

# Students' Performances in Work Immersion in Baliwasan Senior High School: A Case Study

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## ABSTRACT

This study aimed to determine the students' performances in the work immersion in Baliwasan Senior High School during the school year 2022-2023. A phenomenological-qualitative research design was adopted. An interview questionnaire answered by four teachers and twelve immersion students was used. This research is delimited only to the students' performance in the work immersion. As a result, teachers view on students' performance in the work immersion is satisfactory in a real-life experience on the industry while students' skills in their field of specialization are in the beginner level based on their knowledge, skills and attitudes in the work immersion. Challenges encountered are common issues in the workplace such as communication barrier, limited resources and technical issues. For coping mechanism, teachers help students on guiding and assisting them with their limitations and just let them enjoy the immersion with being adaptive in the workplace. The researchers recommended that students must be well exposed to industry experiences to enhanced skills. The challenges encountered are one way to develop students' skills in the workplace and would help them be productive and effective in their field. Students' must develop their skills in the workplace to be productive and effective. Lastly, to be guided with the workplace culture and tradition.

**Keywords:** Immersion Case Study; Immersion Coping Mechanism; Senior High School Immersion; Work Immersion and Students' Performance

## INTRODUCTION

Work immersion is essentially the key feature of senior high curriculum. This is conducted in different ways which is dependent on the learners need, "Education Secretary Leonor Briones said. Work immersion guiding principles which RANGES FORM 80 – 320 hours enables learners to let them be familiar with the working environment, simulation experiences and application of competencies in their specialization. "Work immersion will help develop among learner's life and career skills and will prepare them to make decisions on postsecondary education or employment," the guidelines read. (Briones, 2017,1)

A rapid change in the information technology field is being experienced in today's world. To keep pace with this ever-changing technology, one must follow the basic factors such as monitoring new advancements and protecting the freshness of acquired information that determine the profile of human power which is required by today's society. As a result, internship applications enable students and teaching staff who supervise them to keep up with evolving technology while also monitoring current and active applications. Internship programs that allow students to contact employers and use their references acquired after graduation to assist them get hired in a rapidly changing and globalizing corporate environment are extremely important in vocational education. Real world experience can be considered as a component that distinguishes individuals from others during their career paths. During the internship period, also known as on-the-job training, students must determine what career they want to pursue and make better plans by identifying the topics and chapters they are interested in. While academic information is transformed into observation-based practical applications in the workplace, it becomes permanent. It is through education that they obtain new skills, practical knowledge, and vision in order to handle problems that may arise during their working lives in the most appropriate and timely

manner feasible within the framework of logic and information. (Soran, Akkoyunlu, Kavak, 2006, 201-210)

Moreover, Caraig (2017,1) finds out that Batangas State University delivers local and international practical exposure to student trainees, allowing them to get relevant learning experiences and opportunities to become globally competent professionals. The On-the-Job Training program seeks to provide relevant, quality, and responsive learning experiences through carefully designed, progressive, and highly monitored real-world work experiences necessary in a globally competitive labor market. The On-the-Job Training (OJT) Office is one of the university's offices that provides industrial and academic linkages that are required. The office's principal responsibility is to meet the OJT requirements of student trainees. It also works to address the pre-employment and career needs of its graduates and alumni. One of its key functions is to coordinate with partner agencies and companies to acquire feedback that will assist the administration in improving courses and developing students' skills.

The On-the-Job Training (OJT) Office's major task is to address the OJT needs of student trainees. It provides industry and academic linkages that the university must possess. Additionally, the office works to meet the needs of alumni and graduating students in terms of pre-employment and employment. Coordinating with cooperating agencies and industries to get the feedback required to help the administration with curriculum development and student skill enhancement is one of its primary responsibilities. (Caraig, 2018, 165-175)

As per observation, it has been a challenging endeavor for students doing immersion in their field of expertise. With the immersion tasks, students at times are having difficulties accomplishing their preferred output to complete especially if they're having a conflict schedule. The knowledge, skills and attitudes of students somehow differs for females and males doing the immersion but for merely application they all do it well enough.

This study intends to determine the extent of senior high school work immersion in the community, the performance of senior high school students expose in the field and the immersion teachers involved in the endeavor together with the Department of Education standards and guidelines. Also, this will look into the challenges faced by students in the workplace and the coping mechanism that can be done in performing work immersion.

## LITERATURE REVIEW

There are books have been written about work immersion experiences. An adult viewpoint has not yet been taken into consideration while examining the connection between career and immersion. Numerous research works have looked into the connection between a student's profession and their immersion experience. John Savard (2010,1) conducted one of the most recent investigations on the impact of immersion. His study is about the impact of immersion programs upon the undergraduate student of Jesuit Colleges and Universities. Like Hahnenberg, Savard states that immersion programs provide students experience the way of life of the poor and create an environment in which they might start to develop into men and women of "well educated solidarity." A genuine immersion experience leaves us with a deepening understanding of human solidarity and our responsibility to address the problems of the poor, not a photograph of poor people and a hazy notion of being a do-gooder.

Likewise, Hahnenberg (2010,1) states that a person's sense of purpose in life originates from their core identity. Self-awareness is the cornerstone of one's mission. Writers like Plato, Dewey, and Freire develop an educational theory that values immersion by stressing the formation of meaning through human experience. Second, the several perspectives that influence this study for example Hahnenberg, Buechner, Palmer and Gulla who discuss and highlight the meaning of vocation. The third section of this literature study discusses the motivational levels of employees that influence how a building leader formulates lay leadership strategies. Fourth, the several writers who add to the immersion study share their thoughts on the significance of this experience. Fifth, K.I. established an adaptable leadership model that is looked to in the field of lay leadership. Elmore F. Leonard and Thought Bridge talk about a leader's inner work in 15. Lastly, research on the Ignatian Paradigm Principle offers a potential four-phase process for work immersion integration into the teacher's personality.

A lay teacher-leader develops a deeper sense of vocation through studying theory and mentoring students, in the

same way that a Jesuit novice does by being exposed to ideas and serving in Jesuit works. A lay teacher leader in a modern American Jesuit high school is expected to lead extracurricular activities, give excellent instruction, and go with students on immersion trips to developing countries or regions. (Loyola Academy, Additional Compensation Plan, 2010,1)

The K–12 Basic Education Program aims to provide pupils with the skills, values, and work ethic needed to pursue further education or the workforce. Work Immersion has been added to the curriculum as a mandatory subject in order to better connect the foundational education program with the nation's development goals. This course will give students the chance to practice using their competences in applicable topics and areas of specialization in real-world work settings, as well as getting a feel for the workplace through employment simulation. Immersion in the workforce is therefore a must for secondary education completion in order to meet the aforementioned goals. Students are placed in real work settings, including offices, laboratories, and workshops, where their previous knowledge and skills are applicable. (DepEd Order No.30 S.2017,1)

Programs for qualitative work immersion are seen to be an effective means of bridging the knowledge gap between academia and the workforce. They can be used by schools to assist students in acquiring the skills necessary to improve their employability in the highly competitive labor market. (DepEd, 2017,1)

The national guidelines for the implementation of work immersion programs for senior high school (SHS) students have been released by the Department of Education (DepEd). These guidelines outline the skills that students have learned after completing an additional two years of basic education through the K–12 Curriculum. The work immersion program is an essential part of the senior high school curriculum, according to DepEd Secretary Leonor Briones. Various approaches might be taken, based on the goals and needs of the students. As per the guidelines, work immersion is expected to enhance the life and career skills of learners and equip them with the necessary knowledge to make informed decisions about postsecondary education and employment. These decisions will focus on the four exits that are envisioned for SHS graduates: employment, entrepreneurship, further skills training through TESDA, and college education. Mendoza (2017,1)

The guidelines, which are part of the enclosure of DepEd Order No. 30, series of 2017, was released on June 5. They state that students would be able to use their abilities in their areas of specialization and experience simulation of the workplace through the aforementioned work immersion. The aforementioned work immersion activity may take 80–320 hours to complete. Through forming a collaboration, DepEd believes that the partner institution will offer students opportunities for work immersion, practical experience in the workplace, and additional learning materials. Given that the students are still minors, parental permission is required for work immersion, and the schools may collaborate with accredited establishments or organizations to develop agreements for student work immersion. DepEd prioritizes the safety of its students, therefore it will make sure that all of its schools and learning spaces support both their education and safety. (DepEd,2017,1)

The Department of Education (DepEd) Order No. 40, series of 2015, defines "immersion" as it relates to K–12 curriculum, according to Trade Congress of the Philippines (2015,1). The term "work immersion" refers to the part of the Senior High School (SHS) curriculum that consists of eighty hours of practical experience, or work simulation, that students in Grades 11 and 12 must complete under the supervision of the School Head and designated personnel of the partner agency in order to expose them to an actual work setting and enhance the competencies offered by the school. A "Workplace Immersion Venue," that is referred to as "the place where work immersion of students is done," is where immersion takes site off the school grounds. Work immersion sites can be found in places like factories, shops, offices, and project sites.

