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Assessing the Senior High School Work Immersion with Partner Industries: Basis for Supervisory Work Plan

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ABSTRACT

The researchers wanted to assess the preparedness of the Grade 12 students for work immersion in terms of punctuality, interpersonal relationship, efficiency, productivity, and safety. The descriptive method of research was used in this study. An online survey was conducted from 48 student respondents from Calamba City Senior High School who graduated during the school year 2017-2018 and 2018-2019 under the STEM strand. The results showed that students were prepared for work immersion in terms of punctuality, interpersonal relationship, and safety measures, as indicated in their responses. They were not as prepared as the first three mentioned indicators when it comes to efficiency and productivity, as revealed in the responses. Problems like Attitude of superiors

towards students, schedule of work, unapproachable co-workers, and tedious work were encountered. Based on the findings, the following conclusions were made: Grade 12 students were prepared for work immersion, and they need more activities to develop themselves to become efficient workers. There were problems encountered by Senior High School students during work immersion with partner industries that need to be addressed in school for them to adapt when they are in the actual workplace easily.

Keywords **—** Technical and Livelihood Education, the preparedness of Senior High School students, descriptive design, Philippines

INTRODUCTION

The 10-Point Education Agenda was set out to provide every Filipino child with the education she or he needs to compete in a global context. This program provides universal kindergarten year and two additional senior high school years in the basic education to give Filipino students enough time to master their skills and concepts so that they will be ready for tertiary education when the time comes. A final point of the 10-Point Education Agenda calls for a re-introduction of vocational and technical education in high schools, which have been designed to give Filipino students practical skills to gain employment after graduation—a key component in tackling the high youth unemployment rate in the Philippines.

In 2011, the Department of Education had made the implementation of shifting from the 10-year basic education curriculum to the Kinder to 12 Program (K-12) in phases. The additional two-year Senior High Track aims to equip learners with knowledge and skills that will help them prepare better for their chosen path, be it higher education, employment, or entrepreneurship. Senior High School (SHS) is the last two years of the K to 12 program that includes Grades 11 and 12.

In Senior High School (SHS), students need to undergo a Work Immersion Program. This program aims to expose the students to the harsh realities of the environment in the workplace and develop and enhance their work ethics and habits. It would also serve as an assessment tool on the effectiveness of the module designed for the purpose.

This reform in the Philippine educational system is a way of catching up with global standards in education. The key points of this policy are prepared for higher education, eligibility for entering domestic and overseas higher

educational institutions, and immediate employability on graduating, all leading toward holistically developed Filipino (Okabe, 2013).

The world of work in the 21st century is experiencing significant fluctuations (Parker, 2008). Dynamic forces that comprise globalization, economic downturn, and market uncertainties are impacting the individual and workplace. In 2004, the Central bank of Malaysia survey on 312 companies concluded that 77.6% of respondents found Malaysian graduates lacking in the required skill to function effectively at the workplace. The focus on producing "work-ready graduates should be on graduate attributes geared toward empowering graduates to thrive in the 21st-century workplace and to function as productive and responsible citizens Lau, Baranovich, & Leong, 2018).

Furthermore, (Cabellero & Walker, 2010) said that work readiness is, therefore, viewed as the level of which graduates are perceived as possessing attitudes and attributes that will enable them to be prepared for success in the workforce. Since work readiness is new in the training and workforce development literature, it is justifiable to explore this construct among the population that it concerns-graduates.

Montemayor (2018) quoted what Briones reported about Senior High School or K-to 12 program graduates. K-to 12 graduates are competent and ready to land jobs after graduation, especially those who took the tech-voc track and had an on-the-job (OJT) training in business, manufacturing, and commercial industries. On-the-job (OJT) training or work immersion is a part of the graduation requirements for all SHS students. It aims to provide them the skills they will need as they become part of the labor force.

The researchers wanted to assess the respondents' preparedness for work immersion in terms of punctuality, interpersonal relationship, efficiency, productivity, and safety, know the problems encountered by the Senior High School students in work immersion with partner industries and suggest supervisory work plan to make senior high school student more productive in the performance of their work.

