

# Work Immersion Activities of Grade 12 Technical Vocational Livelihood Students

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**Abstract**— This study aimed to assess the work immersion activities of Grade 12 TVL students of Sta. Magdalena District, Division of Sorsogon Province for School Year 2023-2024. It employed the descriptive survey of research method in which a questionnaire and unstructured interview were used in gathering the data. It involved 189 Grade 12 TVL students. Frequency, rank, and weighted mean were utilized as statistical tools in analyzing the data. The findings revealed that the status of work immersion of the students when grouped according to the area of specialization in terms of activities, requirement preparation, portfolio preparation, and school orientation are the top rank experienced by the students respectively. In relation to the actual number of training hours, almost all the students agreed that they have experienced 80 hours or more. In terms of the nature of activities, most students' experiences are in relation to their specialization. Relative to industry support, medical assistance, free meals, and transportation were experienced by the students. The training activities implemented by the work immersion industry partner along with identified specializations, As perceived by the hairdressing and carpentry students, their industry partner have given them all the training activities prescribed in the work immersion while in agricultural crop production, computer system servicing, electrical installation maintenance, event services management, and plumbing, the industry partner gave greater emphasis on the fundamental skills and in safety protocols. The TVL students are very much satisfied with work immersion activities along with cookery, electrical installation maintenance event services management, and plumbing. However, the students in agricultural crop production, hairdressing, carpentry, and computer system servicing are much satisfied with their work immersion activities. The five most critical problems encountered by the students during their work immersion activities are inadequate supplies, tools, equipment, and facilities with frequency, no proper monitoring on the status of activities done, activities given were not all strand-related, the designated tasks are very limited and is no proper orientation or instruction of activities, respectively. It was recommended that the school may improve the status of work immersion of the students by introducing varied activities appropriate to the specialization and its nature, increasing the actual number of hours, and establishing linkages with other industries. The school may conduct regular dialogue and close monitoring with the industry partners to provide relevant work immersion activities to the students. The school may continuously implement the training activities provided by industry partners in which the students are very much satisfied and enhance to a higher level of satisfaction those activities identified by the students. The work immersion coordinators may address the most critical problems encountered by the students during their actual placement activities.

**Keywords**— Activities, Level of Satisfaction, Problems Encountered, Work Immersion

## I. INTRODUCTION

Quality and excellence of learning are of greatest importance in the field of education for the product of it will be of help in building the nation's progress. According to a quote by Brad Henry "No other investment yields as great a return as the investment in education, an educated workforce is the foundation of every community and the future of every economy". Thus, the education system should emphasize ensuring that the programs being implemented duly encompass the mastery of the required skills set both by the department and the work industries. This could be achieved through a review of the training activities

being implemented by the schools and the industry partners.

Globalization has become an integral part of education all over the world. It is therefore crucial that education institutions can equip their students with the skills and experiences fit for their future employment, thus the existence of work immersion programs. In the United States of America (USA), Work Immersion is used for enriching knowledge as well as further practice and use of skills. As a pedagogical tool, it was utilized for people to learn and engage, and its primary focus is on the student's learning process. It was found that after the work immersion experience, students improved and

widened their perspectives on understanding certain situations they had never encountered firsthand before. It also enhanced the skills they need in their field of work such as cultural competency, self-awareness, and interpersonal expertise. Last is that it improved their integration of classroom knowledge into the real world (Robinson, 2018). It can be gleaned that through work immersion, skills through firsthand experience have an impact on student learning.

In the Philippines, the Department of Education (DepEd) has recently facing controversial issues and problems. One of these is the implementation of the enhanced basic education curriculum also known as the K-12 program. For this reason, the current government administration is making moves to address the issue. According to Senator Sherwin Gatchalian, the growing dissatisfaction of the people over the K-12 education system indicates the urgency of conducting a review and formulating reforms. This was based on the result of his commissioned survey conducted from June 24-27, 2022. Moreover, on June 3, 2022, DepEd launched the Basic Education Development Plan (BEDP) 2030, the agency's first long-term plan to improve the delivery and quality of basic education. Vice President Sara Duterte, who is also the current education secretary said that DepEd will revise the K to 12 curriculums to make it more "relevant to produce competent, job-ready, active and responsible citizens" (Philstar, 2023). To address this, the curriculum and program implementation of K-12 like the Work Immersion Program is likewise to be reviewed and revisited. For these reasons, this proposal is being pursued to assess the work immersion activities of the grade 12 TVL students.

Work Immersion is one of the programs included in the senior high school curriculum. The Department of Education issued DepEd Order No. 030, s. 2017, also known as "Guidelines for Work Immersion". This serves as the basis for the implementation of work immersion in all Senior High Schools. DepEd hopes that through partnership building with partner institutions, the learners will be provided with work immersion opportunities, workplace or hands-on experience, and additional learning resources. Learners should be provided with learning experiences that are meaningful to them. If it has a good effect on their behavior, it will help them in facing daily real-life situations and contribute to the progress of certain industries. As stated in the cited DepEd order under principles and policy statements, to ensure that each venue is a safe, secure,

and suitable place for learning, thorough study, screening, and preparation shall be conducted before the selection of partner institutions and work immersion venues. The schools may partner with any institutions or organization duly registered/recognized by any accrediting government agency. The relevance to the field of specialization that the students are taking will also be considered in the mentioned selection.