As what Pauly (2018, 139-144) suggested that teachers studying business and human rights (BHR) at business schools should present the case for human rights from a business perspective. Solutions to the topic of how a firm may integrate its primary business with a human rights commitment are needed for business students who have been primed by a narrow mainstream business model that emphasizes profit maximization. Students in business schools can start to consider the present economic paradigm and have a deeper grasp of why upholding human rights is a smart business decision by using these concrete examples. A number of business schools are actively experimenting with advanced teaching strategies that immerse students in a BHR situation from the real world to varying degrees. Though immersion may take many different forms, immersive teaching methods

always transform students from observers into active participants in situations involving both business and human rights. These immersive methods go beyond the typical business school teaching strategies such as having business professionals speak to students as guests and having class discussions of business case studies.

"What is the impact on career outcomes between college graduates who did not complete an internship," "completed an internship as part of a structured, career center internship program," and other claims are made by Domholt (2018, 24-35). The study's statistically significant findings revealed that graduating seniors who took part in the career center internship program had a higher employment rate (83.24%) than those graduating seniors who participated in the program (78.33%) and who did not participate in the internship program (70.54%). The findings also showed that the percentages for individuals who took part in the career center internship program (8.09%) and those who successfully completed an internship (8.83%) in the category of pursuing employment were nearly the same. The study's findings support a number of conclusions, including the following: graduating seniors who completed an internship, whether paid or unpaid, had a higher chance to secure employment within six months of graduation; graduates who completed a paid internship or no internship had a higher chance of finding employment at a higher mean starting salary than graduates who completed an unpaid internship; and graduates who took part in an organized internship program, like this university's career center internship program, had a higher chance of finding employment and starting at a higher mean starting salary. JWEEP 2(4):66-77 71 Kunwar and Thapa (2016) pointed out in their study that the hospitality sector's rapid expansion has increased the significance and requirement of internships, and that these must be properly managed by all involved parties to maximize benefits to both the industry and the interns. This essay offers a variety of perspectives on internships while describing the experience from the viewpoint of an intern. Understanding and changes before, during, and after the internship are what characterize the experience. The post-intern transformation in a person who possesses a very good understanding of the working procedures in the real world is connected to the level and theoretical attainment of education, the expectations prior to going to the intern, the experience gained during internship, along with understanding the concepts like emotional labor and cultural competence. Potential interns and anyone connected to this field who want to join this beautiful sector would find great value in reading this paper.

With 46 out of 93 students and 14 out of 55 employers responding, Wilson-Mah and Thomlinson (2014,1) found that participants are generally satisfied, with the internship programs evaluated at 85% above average or outstanding. An especially beneficial feature of internships is their capacity to bridge theory, applied learning, and practice by allowing students to apply their classroom knowledge and skills in a professional setting. However, there is still room for development. More opportunities for internships and improved employer-student and supervisor-communication are two such areas. The results supported earlier studies about possible discrepancies between what students expected from their internships and what employers completed in their performance evaluations of their internships. According to the research, internships are still a valuable component of undergraduate and graduate education and need to be supported.

Moreover, youth unemployment in the Philippines impedes significant economic growth. They are at a disadvantage due to the sector's lack of expertise, training, and work experience. The Senior High School (SHS) program of the Department of Education, which was introduced by the K-12 education reform, is one approach to address issue. A part of it, the work immersion program, gives students a taste of the "real workplace" and provides them with a set of technical-vocational and livelihood skills that can help them make better career decisions and increase their chances of finding employment. This describes how the SHS Work Immersion program's policy gaps were addressed through collaboration between the Coalitions for Change (CfC) program, local and federal governments, and industry groups. With a high passing percentage in National Certification for Tourism-Related Specializations and some graduates joining the workforce immediately upon graduation, the intervention is clearly having a positive impact thus far. (Coalition for Change, 2018,1)

This study reviews the literature on curriculum for basic education (K-12), with a focus on senior high school (SHS) curriculum in the US, Japan, and the Philippines. The review's findings show that the goal of the SHS curriculum is to get students ready for entry into a university or college, for careers in industry, or as entrepreneurs. The final phase of all the basic education programs in the nations under examination is the SHS program. With at least ten strands and four tracks (academics, tech-voc, sports, and arts & design), the

Philippines offers a more recognized model. Japan offers two academic and tech-voc pathways. Like its SHS curriculum, the US basic education system differs from state to state. There is no fixed course because each state and its educational districts make this decision. There are Tech-Voc, academic-only, and other types of schools. Most students who choose academic tracks do so with the goal of attending college. Choosing Tech-Voc and other courses remains controversial since it is often perceived as the course for underachievers or disruptive students. Despite the increase in need for skilled professionals, few students are enrolling in Tech-Voc schools in the United States. The lack of competent teachers exists in all three nations. Given that the SHS program began in the Philippines in June 2016, this problem is actually real there. Need to build an enormous number of classrooms and facilities is one of the other issues. The government is currently addressing each of these as well. (Sarmiento, 2016, 12-23)

Also, Georgiou and Kyza (2017, 423-429), the observed differences in students' performance could be linked to their level of immersion, as evidenced by the developing and proposed immersion indicators of content, motivation, emotion, and engagement. On the other hand, the students in the second pair, stayed at the lowest degree of immersion because they did not find the activity substance inspiring. These results extend earlier research from the field of game-based virtual worlds, supporting the idea that immersion may affect students' performance, including problem-based behaviors. They also provide empirical evidence for the hypothesis that immersion is expected to relate to students' behaviors in AR learning. Though the results of this case study are limited to two student pairs, our next research will examine the information obtained from the other student pairs that participated in the location-based augmented reality activity. In order to better understand how scaffolding contributes to students' increased levels of immersion, future research will also compare students at low and high immersion levels, as determined by the immersion indicators provided in this study.

Immersion is an impression that one is taking part in a true, encompassing event. Through interactive media, digital immersion is now possible to varying degrees. The stronger the participant's ability to suspend disbelief that they are "inside" a digitally enhanced setting, the more a virtual immersive experience is built around design methods that combine actional, symbolic, and sensory components. There are at least three ways to enhance education: by allowing multiple perspectives, situated learning, and transfer as stated in the studies on immersion in a digital environment. More research is required to determine the learning potential of immersive media, the instructional designs that work best with each kind of immersive media, and the learning preferences and strengths that users of these media develop. (Dede, 2009,1)

Additionally, the study conducted by Facun (2011,1) focused on the skills of sixth-grade students in Edukasyong Pantahanan at Pangkabuhayan in San Jose District of Tarlac. He made an effort to wrap up the students' performances in relation to the three main EPP areas of industrial arts, home economics, and agriculture. He established a trade test that was based on the STEP competition. The results of the study revealed that although the pupils performed in the developing proficiency category in home economics, they were proficient in agriculture and industrial arts. He came to a conclusion that whereas home economics instruction was regarded as weak, agriculture and industrial arts instruction was considered good.

Guimba (2018,1) carried out a study to determine the degree of self-efficacy and contentment with work immersion, as well as the relationship between the two. As one of the best practices of the school, where students have a high level of self-efficacy, are confident, aware of their responsibilities, have a high regard for themselves, and have a positive outlook on their own ability and capacity. The study's findings may be useful in working with the administration and head of the school to generate innovations or strategic designs for continuous improvement plans. A high degree of work immersion satisfaction indicates that students found their work experience valuable and that it gave them an early glimpse of their future career path. Finally, a direct correlation was found between work-related self-efficacy and contentment with work immersion. The degree to which students are satisfied with their work immersion is associated with their observed level of work-related self-efficacy.