FRAMEWORK

Department of Education released DepEd Order No. 30, series of 2017 entitled èGuidelines for Work Immersion. The document contains details of the work immersion program that begins its implementation in 2017. The said programs include a pre-immersion program, mandatory work immersion seminars, and other activities coordinated both by the school head and the

coordinator of partner companies.

Work immersion, which ranges from 80 to 320 hours, will enable students to become familiar with the workplace, experience workplace simulation, and apply their competencies in different areas of specialization. "Work immersion will help develop among learner's life and career skills, and will prepare them to make decisions on post-secondary education or employment," the guidelines read. "Through partnership building, DepEd hopes that partner institutions will provide learners with work immersion opportunities, workplace or hands-on experience, and additional learning resources," it added.

In the Enhanced Basic Education Act of 2013 of Republic Act 10533, the DepEd was tasked to implement the K to 12 Program. By adding two years of specialization within the Basic Educational System, DepEd designed the implementation of RA 10533 within the framework of increased community involvement in the learner's experience. Through community involvement, the DepEd offers venues for various stakeholders to participate in the implementation of RA 10533. The Work Immersion Program is a part of the Senior High School curriculum consisting of 80 hours of hands-on experience or work simulation, which the Grades 11 and 12 students will undergo. This document describes the Work Immersion Program and how students, schools, and stakeholders may benefit from their participation.

Job simulations are employment tests that ask candidates to perform tasks that they will perform on the job. Simulation tests present tasks that an applicant will have to complete in a real job. By using job simulations, employers can evaluate whether a job candidate can do the job, rather than guess based on interview answers and personality questionnaires (Appelman, 2014). Job simulations are designed to minimize biases and errors in screening applicants by allowing employers to directly observe the abilities of applicants when doing a task or activity that reflects the actual work that applicants will accomplish.

In the same manner, Mr. Christian Nazarene, Admin Officer of Dep Ed Catanduanes, shared the importance of this immersion in shaping the character during work with regards to the human relation skills to your workplace (Villegas, Coba-Rodriguez, & Wiley, 2018).

Former Dep Ed Secretary Leonor Briones said that "we should start training our Senior High School students in the actual field of work to enhance their competency early. On the other hand, the future success of the Work Immersion Program also has flaws like the fact that our country had a lot of experiences with on-the-job training programs on the collegiate level. Unfortunately, many (if not most) of college OJT students are assigned only to insignificant jobs in

a company answering the phone, making photocopies, making coffee (that sort of thing). OJT students are expected to produce the same products that regular employees produce. If that is the case, how are these students going to learn prior to their expectations with these experts that are going to teach them to be future professionals (Magno, 2010)

From the view of Masterson et al. (2017), there are six (6) skills one needs to be successful in a manufacturing job. Drawing from experience, the following are some of the skills need for prospective employees, such as attention to detail, critical thinking, interest, and aptitude for Technology, dependability, and ability to be cross-trained.

Getting the first-hand experience is not just the aim of this Immersion. It also aims to develop young professionals whose work ethics and values are admirable and will serve as an epitome to future trainees like them. Work immersion taught students the value of punctuality, good working relations with subordinates and superiors, information confidentiality, professionalism inside the workplace, good working relationship, work values, and ethics.

In a national survey of employers in the US on the hiring of graduates, the important skills evaluated and sought after are the soft skills. About 60% to 80% place importance on soft skills such as "ability and willingness to learn new skills, "critical thinking and problem solving," collaboration or teamwork skills, "interpersonal communication," and the ability to analyzed and synthesize information. (U.S. Chamber of Commerce, 2011). That is to say that soft skills are very much needed to be learned by the students in the immersion program.

An internship is an opportunity to integrate the career-related experience into an undergraduate education by participating in planned, supervised work (Ohio State University, 2013). Internships serve as training for people starting in professional careers. It also allows students to test their interest and compatibility in a certain field or industry or to gain practical knowledge. Chronicle of Higher Education (2012) mentioned that it could also benefit employers since they can directly assess the performance and aptitude of students taking internships.