One of the four objectives in the cited DepEd order is to enhance their technical knowledge and skills. Therefore, these qualities must be manifested by the students when they immerse themselves in the actual working environment. These qualities must have been taught and honed in every learner during their stay at the school, while on the other hand, the industry partners will assist the students and give supplementary work skills by providing appropriate activities while immersing themselves in their respective industries and doing an assessment along the way.

Every learning program implemented should be assessed if it aligns with the objectives. According to Yale Poorvu Center for Teaching and Learning (2023), program evaluation looks at the parameters, needs, components, and outcomes of program design to improve student learning. The process of systematically collecting, analyzing, and using data to review the effectiveness and efficiency of the programs. It is unusual not to evaluate every course of action for it will not determine if it is effective or not. Thus, it is essential to evaluate the activities employed by the work immersion industry partner.

According to Monticelli (2017), evaluations help validate their learning programs and make a positive difference in the overall organization and its people. In this regard, it is essential to evaluate the implemented learning activities to check if the program affects students positively as to their skills, attitudes, and behaviors not only as learners but as job-ready individuals. This will also help the school and the industry partners decide what to improve in the implemented learning program activities.

The key feature of the Senior High School curriculum for Technical Vocational Livelihood Track is the work immersion program. Senior High Schools in the Sta. Magdalena District, Division of Sorsogon Province offered TVL Track since the start of the implementation of Senior High School in the Philippines last 2016. Thus, a need to review the training activities implemented by

the work immersion industry partner to the grade 12 TVL students in the Sta. Magdalena District, Province of Sorsogon is indeed pressing. Tagged as the “Hidden Paradise” in the province, its demographic and topographic profile is in a rural coastal area. Due to this, it is a challenge for the school and the industry partners to provide necessary work immersion activities to achieve the competencies demanded in the TVL curriculum offered by the schools. Moreover, this challenges the concept of having localized industry partners to offer work immersion activities aligned with the specializations, thus, there is a need to explore the demand for industry partners who can provide the necessary training activities to the offered specializations.

To address this issue in the DepEd sector specifically the curriculum implementation since the work immersion is part of. Generally, this study aimed to assess the work immersion activities of Grade 12 TVL students of Sta. Magdalena District, Division of Sorsogon Province for School Year 2023-2024. Specifically, it answered the following questions:

1. What is the status of work immersion of the students when grouped according to the area of specialization in terms of:
  - a. activities;
  - b. actual number of training hours;
  - c. nature of immersion activities; and
  - d. industry support?
2. What are the training activities implemented by the work immersion industry partner along:
  - a. Agricultural Crop Production NCII;
  - b. Hairdressing NCII;
  - c. Carpentry NCII;
  - d. Cookery NCII;
  - e. Computer System Servicing NCII;
  - f. Electrical Installation and Maintenance NCII;
  - g. Events Management Services NCIII; and
  - h. Plumbing NCI?
3. What is the level of satisfaction of the students on the activities provided by the industry along the identified specialization?
4. What are the problems encountered by the students during their work immersion activities?
5. What handbook can be proposed as per the result of the study?

## II. METHODOLOGY

This study assessed the work immersion activities of grade 12 TVL students in Sta. Magdalena district of Sorsogon Province, school year 2023-2024. This study utilized the descriptive survey method of research and discussion of the work immersion activities of the students. Total enumeration sampling of grade 12 TVL students at Sta. Magdalena District was utilized. The respondents of the study are one hundred eighty-nine (189) TVL students at Sta. Magdalena National High School and Talaonga National High School. To ensure that the instrument was practically measured what it intended to measure, it was subjected to content validity. The researcher prepared the questionnaire and submitted it to the adviser and panel members for critiquing. The modification was made following the suggestions given by the adviser and members of the panel. The instrument was subjected to a dry run on one section of Grade 12 TVL students in Sta. Magdalena National High School last April 26, 2024.

The data was gathered for this research, the researcher sought the approval of her research adviser and the respective DepEd officials to facilitate the data-gathering activities of this present study. Upon approval, the researcher personally administered the survey and interview to the respondents. Frequency and ranking were used to determine the status of work immersion of the students when grouped according to the area of specialization in terms of activities, the actual number of training hours, nature of immersion activities and industry support, training activities implemented by the work immersion industry partner along the identified specializations, and the problems encountered by the respondents. Weighted mean was used to determine the level of satisfaction of the students with the activities provided by the industry.

## III. RESULTS AND DISCUSSIONS

The presentation of data included the following: (1) status of work immersion of the students when grouped according to the area of specialization in terms of activities, actual number of training hours, nature of immersion activities, and industry support; (2) training activities implemented by the work immersion industry partner along Agricultural Crops Production NC II, Hairdressing NC II, Carpentry NC II, Cookery NC II, Computer System Servicing NC II, Electrical Installation Maintenance NC II, Events Management Services NC III, and Plumbing NC I; (3) level of satisfaction of the students on the activities provided by the industry along their specialization; (4) problems



encountered by the students during their work immersion activities; and (5) proposed work immersion handbook.