Furthermore, Salatan (2016, 55–66) reaffirms that her research shows that all three of the factors varied significantly from one another, and that at least one of the factors was seen as most important by the respondents in relation to their internship experience. Because of this, the respondents consider the planning of the internship program as the most crucial component. Since the majority of the program planning is handled by the schools,

this indicates that they have the greatest influence over whether or not their students receive quality internship programs. For the respondents, the internship program's design is also crucial. Having career consultancies gives them suggestions about possible internship locations. Regarding the respondents' internship experience and the industry's involvement, training is crucial. The majority of them are excited to gain further knowledge and skills from their internship training. They believe that opportunities for rotation are crucial to their training because they enable them to work with different divisions within the organization and expand their knowledge and skill level. Students pursuing internships desire to participate in a training program that will equip them with critical skills that will be useful in their chosen field. As a result, they do not consider their internship to be time-wasting, demanding, or unpleasant. In fact, it enhances their values for the sector and strengthens their abilities. The respondents expressed great satisfaction with their internship experience overall. After their internship, it results in them encouraging others to work in the tourist and hospitality sector. Just a small percentage of respondents thought about changing careers. After graduating, majority of them made the decision to work in the industry. However, it is noteworthy that 6% of the 201 participants decided not to pursue careers in the business following their internship. Their internship experience has, in a sense, discouraged them from pursuing careers in the field. The number of tourism students who aim to work in the airline industry has increased compared to those who completed their internships in that field, indicating that the industry is popular among the respondents. The results of the study indicate that, of the tourism and hospitality industry sectors mentioned, the airline and lodging industries are the top two that respondents intend to work in after graduating. The statistical analysis' findings might indicate that none of the three factors has an impact on students' job satisfaction or desire to pursue a career in the field. However, a strong internship program for the students is primarily dependent on the stakeholders involved in the internship experience. A well-designed internship program is necessary to obtain a quality education in tourism since it may provide graduates and students with the skills necessary to succeed in the competitive tourism and hospitality industries. In addition to improving the standard of travel inside the country, a quality tourism education can ensure that students and graduates have the expertise and skills needed for the sector. According to Orbeta (2018,1), students were also asked to list the abilities and competences they acquired that might fulfill the requirements for jobs. Students recognized the value of formal writing abilities and computer literacy in the context of achieving academic requirements and seeking employment. Work Immersion Program for Senior High School in the Division of Pasay: Basis for an Intervention Plan 70. A number of pupils had once more emphasized the importance of soft skills and how their experiences in SHS classes such as those in research, oral communication, personal development, and immersion programs had helped them acquire these abilities. Subjects on specialized tracks enabled individuals to concentrate more on acquiring particular information and abilities that would increase their employability. Similarly, by exposing the students to an actual workplace, the immersion program was very helpful in preparing them, especially TVL graduates. Graduates from SHS had the opportunity to explore entrepreneurial ideas in addition to employability; some of these ideas were intended to be utilized by students when they establish their own business in college. Because most students believed that a college degree would lead to improved career chances and salary, even with skills and qualifications that could increase their employability, they were determined about their plans to pursue further education. But for a variety of reasons, including as the necessity to support their parents financially, only a small percentage of students, particularly those from TVL, had intended to forego college and begin working immediately after high school. Some of them would only think about attending college in the event that outside financing sources, such as scholarships, covered the entire cost of attendance, including living expenses.

## Research Questions

This study aimed to determine the students' performances in work immersion in Baliwasan Senior High School- Stand Alone.

Specifically, it sought to answer the following objectives:

1. To describe the students' performance in work immersion from an academic perspective in application of Knowledge, skills and attitude
2. To identify common challenges of students faced in the immersion site.
3. To propose coping mechanism.

## Scope and Limitation of the Study

This research focused in the SHS work immersion skill, knowledge, attitudes and performance in Zamboanga City Division specifically in Baliwasan Senior High School students taking TVL track and is delimited to those who undergo work immersion school year 2022-2023 as shown in the table below. Where four different TVL strands were selected together with their 3 students' representative and one immersion facilitator for each strand.

Table 1: Sample Participants of TVL Strands and Senior High School Students

TVL Strand	Immersion Teacher	SHS Students	Total
1	1	3	4
2	1	3	4
3	1	3	4
4	1	3	4
total	4	12	16

In this study, the options, application of knowledge, skills and attitude shall be sought in the student's performance. Where 4 different strands were selected together with 12 students represented by their specified strands as shown in table 1. In addition, the different TVL Strands and Senior High School Students considered appropriate as population of the study area because, they constitute the work immersion applicability and student's performance in the immersion aspect. Therefore, they are the best option to furnish the research with the information needed to answer research questions of this study.

## METHOD

### Research Design

This study utilizes a phenomenological- qualitative case study design that makes use of open-ended questions to answer the information needed and the purpose of the study. Case study is appropriate in this study to determine the extent of work immersion of the senior high school students, how the students perform in the immersion field and the involvement of the partners or immersion teachers. Also, this will investigate the challenges faced by students in the workplace. A research interview survey is one in which data is collected and analyzed from a small number of individuals considered to be typical of the entire group, in order to study a group of students or items. Stated differently, a portion of the population is investigated with the expectation that results will apply to the entire population.

### Research Participants

The target population for this research is defined to include the work immersion site and Senior High School Students. In this study the accessible population comprised all selected Senior High School Students in different TVL track of Baliwasan Senior High School as part of the study for the school year 2022-2023.

In the selection of the participants, the set criteria were made to determine the qualified industry and students to be part of the study. Also, they are chosen using purposive random sampling as set by following the criteria both for the industry and immersion students. **Criteria 1 for TVL Strands includes:** 1.) Strands that have quality and good feedback from immersion teachers; 2.) One teacher to represent each strand offered in school; 3.) Strands representatives who have good performance and communication skills. **Criteria 2: Immersion Students include:** 1.) Immersion students who have an average of 85% and above within the semester; 2.) Immersion students who have good communication skills and are equipped with skills and attitudes in their immersion sites; 3.) Students who possess good qualities of output and performance in their immersion site; 4.) Students who have good feedback and commended by their immersion facilitator; 5.) Students who can always work well in their immersion task without any supervision.

In proportional quota sampling, the major characteristics of the population are represented by sampling them in regard to their proportion in the population of study. Proportional quota sampling is often used in surveys and opinion polls, where the total number of people to be surveyed is typically decided in advance. (Nikolopoulou,2022,1)

### **Research Instrument**

The researcher crafted and formulated guide questions for Senior High School Immersion (Students) with different aspects on the work immersion on students' performance in different TVL strands. The research instrument used in this study is an assessment tool made by the researcher check by panel of experts aligned in the field. The research tool has two parts of survey questionnaire; Part I Profile solicits participants personal information and TVL strands, Part II consists of a 6-item statement on the work immersion students' performance, skills and attitudes and a 5-item statement for teacher immersion in describing knowledge, skills and attitudes.

The questionnaire designed for the study was subjected to a validation process for face and content validity. Whereas, McBurney (1994) said that face validity is the idea that a test should appear superficial and content validity is the notion that a test should sample the range of behavior. The questionnaire were submitted to a panel of experts who will assess each item in terms of relevance, appropriateness and suitability. There are three members of the panel of experts. The validators were given a validation form where they indicate their agreement or disagreement to each item. They are asked to write their suggestions, remarks on the space provided in the same form. The researcher incorporates the remarks and suggestions of the validators in modifying the instrument.

### **Data Gathering Procedure**

Permission was sought from the Schools Division Superintendent through the Chief of Curriculum Implementation Division and Research and Planning office to conduct data gathering at Baliwasan Senior High School Stand-Alone, Zamboanga City Division. Upon approval, the researcher sought permission from the school heads by presenting the endorsement letter from the Division Office. Then, the researcher collected the data by administering the guide questions to the senior high school students and teachers through interviews and do focus group discussion (FGD) guided by the key informant interview questions. The qualitative information was collected and will be consolidated for proper theming.

In accordance with the Research Ethics Protocol, the researcher acquired informed consent from the survey respondents, indicating that they were aware of the study's goal and that they were willing to participate as survey respondents, their right to be informed of the results of the study, the benefits they will get if there will be any as a result of the study, and their right to confidentiality of information and anonymity of their identity.

### **Data Analysis**

The researchers employed thematic analysis which aimed at recurring patterns and themes from the data gathered in doing the interviews. Initially, the researchers transcribed the recorded interviews with due care on the spoken dialogue conveyed into written text. It was dig carefully into transcripts, examine the content to grasp the essence of the narratives regarding their experiences, challenges and coping mechanisms. Through this process, the researcher will identify common words, phrases, and ideas that was formed consistently resembling some pieces of concepts that reveal common themes or topics. These themes will be carefully categorized and named, facilitating the organization and interpretation of the data. Researchers will then employ codes, systematically label each theme to specific sections of the interviews. By carefully analyzing these themes in relation to the research questions and objectives, the researchers will draw meaningful insights into this research paper.