OBJECTIVES OF THE STUDY

The study seeks to answer the following questions; (1) What is the assessment of the respondents on their preparedness for work immersion in terms of punctuality, interpersonal relationship, productivity, efficiency, and safety; (2) what are the problems encountered by the Senior High School students in work immersion with partner industries?; and (3) what supervisory work plan

can be suggested to make senior high school student more productive in the performance of their work?

METHODOLOGY

Research Design

The study utilized a descriptive research design. Descriptive research method is used when a researcher wants to describe specific behavior as it occurs in the environment. This research provides a description of the current perceived preparedness of the respondents towards work immersion. This essentially focused on analyzing the level of perceived preparedness on the data gathered without having the need to perform statistical comparisons.

Research Site

The study was conducted at Calamba City Senior High School (CCSHS). This is a stand-alone senior high school located at the heart of Calamba City in Brgy. 3 along Chipeco Avenue. This school can be easily seen as a sole building, in the same compound, right at the opposite of Calamba City Science High School on the same avenue. CCSHS, being stand-alone senior high school is only offering STEM in its academic track, and Mechatronics in its vocational track. The school is usually sending students in the different partner locators/industries during the second semester.

Participants

The participants of the study were 48 student respondents from Calamba City Senior High School who graduated during the school years 2017-2018 and 2018-2019 under the STEM strand. This is about 20% of the total graduates during those years. An online survey was conducted to gather data from the respondents.

Ethical Issues

Since the goal of the study is just to assess the performance of Grade 12 senior high school in their immersion with the partner industries, the target respondents were informed that they need not answer the survey if they are not willing to share their experiences from the industry they worked with on their immersion period. They would only answer what is being asked on the questionnaire making it sure that their identity would not be divulged. Likewise, the researchers ensured that the questionnaire has no information about the name

of companies/industries where the student- respondents were immersed. This is to assure that the information shared by the respondents about the industry would remain confidential.

Data Collection

The questionnaire used in the study was a researcher-made questionnaire, which is a result of school coordinators' benchmarking from industries. The researchers used other related studies to come up with the final instrument. The questionnaire was validated through an interview about the content from Human Resource Officers of two partner industries.

The questionnaires were sent to the target graduate respondents after approval of some authorities were obtained. The researchers waited for about two weeks, but it appeared that only a few respondents replied. Follow-up was made, and after another week, the study reached about 20% of the total respondents, which made the researcher decisive on collating the information gathered.

About 8% of graduates from SY. 2017-2018 and 12% from graduates of SY. 2018-2019 respectively participated in the survey. This is a good percentage of retrieval since more graduates from SY 2018-2019 responded, which corresponds to a greater number of graduates on that year. The said samples are enough to represent the entire population as upon checking, and they were part of the different partner industries where the immerses worked.

Plan for Data Analysis

Raw data were converted into meaningful data through the organization of raw data and classifying it so that it may become worthwhile for the required purposes. The result of the analysis generated from SPSS was presented in tabular form to conclude. The simple mean is utilized to describe the responses of student's immerses through a Four- Point Likert scale. The Four-point Likert scale was the scale used rather than a Five-point Likert scale to come up with an assessment that would be interpreted in a two-sided response only. This is done to avoid a neutral option that enables the researchers to get a specific response. Interpretation for the computed means are adopted from the following:

Arbitrary Scale	Verbal interpretation
3.50 - 4.00	Often
2.50 - 3.49	Sometimes
1.50 - 2.49	Rarely
1.00 - 1.49	Never

RESULTS AND DISCUSSION

The following are the results of the analyses and interpretations of the findings based on the data gathered in the study.

Table 1. Preparedness for Work Immersion In Terms of Punctuality

Indicators	Weighted Mean	Interpretation
1. comes to work on time	3.87	Often
2. does his/her assigned work without telling him/her	3.49	Sometimes
3. starts working before the scheduled time	3.06	Sometimes
4. submits his work ahead of time	3.60	Often
5. easily meets the deadlines	3.68	Often
Composite Mean	3.54	Often

Never: 1.00-1.49 Rarely: 1.50 – 2.49
Sometimes: 2.50 – 3:49 Often: 3.50 – 4.00

Among the indicators about preparedness for work immersion in terms of punctuality, the most favorable response of students has a weighted mean of 3.87. This indicates that immerses often come to work on time. However, the least response among the indicators has a weighted mean of 3.06, which implies that students immerse usually work on their official time.