Status of Work Immersion Experience of Grade 12 Students of Sta. Magdalena District, Sorsogon According to Area of Specialization

Activities. TVL students in grade 12 are expected to engage in numerous work immersion activities throughout the three phases of work immersion training: Pre-Immersion, Immersion Proper, and Post-Immersion.

The findings revealed that the status of work immersion of the students when grouped according to the area of specialization in terms of activities, requirement preparation, portfolio preparation, and school orientation are the top-ranked experienced by most of the students (ACP, HD, Carpentry, Cookery, CSS, EIM, EMS, and Plumbing) respectively. It was followed by the training proper and industry orientation which was experienced only by two other groups of specialization (CSS and EIM). Overall, the work immersion TVL students experienced document preparation activities for the pre-immersion and post-immersion phases.

The result coincides with the study of Pestijo (2023) which found that there is a positive impact on the students' experience due to undergoing the different activities of work immersion. The work immersion program has been effective in improving the student's understanding and proficiency in the different aspects through the various activities that they have undergone.

Actual Number of Training Hours. A SHS student must also complete at least 80 hours of work immersion. In relation to the actual number of training hours, almost all the students agreed that they have experienced 80 hours or more. 16 students spent 39 hours or less in their work immersion while 18 students had 70 to 79 hours which is lower than the prescribed number of hours as per DepEd Work Immersion Guidelines. It means that most students have experienced the required minimum number of training hours. However, there are instances where a few students were not able to follow the guidelines. This implies, on the other hand, due to the lack of facilities, some industry partners may have opted to designate the immersion students into groups to have an alternate schedule of hands-on activities which requires the facilities, while the additional immersion students coming from other schools add up to the division and scheduling. These reasons may have

resulted failure in to complete the desired number of training hours set by the DepEd. The work immersion teacher may create interventions for the students with an incomplete number of training hours.

### *Nature of Immersion Activities*

In terms of the nature of activities, most students experienced are in relation to their specialization. The students were given different nature of activities depending on their specialization. It was evident that the placement of the student in their work immersion was in line with the competencies that they needed to acquire. Although there were students who were given multiple tasks aside from the pre-defined responsibilities. It implied that the work immersion experience acquired by the students aligns with the needed competencies prescribed by the school and industry partner.

This coincides with Garcia's & Yazon's (2020) correlated study on work immersion performance, alignment, and employability among senior high school graduates which found that indicators on the alignment of Work Immersion program/experience in terms of personal skills, technical skills, and work applicability are highly aligned. Moreover, the alignment of the work immersion raises better opportunities for employability, which is one of the goals of the K-12 program. This shows how important alignment of the nature of activities is to the work immersion students.

### *Industry Support*

Relative to industry support, medical assistance, free meals, and transportation were experienced by the students. It means that the work immersion industry partner was able to provide the immersion students extra support in the form of complimentary meals and health care. It implies that the industry partner may have prioritized the welfare of the work immersion students.

The finding agrees with Horton, Dawson, Abshire, Harris, & Wirth (2021) states free food is reportedly frequently provided at work in a variety of workplace environments, including hospitals and offices.

Also, the study by Macalintal and Chavez (2020) concluded that to always ensure the safety in the workplace of work immersion students, set up medical cabinets with ample medication in each obvious location, wear task-appropriate protective gear, and immediate response to problems.

**Training Activities Implemented by the Work Immersion Industry Partner According to Area of Specialization**

The training activities implemented by the work immersion industry partner along with identified specializations, As perceived by the hairdressing and carpentry students, their industry partner have given them all the training activities prescribed in the work immersion while in agricultural crop production, computer system servicing, electrical installation maintenance, event services management, and

plumbing, the industry partner gave greater emphasis on the fundamental skills and in safety protocols.

**Agricultural Crop Production NCII**

Table 3A contains the frequency and rank of training activities implemented by the work immersion industry partner along Agricultural Crops Production NC II. There are three industry partners to which the students were assigned which are the dairy farm, nursery training center, and municipal nursery.

**Table 3A. Training activities implemented by the work immersion industry partner along Agricultural Crops Production**

Activities	f (n=29)	Rank
1. Applying safety measures in farm operations	28	2
2. Using farm tools and equipment	28	2
3. Performing estimation and basic calculation	26	7.5
4. Processing farm wastes	27	5
5. Performing record keeping	26	7.5
6. Performing nursery operations	27	5
7. Planting crops	28	2
8. Caring and maintaining crops	25	9
9. Carrying out harvest and postharvest operations	27	5

The most frequently identified training activities in the Agricultural Crops Production NC II program were safety measures, using farm tools and equipment, and planting crops, according to 28 students; however, the least frequently identified activity was caring for and maintaining crops. Among Agricultural Crops Production, the students in Sta. Magdalena District experienced work immersion activities that involved actual hands-on tasks in planting crops but experienced less in caring and maintaining crops. This implies that the work immersion industry partner may have prioritized students to have more experience in the field together with observing proper safety procedures which will help them to develop the needed skills in their specialization.

policy makers in the design and implementation of public health interventions, programs and policies to improve the health of farmers and their families. It emphasizes the importance of practicing health and safety among agricultural crops production students since they are future agricultural workers.