## **RESULTS AND DISCUSSION**

The researcher was guided by the research problem in this study. The method of collection to answer objective Number 1 was through interview and small group discussion. To strengthen the discussions, this research paper



incorporated some responses from the participants on Senior High School Work Immersion: A Case Study. For the guidance of the reader, the presentation follows this order which is the objective per variable, documentary analysis, reported cases and participants' stories.

**Teachers' View on Work Immersion.** When asked "What is your perception regarding work immersion? One of the work immersion teachers replied on letting students be exposed to what they really need to learn in the field following the learnings they got from the school. This was seconded by the ICT teacher who also mentioned work immersion being a program for senior high school students to have experience in the industry that they are aligned to and also their future market in their professional endeavor. These insights have been an instrument to check and balance the development of the students in their field of expertise. Other teachers also emphasized that work immersion is more on actual demonstration of learning, and this is prerequisite for them to be more knowledgeable especially on its operations.

The teachers' view on work immersion also directs its emphasis on the working environment of the students which is the partners agencies who will let the students emerge on the real-life situations. These concepts have always been given attention as to how the students will be catered to in the work industry. The real scenarios of the students lead them into knowing how to counterpart each experience that they encounter in the field and letting them modify their learnings to make judgement fitted into the situation. Work immersion follows the guidelines of DepEd and also uses the evaluation tools that they provided.

This implies that work immersion in the industry is a significant outcome of how the students work hard on their learning from the school to be able to apply it on their industry partners. The learning that the students employ on doing their work immersion simply means that work immersion learning is achieved outstandingly as to their learning skills exposition.

Additionally, the dressmaking immersion teacher posited that work immersion is a powerful tool to enhance students learning and help them develop new skills when in the work industry socializing others students as well. The more the students engage themselves into the field the more learnings that they can acquire and deeper understanding to the subject matter are fully attained.

More so, an ICT teacher state that:

*"Students' work immersion is a DepEd requirement that they need to comply, equivalent to eighty (80) working hours. This is also a mandate for senior high school to undergo work industry experience as to letting them know the real situation of the industry that they are aligned with especially those having a major specialization on the field."*

Furthermore, as an overview student are exposing what they learn from the school and improving as they are performing in the immersion sites. Students' work immersion is a DepEd requirement that they need to comply, equivalent of 80 hours. This is a program for senior high students to have experience in industries. Immersion is a powerful and effective way for students to learn and develop new skills. Students can gain a deeper understanding of the subject matter.

**Theme 1. Skills Development.** Based on the collaborative responses of the immersion teachers on their concepts on the work immersion, the students are acquiring the ability or capacity through the systematic way of doing the immersion. The development of the student's skills in a complex way are needed to identify the skills gap and making them improve in a simple way while doing the actual operations in the work industry.

Work immersion has made students really focus on their acquired skills in the school and be more knowledgeable enough in dealing with the different situations that they may encounter in the working site. This more the students engage themselves in the work immersion the more they become sustainable in their skills and growth prospers as well. The opportunities that they have immersing them in the work industry provides training and education to further enhance their learning on their specialization.

The result of this findings was supported by the Asian Foundation (2018,1), youth unemployment in the

Philippines hinders significant economic growth. They are at a disadvantage due to the sector's lack of expertise, training, and job experience. The Senior High School (SHS) program of the Department of Education, which was introduced by the K–12 education reform, is one approach to address issue. The work immersion program, gives students a taste of what a "real workplace" is like and equips them with a set of technical vocational and livelihood skills that can help them make better career decisions and increase their chances of finding employment.

***Students' knowledge, skills, and attitudes in immersion.*** The researcher was guided by the research problem in this study "what are your descriptions on students' knowledge, skills and attitudes in doing immersion?" which were responded by four (4) public senior high school teachers and also an immersion teacher in charge. When asked about this question, Participant 1, who was an ICT teacher stated that:

*"In their levels, they are still on novice, meaning there is still a lot more rooms for improvement."*

Certainly, this perception is relatable upon seeing the student's performance in their early stage in doing the immersion. This has always been the significant factor of making the students realize that *"great thing starts from new beginning"*.

According to Participant 2, "Students become skillful in terms of their specialization and doing work diligently". This simply implies that, the more exposed the students are in their field of specialization the more they become diligent in becoming a successful individual who are honed with skills and aspirations.

For Participants 3 and 4, they uttered that:

*"Students basic KSA learned from the room will be furtherly enhanced during their work immersion. Students somehow can relate their KSA from actual industries and when students engage in immersion experiences, they have the opportunity to develop a wide range of knowledge, skills, and attitudes to go beyond what traditional classroom settings can provide"*.

To sum up, the statement of the teachers for the students' knowledge, skills and attitudes on doing the work immersion is a key factor in knowing what else can be done and look into to make the work immersion more convenient and accessible in any way so students can be motivated in accomplishing the outcome of the immersion and gain experiences on their own.

***Theme 1. Immersion Experiences.*** The teachers have always been the guiding lamp to students in their work immersion experiences. They serve as facilitators to make sure that the students will be able to meet the expectation and follow the simple rules set forth while immersed in the work industry partners.

Additionally, the learning the students were able to grasp inside the classroom were being applied properly in terms of the operations in their field of specialization. This encounter has led students to experience the real-life journey in doing the work required to them. This connotes that the immersion journey of the students is an essential part of completing the prescribed subject and also the experiences that they will learn as they will also venture on their own facing the reality of what the world will be.

This was supported by Fitchburg State University (2019, 2-3), that the Internship Program is designed to provide you an opportunity to apply information and skills obtained in the classroom to the activities of the organization. Considerable attention is made to ensure that your work experience is clearly relevant to your courses and primary topic of study. With the internship, it is hoped that your overall university experience will be improved by creating a connection between your major field of study's conceptual and applied knowledge. Your internship should provide you with training and experience that will ideally benefit you in two ways.

***Problems and difficulties encountered by students in immersion.*** The researcher was guided by the research problem in this study "what are the problems and difficulties encountered by students in doing immersion?" which were responded by four (4) public senior high school teachers and an immersion teacher in charge. Participant 1 and 2 replied that:

*“Absenteeism, late, not performing very well and some of the students’ problem in their work immersion is punctuality. They come to their workplace and out before the time.”*

Participant 3 stated that commonly is the distance, fare and of course their time management considering our schedule is TTTHS and MWF. Students find it heavy since it is now become daily.

While Participant 4 expressed that student encountered cultural shock, language barriers, health issues, financial constraints and even academic differences.

This implies that there are a lot of problems and difficulties encountered by the students in their work immersion. The problems are associated with the normal issues faced by a student. These difficulties only mean that students should know how to manage things to make it fruitful and direct themselves into coming up with solutions to meet both ends successfully. From time to time, teachers make sure that despite being faced with these problems, still they try to let students feel that whatever obstacles there may be in the long run they should always put their best foot forward.

**Theme 1. Time Management.** Students are merely having a problem encountered while doing the immersion as to their time management. It became somewhat a normal scene for each student who is sacrificing their time and effort in completing the said work immersion. Accordingly, time management drives a process of having to organize oneself in dealing with certain things and do plan it to cope with what are the needed outcomes to be accomplished. With these, students end up working smarter, with ease, and can do more in less time. They tend to achieve more and manage their time exceptionally with good outcome.

Moreover, it is with good benefits that managing time is simple and convenient. While students do good time management, it allows them to accomplish bigger and wider results in a short period of time where they can be more focus, and somehow let them be more productive. This would let them lower their stress level and give them a lot of time to spend with some of the needed and required output to be accomplished on time.

The result of the findings was supported by Hajar Naser et al. (2014, 408-417) investigation indicated that instructions of time management strategies have significant and positive effect on promoting students' self-efficacy. Moreover, obtained results revealed that the effects of mentioned instructions in different educational fields were different.

**Teacher experience/s with students having problems during immersion period and their coping mechanism.** The researcher was guided by the research problem in this study on “what are your experience with students having problems with immersion? What are their coping mechanisms?” which were responded by four (4) public senior high school teachers and also an immersion teacher in charge.