The data revealed that, based on the Composite Mean of 3.54 with an interpretation of **Often,** implied that the majority of the students are ready for work immersion, especially in coming to works on time and submitting works ahead of time or before the deadline.

Bueno (2017) in his study stated that love of God, honesty, and punctuality are the values evidently manifested in the workplace of Private Higher Education Institution (PHEI)-graduate school from 2010 – 2015 in the Philippines thus, they are now occupying supervisory and managerial positions and highly satisfied with their basic salary.

Similarly, in the study of Anoyo et al. (2015), it was found out that the performance of the criminology interns in terms of attitude towards work like being punctual, job performance, adherence to company's rules and regulations, and competence were very good. The respondents agreed that individual factors, university support, and organizational environment contribute to their OJT. It is recommended that OJT coordinators should conduct frequent visitations to

student-interns to ensure that attendance and punctuality are being observed and practiced.

Table 2. Preparedness for Work Immersion In Terms of Interpersonal Relationship

Indicators	Weighted Mean	Interpretation
1. can work with different people	3.74	Often
2. flexible to changes	3.60	Often
3. Motivates other people to work with the group.	3.34	Sometimes
4. shows dependability towards work	3.45	Sometimes
5. collaborates with the group in decision making	3.72	Often
Composite Mean	3.57	Often

Never: 1.00-1.49 Rarely: 1.50 – 2.49
Sometimes: 2.50 – 3:49 Often: 3.50 – 4.00

It can be gleaned from Table 2 that student-immerses have already developed their interpersonal relationship as indicated by a weighted mean of 3.74, on the other hand, they sometimes show dependability towards work, which garnered a weighted mean of 3.34.

The findings indicated that based on the Composite Mean of 3.57 with an interpretation of **often**, all of the students are socially inclined to work with other people that tend them to adjust and adapt to changes easily.

In the study of Archer and Davison (2008) conducted for the Council for Industry and Higher Education (United Kingdom), findings of another study are quoted indicating that almost a third of employers (30%) who were surveyed in that study had graduates' generic employability skills such as teamwork, communication and problem-solving.

Similarly, Edaño (2019), in his study, stated that schools should foster a more harmonious relationship and create a healthy working environment to improve a variety of traits and abilities for better teaching and learning process.

Table 3. Preparedness for work immersion in terms of Efficiency

Indicators	Weighted Mean	Interpretation
1. finishes all of the tasks on time	3.72	Often
2. works without any errors	3.02	Sometimes
3. stays focused and ignoring distractions	3.36	Sometimes
4. produces desired outputs/products without wasting any resources	3.45	Sometimes
5. makes visually- pleasing work	3.57	Often
Composite Mean	3.42	Sometimes

Never: 1.00-1.49 Rarely: 1.50 – 2.49
Sometimes: 2.50 – 3:49 Often: 3.50 – 4.00

The data revealed that most of the respondents often finish all of the tasks on time with a weighted mean of 3.72. This tells that they work efficiently to complete the task assigned to them on the specific time given. On the other hand, sometimes immerse-students works with errors shown in the obtained weighted mean of 3.02. This implies that as new in the field of work, they can't avoid working without mistakes.

From the Composite Mean of 3.42 with an interpretation of **Sometimes,** it means that those students are still on their way of developing focus on their works that will lead them to work without errors and wasting any resources.

Similarly, the study of Gardner and Liu cited in the study of Doe (2015) which compared recent graduate employees (technical and non-technical graduates) with their job performance requirement. The employer rated 52 skills and competencies needed for a job in order to assess graduate performance as well as their preparation for work. The results showed that some employees perceived their hired employees as insufficiently prepared for the work they have been hired for. Over-all, both groups of graduates were perceived by their employers as lacking relational, personal competencies. Specifically, technical graduates show higher deficiencies in speaking and listening, writing, organizational as well as personal skills compared to their non-technical counterparts.