This also coincides with the study of Coman, Marcu, Chereches (2020), which emphasizes educational interventions regarding the improvement of safety and health literacy among agricultural workers. It mentioned that the strategies of educational interventions such as varied lectures, videos, newsletters, games, and community fairs, involving the community in designing the intervention and training farmers to deliver the intervention to the community produced good results have the potential to inform future researchers and

**Hairdressing NCII**

The students were placed in a salon which is located near the school. In terms of hairdressing, the seven students under this specialization favored the activities provided to them by their work immersion industry partner. They were able to perform hair care and scalp treatment, hair perming, haircutting, and hair coloring. Likewise, the salon owner allowed them to perform hair bleaching, hair straightening, hair styling, and applying makeup. This demonstrates that all seven of the hairdressing students successfully completed all necessary competencies with the training activities offered by their work immersion industry partner. This suggests that the curriculum is thorough and well-organized, covering all the fundamental skills required for hairdressing.

**Carpentry NCII**

The students were placed in the school to do work related to this specialization. The four Carpentry

students performed the activities which were preparing the construction materials and tools, maintaining tools and equipment, performing mensuration and calculation, and interpreting drawings and plans. Also, they practice occupational safety and health procedures, prepare building lines, fabricate formworks, and install formwork components. Despite the limited number of industry partners the students may have been equipped with the knowledge and skills to perform the needed competencies in Carpentry and may have to chance to take the competency examination.

This means that the students were allowed to conduct their work immersion activities even though it was done in the school. They were able to acquire the desired competencies for their specialization. It implies that despite the limited number of industry partners the students may have been equipped with the knowledge

and skills to perform the needed competencies in Carpentry and may have to chance to take the competency examination.

The result is supported by the report of Santos (2012) that study showed a high demand for skilled carpenters here and abroad that was expected to continue in the next five to 10 years. Also, a potential carpenter should be at least a high school graduate and have taken a vocational course in carpentry in any institution accredited by the Technical Education and Skills Development Authority.

**Cookery NCII**

The frequency and rank of training activities implemented by the work immersion industry partner along Cookery NC II are included in Table 3B. There is one industry partner, which is a resort and homestay where the students were placed.

**Table 3B. Training activities implemented by the work immersion industry partner along Cookery NCII**

Activities	f (n=18)	Rank
1. Preparing appetizers	4	10.5
2. Preparing salad and dressing	3	12
3. Preparing sandwiches	10	7
4. Preparing desserts	4	10.5
5. Packaging prepared food stuff	10	7
6. Preparing egg dishes	17	3
7. Preparing cereals and starch dishes	6	9
8. Preparing vegetables dishes	18	1.5
9. Preparing and cooking seafoods dishes	12	5
10. Preparing stocks, sauces, and soups	10	7
11. Preparing poultry and game dishes	16	4
12. Preparing and cooking meat	18	1.5

According to the data, 18 students tied for first place when asked which training activities they did most frequently in their cooking program: preparing vegetable dishes and cooking meat. Next, 17 students prefer to prepare egg dishes, 16 students prefer to prepare poultry and game dishes, and 12 students prefer to prepare seafood dishes.

This implies that preparing meat and vegetables is highly valued, demonstrating the importance of these abilities. The lower ranking of seafood dishes suggests that there might be a curriculum gap. By taking care of this, training could become more comprehensive and better equip students for a variety of culinary jobs.

This contrasts with Catoy (2018), who concluded that grade 9 students have a poor level of performance in Cookery specifically in the preparation and presentation

of appetizers, salads and dressings, and sandwiches. Del Villar (2019) found the need for a demonstration approach to improve the culinary skills of the students. Students need to observe and practice conventional culinary skills in preparation for their future professional activities, despite their good or accomplished skills. Likewise, chef instructors need to make sure that students are actively participating in culinary activities. Similarly, chef instructors must require students to show what they can do and assess the quality of their performances.

**Computer System Servicing NCII**

Table 3C presents the frequency and rank of training activities implemented by the work immersion industry partner along Computer System Servicing NC II. The students were assigned to two local government units and one public office.



**Table 3C.** Training activities implemented by the work immersion industry partner along Computer System Servicing NCII

Activities	f (n=57)	Rank
<b>1. Performing computer operations</b>	39	1
<b>2. Preparing and interpreting technical drawing</b>	15	8
<b>3. Using hand tools</b>	25	2
<b>4. Terminating and connecting electrical wiring and electronic circuit</b>	17	4
<b>5. Testing electronic components</b>	15	8
<b>6. Installing and configuring computer systems</b>	18	3
<b>7. Setting up computer networks</b>	15	8
<b>8. Setting up computer services</b>	16	5.5
<b>9. Maintaining and repairing computer systems and networks</b>	16	5.5

According to the data, 39 students ranked performing computer operations as their top preference when it came to computer system servicing. After that, 25 students preferred using hand tools, and 18 students preferred installing and configuring computer systems. Fourth place went to seventeen students who said they preferred connecting and terminating electrical wire and electronic circuits. Finally, 16 students tied for fifth place said they enjoyed maintaining and repairing computer systems and networks as well as setting up computer services. This suggests that fundamental computer functions and tool use are prioritized over more complex tasks like network and wiring maintenance. Taking on the lower-ranked tasks could result in a training program that is more thorough and well-rounded.