Participant 1 replied that:

*“In terms of academic differences and performance pressure, students seek assistance from peers and even from their supervisors. For health issues, students asked permission to file for a leave of absence and coped up the missed days in order to complete the required number of hours.”*

Participants 2 and 3 explained that it was hard to accommodate students with such kindness yet that is the reality because they are still in their early age to be in that position and commonly the distance as to the place of the immersion site from the school and their residence.

Participant 4 said that most of the students encounter problems with their punctuality. We tried to talk with the agency. Others considered it because they are working students.

The experiences on the immersion activity let students realize that problems are just one simple thing to consider in every walk of life. This experience, especially on the distance and time pressured during the immersion is at most significant on their part for them to develop and make some adjustment for them to fulfill the necessary outcome and be successful in their field.

This implies that the more the students experience problems and be able to overcome it with good and significant results is already a big factor for them to succeed in their future endeavor. Some of the answers of the teachers who guide the students in their immersion reflect that their experiences are normal and its essential to test them in their daily life battle in the immersion. The coping mechanism of the students are relatable and part of being a student in the school, where they can manage the pressure and realize their potentials in completing the required task and the hours needed in the immersion.

**Theme 1. Self-Efficacy.** The researchers formulate this theme, based from the responses generated by the participants. The participants realized that one potential aspect to consider is the so-called self-efficacy. This important topic refers to an individual's belief in his or her capacity to operate and execute the necessary actions to comply with the required performance to students to accomplished. It reflects ones student's confidence on their abilities to be more motivated in doing the task and accomplished it successfully.

Accordingly, the student's self-efficacy is their personal belief on their ability to complete a certain task in order to achieve their goal. It encompasses one's personal confidence in themselves to control their behavior, their influence on their environment and being motivated in their pursuit of their goals.

This was supported by Cunnien et al. (2009, 164-175), a study on the self-efficiency of adolescents, particularly high school students with prior work experience, was conducted and published in the International Journal of Sociology and Social Policy. The study showed a higher level of self-efficiency in those with stable employment compared to those with a random pattern of employment. As a result, young adults who exhibit higher levels of self-efficiency are more confident in their ability to start families, participate in the community, maintain good health, and succeed economically.

**Suggestions to future students who will undergo immersion for them to be successful.** The researcher was guided by the research problem in this study on "what suggestion can you give to students who will undergo immersion?" which were responded by four (4) public senior high school teachers and an immersion teacher in charge.

Participant 1, an ICT Teacher mentioned that to students who will someday undergo immersion, I suggest they will do it intentionally everything they are performing.

Another Participant stated that they must be ready in terms of their knowledge and skills, so that whatever problem they encounter, they can solve it on their own.

Also, for Participant 3 specified that, I would suggest students always give their best shots during immersion. Always follow the rules and regulations of the agency.

According to Participant 4, work for their target goals and achievement motivating them for higher grades.

The immersion teachers agreed that students may have encountered some problems during their immersion proper but in the end, they always make sure that accomplishment must be done, and they will serve its purpose on doing it. They also mentioned experiences that students may be involved with which make them a better person on understanding the concept of immersion in general. The suggestions also give meaning significance on the knowledge gained by the students where they can use it on their future endeavor and make it a part of their work-related practices.

**Theme 1: Work Performances.** The work performances of the students are pivotal in their journey of completing the work immersion. Performances are focused on the function of the interaction between the student's individual's motivation, their ability to do the task and the environment that they are working and dealing with. Also, motivation is one thing to consider that leads to their amazing performance. It is defined as their desire to achieve a goal or a certain performance in completing their task and leading to an accomplished individual.

The performance of the students' needs to be well managed properly in their designated work assignment. This is a tool that helps the management team to monitor and evaluate the students' work. The goal is to create an

environment where students can perform to the best of their abilities following the required skills to be able to meet the desired goals.

The result of the findings was supported by Richardson and Rothstein (2008, 69–93) existing time management interventions include training in skills such as goalsetting, scheduling, prioritizing tasks, self-monitoring, problem-solving techniques, delegating, and negotiating, as well as conflict resolution. Those focused specifically on time management are often centered on setting goals and priorities, the mechanics of time management (e.g., making to-do lists), and/or one's preference for organization (e.g., preference for a well-organized rather than disorganized work day).

***Students View on Work Immersion in terms of knowledge, skills, and attitudes.*** The researcher was guided by the research problem in this study on “what are your rating and knowledge, skills and attitudes in doing the immersion?” which were responded by twelve (12) public senior high school students who were part of the work immersion. Participant 1 replied:

*“My rating would be an 8.5/10 because I am already knowledgeable in the field. But those skills have been further honed by the teachers of BSHS SA.”*

Participant 2 stated that I would rate my knowledge and skills in immersion 7/10, because there is still some knowledge that I'm lacking, and I would like to improve my skills about that.

One of the students said that the ability to use skills to execute a task or change an attitude is based on one's ability to understand facts and concepts.

Participants 4 and 5 said that, as a student who is familiar with the language or culture, I'm immersing in will have an advantage in understanding the task at hand. As what I've experienced during our work immersion, improved my knowledge capacity about agriculture farming. My knowledge in work immersion task is I can rate it to 10/10 because I can do computer maintenance inside computer laboratory.

Participants 6, 7, 8, 9, 10, 11 have answered in common about knowledge, skills and attitudes. It was a very knowledgeable experience where we learn how to face real work simulation, where our manners for each other are important and our skills on handling computers and using them. The knowledge, skills, and attitude in doing immersion tasks, I can say based on what I have learned, and I can also use it around 80% up to 100%. I can rate my knowledge, skills, and attitude in doing immersion tasks a 9/10. I can rate my knowledge, skills, and attitude in immersion tasks 8/10. I would rate myself 8/10 during doing my immersion task because I am here to learn and enhance my skills and knowledge while I am in my immersion task. I would rate myself 9/10 because during my work immersion, I learn more about my skills, knowledge, and attitude.

Participant 12 said that, doing in immersion must be cooperated to the staff and the owner to participate in immersion sites, it helps in immersion to our knowledge of what we know the process of making bread skills to improve in past week in immersion attitude is important to in immersion task.

This implies that based on the understanding of the students regarding their rate on their knowledge, skills and attitudes merely indicate that their level of mastery and preparedness is at the average level already. This indication is a sign of how the students really adhere to their learning of the basic and necessary insight of the work immersion. The student's knowledge, skills and attitudes are one of the many significant factors needed in order to responsibly do the necessary task to accomplish the output needed in the workplace.

***Theme 1. Immersion Knowledge.*** As for the point of view regarding the knowledge on immersion connotes somewhat like an educational tool that helps students understand the concepts of immersion. The acquired knowledge helps them improve their skills in a variety of training and development which enables them to grow as individuals immersed in the immersion sites. Through the knowledge gained in immersion, students are very much exposed to and be able to familiarize on how the working system is in the are of their specialization to improve their abilities.

The knowledge on doing work immersion enhanced cognitive skills in their aspects of specialization. Immersion

students typically develop more flexibility, demonstrating workplace control and better problem-solving skills as well as the improved development of their nature of understanding about the rationale of immersion.

The idea of work immersion is learning to develop one's students' academic acquisition on its purpose. The better knowledge assimilated is an indication of one's learning in the most concrete way. Hence, students' communication and interaction skills must be developed competently with the experience in the workplace and increased their independence with their confidence level as well.

The result of the findings was supported by Ermi and Mayra (2005, 37–53), since a significant amount of immersion research is centered on video games, the impact of difficulties on the immersion experience is a topic that receives a lot of attention. They discussed how to respond to problems by immersing oneself, such as when mental absorption is attained through striking a balance between challenges and skills. They claimed that in along with motor skills, challenges can originate from strategic planning or thinking.

**Theme 2. Immersion Potential.** Immersion potential is the capacity of a system or content to obtain immersion. For a specific piece of content presented by a system that stays the same, the immersive potential stays the same. It is essential to understand that the immersive potential is not merely increased by the technical specifications of the system; rather, it is dependent on the system's capacity to stimulate immersion. The immersive potential is limited by human perception, and improvements to a system must result in a noticeable change in perception in order to affect its immersive potential.

According to this definition, sensory stimulation is not necessary for immersion because immersion is a mental state (daydreaming, for instance, can induce immersion). While the stimuli offered may only stimulate a few senses, humans continue to get information from all senses, which might influence immersion, hence it is crucial to take into account all sensory modalities when determining immersion. As a result, any element that has the potential to promote or impede immersion needs to be taken into account. Determining immersion by simply looking at the system or the stimulus is unrealistic. Although the content and the technology can influence immersion, they cannot create immersion on their own. This explanation can be made clearer by introducing the concept of immersive potential.

