the Covid-19 pandemic.

It was recommended that work immersion students must be properly oriented on all the immersion activities they need to do and accomplish. Curriculum guide for Home Economics (HE) and Information and Communication Technology (ICT) must be revisited and enhanced. The school must support TVL-strand students in their work immersion activities by providing them sufficient supplies and materials needed during work immersion activities. Trainings for immersion teachers should be conducted and intensified for them to be properly guided on the effective implementation of work immersion. Future studies on the production of assessment tools for work immersion activities be conducted.

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