The result conforms with the study conducted by Oliquino (2019) on the 21st Century Skills of Computer System Servicing Students. The study reveals that the

overall level of competency of 21st century skills of TVET Students is 3.081 interpreted as moderately competent which implies that the students can apply their skills in simple situations. Thus, for CSS students to become highly competent in the twenty-first century, their 21st-century skills must be enhanced. This can be achieved by expanding the program offerings, creating TVET diploma programs or PQF level V qualifications, engaging in extracurricular activities, fortifying industry partnerships for industry immersions, on-the-job training, or dual-training programs, and modernizing training facilities, tools, and equipment.

### **Electrical Installation and Maintenance NCII**

The frequency and rank of training activities implemented by the work immersion industry partner along Electrical Installation Maintenance NC II are listed in Table 3D. The students were assigned to an electric cooperative and a local government unit.

**Table 3D.** Training activities implemented by the work immersion industry partner along with Electrical Installation and Maintenance

Activities	f (n=39)	Rank
<b>1. Preparing electrical materials and tools</b>	38	3
<b>2. Performing mensuration and calculations</b>	39	1.5
<b>3. Interpreting technical drawings and plans</b>	6	6
<b>4. Maintaining tools and equipment</b>	39	1.5
<b>5. Practicing occupational health and safety procedure</b>	37	4
<b>6. Preparing electric and hydraulic tools</b>	4	7.5
<b>7. Performing roughing-in activities for communication and distribution</b>	14	5
<b>8. Installing wiring devices for floor and ground fault current interrupting outlets</b>	4	7.5

In Electrical Installation and Maintenance NC II, 39 students tied for first place among those who preferred performing calculations and measurements as well as maintaining tools and equipment in electrical

installation maintenance. The next activity that 38 students favored was setting up electrical supplies and tools, and 37 students preferred practicing occupational safety and health procedures. Just 14 students, or the

fifth most, preferred carrying out roughing-in activities for distribution and communication. It showed greater emphasis on fundamental abilities and safety protocols and a lesser emphasis on more specialized work. Taking care of the lower-ranked tasks could result in a training program that is more thorough and well-rounded.

Onoh and Onyebuanyi (2017), found out that Electrical installation and maintenance skills, such as wiring layout and installation planning, safety testing, tool proficiency, efficient material use, electrical installation inspection, wiring drawing interpretation, and the like, are critical for job creation. To encourage more training and equip students with the skills they need for job

creation and self-reliance after graduation in Enugu State, it was recommended, among others, that all the identified skills be integrated into the curricula of technical colleges for training students. The government should also make an effort to finance and equip technical college workshops.

**Events Management Services NCIII**

Table 3E the frequency and rank of training activities implemented by the work immersion industry partner along Event Services Management NC III. There are two resorts near the school where the students were placed for their work immersion activities.

**Table 3E. Training activities implemented by the work immersion industry partner along with Events and Management Services NCII**

Activities	f (n=14)	Rank
1. Planning and developing event proposal or bid	13	3.5
2. Developing an event concept	14	1
3. Developing an event program	12	7
4. Selecting event venue and site	12	7
5. Developing and updating event industry knowledge	12	7
6. Providing on-site event management service	13	3.5
7. Developing and updating knowledge on protocol	13	3.5
8. Managing contractors for indoor events	13	3.5

In the field of event management and services, 14 students place the highest priority on creating event concepts, while 13 students place equal emphasis on organizing event proposals, keeping up with industry developments, and overseeing contractors. This emphasizes how crucial it is to strike a balance between innovative thinking and practical, business-related skills. Ensuring that students receive thorough

instruction in both areas may help to better position them for careers in event management.

**Plumbing NCI**

The frequency and rank of training activities implemented by the work immersion industry partner along Plumbing NC I are presented in Table 3F. The students were assigned to a water district.

**Table 3F. Training activities implemented by the work immersion industry partner along Plumbing NCI**

Activities	f (n=21)	Rank
1. Preparing plumbing materials and tools	20	3.5
2. Performing mensuration and calculations	16	8
3. Preparing pipes, tools, and equipment for installation	19	5.5
4. Making piping joints and connection	21	1.5
5. Performing minor construction works	19	5.5
6. Performing single-unit plumbing installation and assemblies	18	7
7. Performing plumbing repair and maintenance works	20	3.5
8. Performing pipe leak testing	21	1.5

In Plumbing NCI, 21 students ranked making piping joints and connections and testing pipes for leaks as their two favorite plumbing training tasks. The preparation of plumbing supplies and equipment, as well as carrying

out maintenance and repair tasks with 20 students each, came next. This implies that practical abilities such as leak testing and joint making should be highly valued in addition to the significance of tasks related to material



preparation and repair. To better prepare students for plumbing roles in the industry, a balanced training approach covering both practical skills and material preparation should be ensured.

**Level of Satisfaction of the Students On the Activities Provided by The Industry Along the Identified Specialization**

The TVL students are very much satisfied with work immersion activities along with cookery, electrical installation maintenance event services management, and plumbing. However, the students in agricultural crop production, hairdressing, carpentry, and computer system servicing are much satisfied with their work immersion activities.