This was supported by Francombe et al. (2017, 198-211) were they found out that 90 percent of the participants felt that envelopment and immersion were tantamount in an experiment conducted for determining the attributes of different spatial audio reproduction methods. This can be explained using the analogy: 'experience of swimming underwater,' for describing both, immersion and envelopment. Although the differences between these terms are often considered to be subtle, there is a noteworthy distinction: envelopment is perceptual whereas immersion is cognitive. Furthermore, a double disassociation exists between immersion and envelopment. For example, monophonic reproduction of one's preferred music can deliver an immersive experience but would not be reported as being enveloping. In contrast, reproduction over headphones of a binaural recording of restaurant ambience can be perceived to be enveloping but will likely fail to immerse the listener due to a lack of engaging narrative and low immersive potential. Hence, one can be immersed when envelopment is absent and vice versa. It is important to note that even though immersion and envelopment are distinct ideas, they may be correlated

**Personality characterization during work immersion in terms of dealing with superior/co-workers/clients.** The researcher was guided by the research problem in this study on "what characterize your personality during work immersion dealing with supervisors/co-workers/clients?" which were responded to by twelve (12) public senior high school students who were part of the work immersion.

Participants 1 & 2 stated that, I would characterize my personality towards others as being someone who is diligent and friendly and I apply the work ethics to myself during immersion to show respect, work neat and clean and on time.

Participant 3 replied with;

*"Respect is one of the most essential character traits in the workplace because it fosters a supportive*

*environment where you and your team can work together to achieve goals. Regardless of one's feelings, a polite approach should be the norm in any workplace. Giving co-workers at all levels of authority your full attention, considering their viewpoints, and speaking with compassion are all instances of showing respect in the workplace."*

Participants 4, 5 and 6 said that adaptability improved my communication skills, and initiative, maintaining a positive and cooperative attitude my co-workers, recognizing their expertise, and experience and Be respectful, always feel patient, calm, and relaxed. Be friendly and teamwork.

Participants 7, 8 and 9 expressed that During work immersion I have always been characterized as a shy and nervous person at first but as the time goes by, I learned how to communicate properly towards my superior/co-workers, I characterize my personality during work immersion in terms of dealing with the clients as humble and patient and I characterize my personality during work immersion in terms of dealing needs to be patient dealing with person and you need to be humble.

Participant 10 expressed that he strives to be respectful, courteous, and cooperative in all my interactions. I make sure to actively listen and communicate clearly to ensure that I understand their words and expectations. I take feedback constructively and use it to improve my work and contribute to the success of the team. Overall, I aim to be a reliable and productive member of the organization during my work immersion.

Participants 11 and 12 Behavior, participate and cooperate with the superior, manager, and the owner. Smile must be prepared and self in immersion. The personality must be perspective in the work of immersion and of course, the co-workers were there to teach us and help us to improve our skills and communication skills to make a bond together.

This implies that the personality of students in work immersion shows relatively proficiency in the way they performed in their task required for them to comply. Being productive in the industry partners indicates that learning also happens despite that students still need to improve their skills in their field of expertise. The sense that they still need to improve their adaptability aspect make them be versatile in looking for initiative to do best to work with different personality in the work immersion. The character that the students need to master is evident enough since the feedback of the industry partners are positive. More so, character development is expected to students for them to be successful in completing their immersion task.

**Theme 1. Professional Relationship.** The concept of professional relations is essential in the connection that exist between all entities that are part of commerce or the work immersion. This includes the relationships of various stakeholders and the business network it has, the employers and employees, employees and business partners and other companies that are part of the business. In the character of the students in the work immersion and the personality that they showed is an avenue to which they need to learn to adapt in every situation that they were faced in. Students cultivate positive relationships with clients, staff and personnel that are part of the immersion site. They act according to what is prescribed and what are the demands on them to ensure that the work ethics and accomplishment of output are really well accomplished.

The characterization of the students in the field is a manifestation that relationship exist in a positive way where both parties involved works harmoniously in the exigency of their work and its priorities. Strong business relationships are the most crucial part of being mutually engaged to one another for the success of the immersion. The aspects of offering assistance, advice and support is important where it could lead to a meaningful endeavor that creates authentic respect and progressive encounter.

This was supported by Ojansivu et al. (2022, 193-206). The manner in which social effect manifests itself in corporate partnerships has not received much attention. In this study, we analyze relationship norms and the social effects of their legitimation by utilizing relational contracting theory. Our data set includes historical secondary data spanning 27 years regarding the business relationship between Nokia and Elcoteq, its subcontracting partner (1984–2011). We disclose the ways in which harmonization with the social matrix norm results in social impact both inside and outside of the partnership, as well as how the legitimation of the role integrity and contractual solidarity norms generates social impact within this connection. Consequently, we

present a notion network perspective on social impact. Thus, by conceiving the ripple effect of one business relationship on a connected network, this concept adds to the literature on business relationships.

**Theme 2. Immersion Adaptability.** Adaptability: A Critical Soft Skill. A person who is adaptable can adjust their expectations quickly and move on to the new set circumstances without feeling anger, anxiety, or stress. People who are adaptable can weather change without missing a beat. Edit

Adaptability is the willingness to change your behavior or strategy as needed to adjust to a changing environment. It is crucial for success in today's ever-changing workplace. Those who are adaptable can respond quickly to a change in demands or priorities

This was supported by Collie and Martin (2017, 29–39), who found a connection between practicing instructors' adaptability and a number of favorable outcomes for both themselves and their students. For instance, Collie and Martin's (2017) study of secondary teachers in Australia revealed that higher levels of adaptability were associated with higher levels of wellbeing and organizational commitment among both teachers and pupils. The improvement in teachers' well-being that comes from their flexibility has also been connected to children's success in numeracy.

**Problems and difficulties encountered in the field.** The researcher was guided by the research problem in this study on “what are the problems and difficulties encountered in the field?” which were responded to by twelve (12) public senior high school students who were part of the work immersion.

Participants 1 and 2 replied with commute, adjustments, language barrier, and fare. Also, there were no difficulties during our work immersion because we enjoyed our times on planting seaweed even though we travelled too far and rice farming.

Participants 3 and 4 shared regarding technical issues, limited resources, and information overload aside from operating system malfunctions and damaged ethernet cables.

Participants 5 and 6 said that there are no difficulties during our work immersion because all those hardships we face are all part of us and There is no problem encountered in a field or an immersion site.

Participant 7 said that;

*“Communication problems, this is where misunderstanding comes because they are used to giving orders and you should always know how to deal with it immediately but then they are sorry because in new and working with them is like catching the freshest breeze and they adjusted themselves so that I can catch up with them.”*

Participant 8 uttered that “I know it’s hard to learn many skills, which can be challenging if they have no prior experience in the field but we need to endure and persevere in our work so we can use it when we need it.”

Participants 9 and 10 responded with the difficulties encountered in the field are people because some of them are very strict and the customer itself because some customers are very strict in terms of their personal things on the vehicle.

Participants 11 and 12 answered that they did not face any difficulties or problems because the way they teach us was very effective because we learned and improved our skills. Also, did not encounter any problem during work immersion because they taught us things that we don’t know, and we learn it.

This implies that encountering problems is one thing to consider to be effective in doing every task, especially in work immersion. The need to respond to any difficulties in the working area is pivotal to be productive in all the endeavors of the students to learn more and be skillful in their field. The experiences that students gained and immersed into have let them expand their horizon and widen up their scope in determining their skills acquired to be responsible enough in making some adjustments. These challenges make students more innate into the real-world scenarios so they will already be familiar with how and what to do in the future.



**Theme 1. Work Engagement.** A definition of employee engagement is how much an employee is committed to helping their organization achieve its goals. It's demonstrated by how employees think, feel, and act, as well as the emotional connection employees feel towards their organization, their work, and their team. Good examples of employee engagement include employees showing up to work with a sense of purpose, a deep commitment to the organization, dedication to performing well, a collaborative attitude, good communication with co-workers and leaders, and the ability to give and receive feedback positively. Edit

According to Forbes, employees engaged in their work are more likely to be motivated and remain committed to their employer. This leads to achieving more business goals and helping to drive the organization forward.