**Cookery NCII**

The cookery students scored 4.84, indicating high satisfaction. Preparing cereals, starchy dishes, and vegetable dishes—all of which received a perfect score of 5.00—makes them particularly happy. They do, however, rate their satisfaction with making salads and dressings somewhat lower (3.67). This implies that even though the training is generally successful, the instruction on how to prepare salads and dressings might use some work. By making improvements here, it can be made sure that students are always happy with their cooking instruction. This finding is evident with the narratives below from the informal interview done with selected students:

“... naexperience namo an mga diri naitukdo nan nahimo sa school kaya very much satisfied (we were very much satisfied since we experienced in the industry those things that were not taught and done in school) ...” – Student 4

This implies that the students are very much satisfied with their experiences in the industry. The students appreciate new experiences and learning outside of school. By continuing to implement work immersion, students might have authentic learning experiences.

**Electrical Installation and Maintenance NCII**

The students are very much satisfied with installing wiring devices for floor and ground fault current interrupting outlets with the highest weighted mean of 5.00. Also, they are generally very much satisfied with this specialization since it has an overall weighted mean of 4.52. Consequently, the students rated the performing of mensuration and calculations with the lowest weighted mean of 4.18 which is described as much satisfied. The narrative below from the unstructured

interview conducted with selected student supports the result:

“... very much satisfied ako san work immersion kay daghanun an naaraman ko pareho san pagreconnect san mga nautudan nan pagbisay san transformer (I was very much satisfied with my work immersion because I have learned so much like reconnection and troubleshooting the transformer) ...” – Student 7

**Events Management Services NCIII**

In Event Management Services, the students are generally very much satisfied with an overall weighted mean of 4.70. The development and updating of event industry knowledge emerged with the highest weighted mean of 4.83, which is described as very much satisfied. On the other hand, the development and updating of knowledge on protocol was given the lowest weighted mean of 4.46 which is interpreted as much satisfied.

This finding is evident in the verbatim conversations below from the informal interview with selected students:

“... sa sayo lang kami na department na immerse kay kasagsagan san holy week kaya di na kami pinarotate sa iba na department pero very much satisfied man kami...dahil sa housekeeping kay daghan an naaraman ko sa kanira (it was during the holy week that our work immersion happened that is why we were only assigned in one department and no rotation happened, but we were very much satisfied because I have learned so many things in them in housekeeping) ...” – Student 8

With this statement, it can be understood that they are satisfied despite the students who were not able to be assigned to other departments due to situations, but they still acquire knowledge and skills in their assigned area.

The study of Evardone, Dignadice, and Parco (2021) on the competencies and level of satisfaction of students with event management services. It was revealed that the students who were placed in the selected event companies were assessed based on the competencies of events management and services in terms of Planning and Develop Event Proposal and Bid, Develop an Event Concept, Develop an Event Program, Select Event Venue and Site, Develop and Update Event Industry Knowledge, Provide On-site Event Management Services, Develop and Update Knowledge on Protocol and Manage Contractors for Indoor Events were competent and very much satisfied.

### **Plumbing NCI**

The high weighted mean of 4.52 indicates that students are generally quite satisfied with this specialization. With a perfect score of 5.00, they are especially happy with tasks like installing wiring devices for floor and ground fault current interrupting outlets. On the other hand, the somewhat lower satisfaction level in this particular area is indicated by the slightly lower score of 4.18 for mensuration and calculation performance.

This implies that to guarantee that students are consistently satisfied with every facet of the specialization, educators may concentrate on enhancing instruction and providing support for tasks involving measurements and calculations. Enhancing this area could help students become more self-assured and proficient in the vital skills needed to succeed in their field. This finding is supported by the narrative below which came from the informal interview done with selected student:

“... mayad talaga cra magtukdo, halos intero na hihimuon mo ipapaliwanag nira tapos iniimod talaga kami (they really teach well and explained the things we do then monitor us) ...” – Student 6

### **Agricultural Crop Production NCII**

Agricultural Crops Production work immersion students are much satisfied with the activities provided by the industry partner, and they particularly appreciate the emphasis on applying safety measures in farm operations. Most likely, they are capable of providing activities and training and give importance on safety measures. This result is evident in the narratives from the informal interview conducted with selected students:

“... very much satisfied an naging experience po namo didto sa industry, parang magayon man kay actual po namo inihimo intero tapos may may diri po dini namo nahihimo sa school na didto po nahimo namo (we have very much satisfied experience in the industry because we performed the things which we did not do in school)”... “yadto po na pag abot pa lng namo, insabi sa orientation san tungkol sa safety nan an mga bawal namo kadtuan (once we arrived in the industry, we were oriented about safety and prohibited places) ...” – Student 1

### **Hairdressing NCII**

The high weighted average of 4.20 across the board suggests that hairdressing students are highly satisfied with the training exercises they received. With a weighted mean of 5.00, tasks like hair straightening

exhibit the highest level of satisfaction from them, indicating their enthusiasm and confidence in their ability to perform this skill. For applying makeup, the weighted mean is lower at 3.29, indicating a moderate level of satisfaction with this aspect of the training. The excerpts from the verbatim conversation below supports the finding:

“... diri man entero inpahimo sa amo sa parlor kay may mga kaipuhan na expert an maghimo san activity pero nag observe man kami habang inperform (there are activities which the parlor did not allow us to perform because experts are much needed but we observed the conduct of the activity) ...” – Student 2

This disparity emphasizes the need for educators to assess and possibly improve makeup application instruction to better fulfill students' expectations and guarantee a more equitable level of satisfaction across all hairdressing skill areas.

### **Carpentry NCII**

Overall satisfaction with training among carpentry students is high, with a weighted mean of 4.34. Particularly satisfying to them are activities with a 4.50 score, such as material preparation, tool maintenance, and safety protocol observance. They are still happy, though somewhat less so, with their 4.00 score for reading drawings and plans. This result is supported with the narrative emerged from the unstructured interview with students:

“... satisfied man, pauru-alto an trabaho, sige arabsent, nagkukulang po minsan an materyales, naghulat lng kami na mag abot an cocolumber (the lack of materials such as cocolumber made us to become relax and sometimes do not report to the industry) ...” – Student 5

This shows that even though the training is generally successful, there might be space for improvement in the way students are taught to comprehend and utilize technical drawings and plans. By making improvements in this area, students may become even more self-assured and proficient carpenters.

### **Computer System Servicing NCII**

The students of Computer Systems Servicing are generally much satisfied with the activities provided to them with an overall weighted mean of 4.06. Specifically, they are very much satisfied with maintaining and repairing computer systems and networks with the highest weighted mean of 4.50. However, the students are much satisfied with

terminating and connecting electrical wiring and electronic gadgets with the lowest weighted mean of 3.35. The narrative below from the unstructured interview conducted with selected students supports the result:

“... Ayos man po, satisfied dahil sa accommodation and experience (Very satisfied with the accommodation and experience) ...” – Student 9

“...wala po problema don sa tools, lahat po kumpleto (there is no problem in immersion industry with the tools, everything is complete) ...” – Student 3

This means that the students were much satisfied with their experiences with the activities performed in the industry they were assigned to render their immersion. It may be evident that they were able to do the activities that were not performed in the school, maybe because of the limited tools and equipment.

Overall, Cookery NC II, Electrical Installation and Maintenance II, Events Service Management NC III, and Plumbing NC I students are very much satisfied with their work immersion experience. Additionally,

Agricultural Crops Production NC II, Hairdressing NC II, Carpentry NC II, and Computer Systems Servicing NC II students are much satisfied with their work immersion experience.

This result corresponds with the study of Ador, Banaag, Bombio, Consignado, Quinay, Santos, (2023) where results revealed that even though the students have little to no idea about Work Immersion, they stated that their experience in Work Immersion helped them enhance and prepare themselves for their careers. The learning process gained from Work Immersion helped students with personal growth. The study also suggests that schools may find more partner institutions aligned with students’ interests and future careers for a more meaningful experience.

**Problems Encountered by The Students During Their Work Immersion Activities**

Table 5 presents the problems encountered by the students during their work immersion activities. The frequency and rank of the problems encountered by the students during their work immersion activities.

**Table 5. Problems encountered by the students during their work immersion activities**

Problems	f	Rank
<b>There is no proper orientation or instruction of activities</b>	14	5
<b>The attitude of supervisors/superiors toward immersed students is too strict and unpleasant.</b>	13	6
<b>There is no proper monitoring of the status of activities done.</b>	20	2.5
<b>The schedule of activities/work is too hectic or too laid-back.</b>	8	9
<b>Employees/workers/personnel are unapproachable.</b>	9	7.5
<b>There are tedious work assignments.</b>	2	12
<b>Designated tasks are very limited.</b>	18	4
<b>The activities given were not all strand related.</b>	20	2.5
<b>There are less hands-on activities but more on lecture.</b>	6	10
<b>Co-participants in work immersion are uncooperative.</b>	9	7.5
<b>There are inadequate supplies, tools, equipment, and facilities.</b>	23	1
<b>Facilities are unsafe or risky for work immersion participants.</b>	4	11

The data showed that 23 students identified inadequate supplies, tools, equipment, and facilities as the most critical problem during their work immersion activities in rank 1. This problem is supported by the narratives below which emerged from the informal interview conducted with few students:

“... bilang lang po mga tools nila dapat kami eh damo po kami tapos may mga college pa, kaya an iba po an iba wara pa man himuon kaya an iba na tools mao na lang an gamiton nira tapos the next kami naman

po (there were limited tools available and we were many students even college assigned to that industry so we have to wait for the other to finish before we can do our tasks) ...” – Agriculture student

This means that the students encountered problems with inadequate supplies, tools, facilities, and equipment due to the number of students deployed in an industry; moreover, other schools are being catered to by the industry for immersion. This resulted in the waiting time



of other students to accomplish the given task. This is supported by an EIM student:

*“... limited lang kay diyo lang an makagamit, pasayosayo lang kami, pasalyo-salyo, an naghuhulat mao an madanan sa sayo, pakatapos sa luyo naman na obra (the tools were limited that is why we have to wait since each one has to use and tasks were consecutive) ...” – EIM student*

*This means that in the conduct of practical activities, there are instances where, due to limited tools, the students strategize in accomplishing the activities. This may result in a longer time to finish the task, thereby affecting the completion of the activity.*