Involving current practitioners in educational psychology courses is another way to try and make the connection between theory and practice in terms of flexibility. According to Allen et al. (2003), pre-service teachers who participate in mentorships with in-service educators see a number of benefits, such as increased self-efficacy for teaching, better material mastery, and a higher ability to modify instructional strategies. Preservice teachers and in-service teachers can collaborate in a variety of ways to promote adaptability. Given the significance of reflection as outlined in the Clarke and Hollingsworth (2002) model, partnerships between current practitioners, educational psychology instructors, and pre-service teachers should emphasize the process of pre-service teachers actively experimenting and critically reflecting on their experiences. This was supported by Clarke and Hollingsworth (2002, 947–967).

**Theme 2. Immersion-based Learning.** Immersion-based learning means learning a language in the most authentic and natural way possible. It's a great way to learn because it allows you to truly experience almost all aspects of life in the language you're learning. Improved cognitive skills doing immersion where students typically develop an enhanced cognitive flexibility, establishing an increased attention control, good memory, and superb problem-solving skills with an enhanced understanding of their normal language.

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.

Students learn how to think like adults, handle their money wisely, and become exposed to learning other related skills like marketing and budgeting by being exposed to the day-to-day activities of an actual workplace setting. Students start setting goals for themselves. Pupils have objectives.

This was supported by (Sorin 2015, 9–20), scenario-based learning could be a helpful method for introducing pre-service teachers with the reality of the classroom and honing their capacity to assess several options in unfamiliar or unpredictable circumstances. Through the use of hypothetical situations taken from real-world teaching experiences, pre-service teachers are exposed to scenario-based learning. Following a critical examination of the problem, the teacher educator guides pre-service teachers in creating a workable solution. Pre-service instructors can safely look at such scenarios with this approach, free from the immediate pressure of having pupils in front of them, which is a big benefit (Errington, 2010). Furthermore, scenario-based learning strategies connect theory to real-world application and promote deeper learning (Akins & Crichton, 2003).

**Most challenging tasks during work immersion.** The researcher was guided by the research problem in this study on “what are the most challenging task during work immersion?” which were responded to by twelve (12) public senior high school students who were part of the work immersion. Participant 1 answered;

*“Most challenging task during work immersion was the maintenance of the computer laboratories due to the number of students using the computers, along with the competition from other schools.”*

Participants 2, 3 and 4 emphasized more on the most challenging was rice farming. We literally walked on the mud where to plant the rice and exposed to the sun with no rest and we walked onto the mud and exposed to the sun. Also, the most challenging task during work immersion is going to Boalan to plant rice. And going to Mampang to grow mangroves. It is the best memory of our life.

Participants 5, 6 and 7 said that the challenging part of being an immersion student is how you accommodate the clients and to deal with the customers of the services that offer in shop why? Because as the immersion students we don't know yet the service in shop and when tasked to serve the 100 guests in the palacio del sur.

Participants 8 and 9 replied with the most challenging task was to follow orders correctly. They are used to giving orders without any information on how to do them correctly where it involves acquiring new skills or applying existing ones in a practical setting.

Participants 10 and 11 said that what I always encounter in work immersion is that I easily forget tasks sometimes, which makes it inevitable to make mistakes and of course, all the tasks are challenging but if you want to learn you will find it easy to do and to help also yourself for improvements.

Participant 12 responded with the travelling every morning and the income of money daily fare in working immersion.

**Theme 1. Practical Application.** Theoretically speaking in terms of practical application it is how knowledge is about and the practical manner on how the knowledge learnt needs to be implemented in certain real – life situations. The fact that practical application goes along with the theory which gives students a clear and exact explanation about how certain things are done and the factual information about it. Thus, this reflects how the students experience applying their understanding of concepts in the knowledge-based situation.

Moreover, this practical application referred to hands-on research and some application of concepts which help student's development more importantly their skills such as understanding problem-solving, critical thinking and their efforts of collaborating with peers and some encounters. These are definitely some transcend skills in the field and some essential involvement for navigating their education and the workforce.

This was supported by Icban (2019, 46-47) which explains that using sequential method results revealed that work immersion students were competent on their competencies and highly employable. The employability of the students was correlated to their competency acquired in the work immersion. Also, personal competency, work competency and career prospect of the individual are fit for employment. Therefore, SHS TVL students ensure that they are equipped with the personal competency necessary for their future endeavor as for employment. More so, work competency developed through work immersion with practical application, trainings and development can help students succeed in the workplace.

**Theme 2. Skills Realization.** The concepts of skills realization are the exploration and creation of supports in their full creative cycle such as initial idea through presentation and some workplace continuum. It is important to ensure a true and fair accounts as skills to be realized and recognized when students gain learning and have some sort of rewards. This impression serves as true real principle and a true revenue of recognition on their achievement and accomplishment during their work immersion.

Additionally, this component makes the students more functional and accessible in their part doing the immersion. The skills realization adheres to students' specific skills prosper in their workplace. Components such as functionality and coordination in some way are important in order to accomplished the required skills in the immersion site.

The findings were supported by Insorio et. al. (2023, 1) which shows that students have low awareness, interest and readiness for their courses while doing the work immersion in a blended learning. However, after months of implementation all variables on significance exist before and after the implementation of work immersion. It was suggested that having more seminars, activities, more learning materials, frequent face-to-face interactions, and students' continuous commitment are accurate to skills improvement.

**Students' coping mechanism.** The researcher was guided by the research problem in this study on "what coping mechanism is done facing the challenges in work immersion?" which were responded to by twelve (12) public senior high school students who were part of the work immersion.

Participant 1 said that I just think of it as a fun game of activity to play. As we plant rice on the field, I would

think of it as an activity of how the farmers felt in planting the rice. I would highly recommend to future students that they must undergo immersion because not only that they learn but also get experience and values in life.

Participant 2 replied with:

*“To cope with those challenges of work immersion, it is easy for me because agriculture is more about planting and on how to process them. And more experience and cooperate with them. For me, I suggest that you listen and cooperate with the tasks given to you and enhance your skills. Always work hard until you achieve success in your work. Always commit to your work and stay focused on it so that you can be.”*

Participant 3 expressed that in facing various challenges during our work immersion, such as adjusting to the work environments, interacting with new people, learning new skills, and managing my time effectively to cope with challenges can take seek guidance from our mentors, build relationships, take initiative, and manage time effectively. Study the lesson and learn it.

Participants 4 and 5 voiced out seeking guidance and assistance from my supervisor, colleagues, and workmates. This is highly suggested for future students that will undergo immersion to be successful is to be proactive, be professional, be responsible, and stay organized. Also, make sure to ask them after each task they give to me so that I can do them correctly. Future students should approach it with an open mind, willingness to learn, and a proactive attitude. Expand more knowledge and skills in the field they are immersed in.

Participants 6 and 7 expressed always bringing a notebook and pen so that if they forgot something, they could just look at notebook to remind them until it becomes a habit. Always greet with a good morning, afternoon, or evening to anyone working on the work immersion site and always ask how to do the task if it remains unclear for your understanding.

Participant 8 said that to always faced with confidence. My suggestion is to be diligent and patient to learn something and we shouldn't be lazy or complain about those who are more knowledgeable than us. Instead, we should be humble so that in the end, we will succeed.

Participant 9 replied with to ask the person who is expert doing the work then after asking her that the point do your task. I suggest that you need to research well about the strand and study the details of it. Then familiarize the lesson the advised gave to you.

Participants 10, 11 and 12 said that in the first newly working immersion student, we all shy even the staff it challenges to use student face in work not to properly to entertain in working immersion. Listen carefully, follow the instructions given, read them properly, follow what need to do, ask if need something from your staff. The way they taught us is the way we used to face challenges because their teaching skills are very effective and easy to understand. Fix and behave your attitude, longer your patience, if you want to learn, this way helps you experience hands on experience on jobs you might apply one day if you want to improve and overturn your knowledge patience is the only thing you need. We just go with the flow. Enjoyed every second spent during that day. Enjoy every second during your work immersion with positive attitude and work ethics and that you will have experience and you can apply it in your daily life or for your future. It is not just about success but also gaining a lot of experience.

This implies that based on the challenges faced in work immersion, students are likely to adapt to a new environment where they make sure that they will be able to accomplish the task required in completion for the work immersion. With the experiences that students confronted with, the compassion of doing the immersion done is the main goal of the students to surpass all challenges faced in the workplace and the immersion in general. The coping mechanism of students has led them to maximize their full potential and skills in doing the right actions that are required in the work immersion. The changes in their behavior and the character that they portray is essential in proving that they are doing their best to exemplify proper personality in the said workplace which is a good indicator of their being prolific. This is an indicator that students are learning their best in their ability in a matter of showing how well it is to be properly immersed and understand the concepts of challenges with doing what is rightful and commendable.