*This is followed by no proper monitoring on the status of activities done and the activities given were not all strand-related encountered by 20 students which are tied in rank 2.5. The verbatim conversations below show evidence of the problem encountered by the students:*

*“... kapag nagbatog pa lang tutukduan po pero pag nag aawat hinayaan na po kami pero kon may hapot po kami, intutukdo man po niya (at the start we were given instruction but as the work progressed, we were left unsupervised then if we have question then we were taught what to do) ...” – CSS student*

*“... pakatapos sin lima kaadlaw sa immerwion pinabayaan na po kami, kami na po an nag asikaso san himuon namo (after five days of work-immersion we were not monitored and we just looked for things to do on our own initiative) ...” – Agriculture Crop student*

*“... mao lang an dish na inluluto namo kay mao an available na ingredients nan mao man an in order san customer kaya ulit ulit lng (we just cooked limited dish because it was the customer’s order and routinely did it) ...” – Cookery student*

Similarly, 18 students experienced that the designated tasks are very limited in rank 4. Then, 14 students were challenged with no proper orientation or instruction of activities in rank 5. On the other hand, only 6 students said that less hands-on activities but more on lecture and 4 students who met that the facilities are unsafe or risky for work immersion participants. Meanwhile, the tedious work assignments were met by only 2 students which was the least problem encountered. The narratives below support the finding:

*“... uruadlaw kaipuhan namo limpyahan an office, pag nag aabot an head san office kami po an nag aayos pagkaon, nagasikaso, naghuhugas san kinaunan (every day we have to clean the office and when the head arrived we have to prepare the food, serve and wash the dishes) ...” – CSS student*

Similarly,

*“... diri kami nagbibisay san computer kundi sa encoding kay office an nakadtuan namo (we did not experience repair of computers but on encoding because we were assigned in an office) ...” – CSS student*

This means that there are still problems encountered by the work immersion students that need to be addressed. It implies that some industry partners are not equipped with the activities required for work immersion. Also, the students may not fully acquire the needed skills in work immersion due to the limitations of the industry partners which they were assigned. It may somehow be attributed to the number of students doing their work immersion activities since other schools placed their students in a similar industry.

This result implies that students continue to encounter difficulties during their work immersion programs, especially in some industry partnerships. It suggests that some businesses might not have implemented organized activities in line with the goals of work immersion programs. For students to develop the skills and competencies required by their vocational training, it may be the case that they are not given varied tasks or opportunities to work with a variety of equipment.

The five most critical problems encountered by the students during their work immersion activities are inadequate supplies, tools, equipment, and facilities with frequency, no proper monitoring of the status of activities done, activities given were not all strand-related, the designated tasks are very limited and is no proper orientation or instruction of activities, respectively. This result implies that students continue to encounter difficulties during their work immersion programs, especially in some industry partnerships. It suggests that some businesses might not have implemented organized activities in line with the goals of work immersion programs. For students to develop the skills and competencies required by their vocational training, it may be the case that they are not given varied tasks or opportunities to work with a variety of equipment.

The result is in consonance with the study of De la Fuente (2019) that TVL students have encountered problems before, during, and after their immersion. In which the major concerns include limited designated tasks and no variation in the equipment to be repaired that will help them acquire the necessary skills and competencies. It was determined that schools needed to expand their network of immersion partner institutions, improve field monitoring and assessment, and institutionalize documentation procedures for immersion report creation.

**5. Proposed Work Immersion Handbook to enhance the work immersion activities experience of grade 12 TVL students.**

Generally, the work immersion handbook is created for grade 12 TVL work immersion students. To enhance the implementation of work immersion experiences and activities of grade 12 TVL students.

**Specific Objectives:**

Specifically, the proposed work immersion handbook aims to:

1. Guide the grade 12 TVL students in their work immersion program.
2. Minimize the problems encountered by the students in their work immersion experiences.
3. Help the school improve the work immersion program implementation.

**IV. CONCLUSION AND RECOMMENDATIONS**

With the foregoing findings of the study, a set of conclusions and recommendations were drawn out. The status of work immersion of the students is varied and dependent on their area of specialization. The industry partners provided varied work immersion activities to Grade 12 TVL students relative to their areas of specialization. The students are very much satisfied with work immersion activities along cookery, electrical installation maintenance event services management, and plumbing. However, the students under agricultural crop production, hairdressing, carpentry, and computer system servicing are much satisfied with their work immersion activities. The most critical problems encountered by TVL students during their work immersion activities are inadequate supplies, tools, equipment and facilities, no proper monitoring on the status of activities done, and the activities given were not all strand related.

The conclusion has prompted the researcher to provide recommendations. The school may improve the status of

work immersion of the students by introducing varied activities appropriate to the specialization and its nature, increasing the actual number of hours, and establishing linkages with other industries. The school may conduct regular dialogue and close monitoring with the industry partners to follow the memorandum of agreement, implement the activities being laid out, and address the problems that arise. The school may continuously implement the training activities provided by industry partners in which the students are very much satisfied and enhance to a higher level of satisfaction those activities identified by the students. The work immersion coordinators may address the most critical problems encountered by the students during their actual placement activities. The proposed actual plan may be submitted to the concerned authorities for further evaluation and review before its adoption and implementation. Further study may be conducted which may widen the scope and the inclusion of other areas of specialization of TVL.

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