## Theme 1. Distant Strategic Approach

What are the challenges in work immersion and coping mechanism? Some of the issues of the students that might encountered problems in work immersion are unpredictably inconsistent. These are sort of unpredictable adaptability in the immersion site. Some students have to adjust with their work/travel hour and the culture that is within the community of the industry site.

The student's participation in the work immersion enables them to acquire and develop their skills of teamwork, proper communication, punctuality, productivity and resilience in a manner of planning strategically. Also, this will enhance their proactivity, judgement and decision -making, dependability, attitudes and professionalism. These strategic approach and skills definitely be an avenue for them to faced challenges where they will tend to make changes along their way in their workplace. Immersion challenges are one of the many endeavors faced through by students which will help them be productive and well-developed as a human.

The finding of the study is supported by Adam and Rollings (2006,1), classified immersion due to challenges as strategic immersion and tactical immersion. The former can be observed when a player is absorbed in strategizing, calculating, and making choices while tactical immersion refers to the immersion which is encountered when one is completely attentive to the task on hand due to a stream of demands for quick reactions (e.g. playing video games which require swift tactile movements)

## Theme 2. Workplace Adaptation

Adaptability among students doing their immersion has been linked with a positive outcome. Students in the work immersion regularly required to modify their character and attitude towards the workplace environment and adjust content to meet diverse needs of the company. Being able to adapt to manage the changes on their lifestyle and on situations they faced through that occurs in everchanging environments is essential capacity for being effective and productivity individuals.

The capacity of individuals to adjust with their thoughts, emotions and behaviors in response to new and changing environment is being adaptive in sense. These students learned and grows rapidly in their sense of responsibility and accountability. The role of adaptability among students doing work immersion makes them equipped with skills and knowledge useful for them in the future engagement. The need for adaptability is amplified for students as they make transition from being just a simple learner to being a learner-worker in the immersion site.

The finding of the study is anchored to the concept of adaptability is observed in their 2012 tripartite model, Martin and colleagues (2012, 58-81) establish that adaptability comprises three dimensions: a cognitive, a behavioural, and an emotional dimension. When faced with a challenging, novel, or uncertain situation, cognitive adaptability involves thinking about the situation in different ways or changing one's thoughts about the situation or circumstance. Behavioural adaptability involves adjusting one's actions in order to manage the change in situation or circumstance. Emotional adaptability involves adjusting one's emotions to reduce less helpful emotions (e.g. anxiety) or increase positive emotions (e.g. hope) in the face of novelty, change, or uncertainty.

## CONCLUSION AND RECOMMENDATIONS

The teachers view on students' performance in the work immersion is satisfactory where a real-life experience on the industry that enhanced students' skills in their field of specialization and student's knowledge, skills and attitudes in the work immersion are in the level of beginner in a moderate adjustment and performances are improved being adaptive in the work immersion. Knowledge, skills and attitudes in the work immersion are relatable to being a novice and beginner in their workplace and challenges encountered are absenteeism, distance and culture shock environment and students' common challenges communication barrier, transportation and fare, limited resources and technical issues in the workplace. For coping mechanism, students seek assistance from peers and supervisor in the field and students' coping mechanism are thinking of work immersion as a fun game activity, seek guidance from mentors and peers, and adaptive to changes in the workplace

The researchers made the following recommendations which were formulated relative to the result and conclusions of this research. Based on findings and conclusions, the following recommendations were made; students must be well exposed to industry experiences and with enhanced skill from different practical applications. The challenges encountered are one way to develop students' skills in the workplace and would help them be productive and effective in the field. The coping mechanism practices are making immersion a fun game activity with the guidance of mentors and being adaptive to workplace culture and tradition. For the curriculum developers, it is recommended that it is best to make some suitable alignment of the content based competencies for students doing immersion to properly exhibit the required task in the work immersion. For the industry field where students will be immersed, proper assignments or task must be given that is related to their specialization.

### Dissemination and Advocacy Plans

In conducting the dissemination and advocacy plan is by doing some presentation to the school staff, teachers, students and stakeholders. The said action plans follow a program rationale on the overview of the work immersion including the students' performance in their respective field. The said program is aligned with the findings and conclusion reflected by the data and used as a guide to properly disseminate its program recommendations. Vital information will be transcended as part of the arrangement to be presented to academic institutions both within and outside the community.

Objectives	Program /Projects	Strategies /Activities	Persons Involved	Time Framed	Resources Needed	Expected Outcomes
1. Conduct an Awareness Seminar on Work Immersion	Seminar-Workshop on Work Immersion	Prepare a letter to conduct the seminar workshop  -prepare the seminar matrix, assignment of different committees for the seminar workshop	School Admin, Staff and select Students	Yearly	Printed copy of the letter seminar matrix and program funds	Outputs of the seminar workshop
2. Conduct a workshop/training on Students' performance in work immersion	workshop/training on students' performance in work immersion	Prepare a letter to conduct the informational campaign (offline/online)  -program select participants for the campaign	School Admin, Staff and select Students	Yearly	Printed copy of letter for information campaign, offline/online resources for campaign	Outputs of training/workshop

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The **Students** from Baliwasan Senior High School-Stand Alone as the respondents of this study, for spending their precious time in answering the instrument and Above all, to God the Almighty, for the divine intervention, strength, and wisdom.

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## FINANCIAL STATEMENT

A. Supplies and Materials					
ITEMS	QTY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
1	3	Reams	A4 size s20 Bond Paper	200.00	600.00
2	1	Set	Cannon Computer Ink	1300.00	2,600.00
3	Binding Expenses				600.00
4	Internet loads				500.00
5	Snacks for learners				2,000.00
6	Fare				2,000.00
7	Miscellaneous				1,000.00
Total					<b>9,300.00</b>
8	5% Contingency Fund				465
Grand Total					<b>9,765.00</b>

## RESEARCH INSTRUMENT

### PART I. Respondent's Profile

Name: \_\_\_\_\_(Optional)

- Track
- BM
- EM
- GAS
- HUMSS
- TVL

### PART II.

#### Key Informant Interview (KII) Guide Questions

##### (Immersion Teachers)

1. Can you give your ideas regarding students doing immersion?
2. Can you describe students' knowledge, skills and attitudes in doing immersion?
3. What are the problems and difficulties encountered by students doing immersion?
4. Can you share your experience/s with students having problems during immersion period? And their coping mechanism?
5. What suggestion can you give to the future students who will undergo immersion for them to be successful?



## Key Informant Interview (KII) Guide Questions

### (Senior High School Immersion Students)

1. Can you rate/describe your knowledge, skills and attitudes in doing immersion tasks?
2. How do you characterize your personality during work immersion in terms of dealing with superior/co-workers/clients?
3. What are the problems and difficulties encountered in the field?
4. What are your most challenging tasks during work immersion?
5. How did you cope with those challenges you faced in work immersion? And your coping mechanism?

Department of Education  
Region IX, Zamboanga Peninsula  
Division of City Schools



### BALIWASAN SENIOR HIGH SCHOOL –STAND ALONE

San Jose Road, Zamboanga City

*Tel No. 957-3739*

June 15, 2023

Dear Respondent,

Greetings!

We are currently writing my basic Research study with the title. **“STUDENTS’ PERFORMANCES IN WORK IMMERSION IN BALIWASAN SENIOR HIGH SCHOOL: A CASE STUDY”**. You are invited to take part in this research. It is my hope that this study will benefit you as a teacher/student. The objective of this study is to determine the students’ performance in work immersion Baliwasan Senior High School. This will also suggest coping mechanism on the challenges of the students faced in the immersion site. There are no identified risks from participating in this research. There are no costs and no monetary compensation to you for your participation in this study.

Your participation in this research is completely voluntary and you may refuse to participate without consequence. Responses to the survey will only be reported in aggregated form to protect your identity. The collected data will be treated with the utmost confidentiality.

Sincerely yours,

**ANTONIO T. SANSON JR.**

Researcher

**JENIFER B. PEQUIT**

Researcher

CONSENT:

By signing this consent form, I confirm that I have read and understood the information and have had the

opportunity to ask question/s. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study.

---

Respondent's Signature over Printed Name