According to Pascual (2014), numerous researchers on the country's senior high school program argued that the graduates, as well as the hiring companies, are not satisfied with the jobs they get after graduating from senior high school. Furthermore, they are looking for senior high school graduates that are armed with the skills that the job market needs.

There are just a few studies highlighting the growing concern about the perceived mismatch between the industry's needs and demands and the skills of

graduates produced by institutions of higher education (Ayarkwa, Adinyira, and Osei-Asibey, 2012). The dissatisfaction of employers with graduates' performance in the workplace, more particularly with graduates' shortcomings in soft skills (such as typing and communication skills) that are deemed vital for a successful transition in the workplace, highlighting two important issues. Firstly, filed-specific knowledge and technical skills on their own are not sufficient to label graduates "work ready' and secondly, there is a necessity for graduates to develop certain capacities beyond their qualifications that would enable them to deal with the stressful nature of the work environment.

Jorgensen (2004) highlights the important fact that qualification does not automatically translate into the king of competencies valued by today's labor markets, this is also evident in the high numbers of unemployed graduates both locally and abroad. In the period between January and March 2012, 4.5 million people in South Africa were unemployed, and 9.5% of those were people with tertiary qualifications (Quarterly labor Survey, 2012). This relatively high number of unemployed graduates is evidence that qualification does not always equal employment. It is therefore clear that, in this highly volatile and competitive labor market, graduates need to acquire skills that would make them more attractive and potential employers.

Table 4. Preparedness for Work Immersion In Terms Of Productivity

Indicators	Weighted Mean	Interpretation
1. properly manages time and schedule	3.55	Often
2. can continuously perform repetitive work	3.68	Often
3. persistent against any current challenges	3.43	Sometimes
4. delivers high-quality work	3.34	Sometimes
5. sets timelines in every activity	3.32	Sometimes
Composite Mean	3.46	Sometimes

Never: 1.00-1.49 Rarely: 1.50 – 2.49
Sometimes: 2.50 – 3:49 Often: 3.50 – 4.00

Table 4 disclosed that the majority of the respondents could continuously perform repetitive work in terms of productivity, which obtained a weighted mean of 3.68. This denotes that immerse-students can do work repetitiously that can lead to production. Likewise, when it comes to preparedness in terms of productivity, sometimes they set timelines in every activity with a weighted mean

of 3.32. This means that to make them productive in the workplace, they need to be particular in the timeline given.

Based on the result with a Composite Mean of 3.46 and with an interpretation of **Sometimes**, it only implied that although they want to be productive, they can't still comply with what expected from them since it is their first to be immersed in different industries.

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Binag and Eguia (2012) stated that based on the findings among 48 school divisions in Mindanao, 10 of these had achieved full technical efficiency levels. Meanwhile, 38 schools division were least efficient due to lack of factors inputs like a number of male and female enrollees, desk, classrooms, and MOOE. A component of the productivity change is due to more technological and total factor productivity changes with efficiency changes providing a gap. Thus, the study revealed that a number of the desk and teachers were the sources of inefficiencies of the school divisions.

Table 5. Preparedness for Work Immersion In Terms Of Safety

Indicators	Weighted Mean	Interpretation
1. free from any injuries or hazards	3.77	Often
2. knowledgeable on the policies, rules, and regulations	3.87	Often
on safety awareness	3.91	Often
3. follows standards and procedures	3.23	Sometimes
4. prepares medicine kit if the need arises	3.70	Often
5. Knows how to apply proper housekeeping precautions.	3.70	Often
Composite Mean		

Never: 1.00-1.49 Rarely: 1.50 – 2.49

Sometimes: 2.50 – 3:49 Often: 3.50 – 4.00

It could be gleaned in the table that following standards and procedures in terms of safety got the highest weighted mean of 3.91 out of five indicators. This implies that everyone is aware of the standards and procedures to be followed to make them safe and that they always prepare medicine in the work station. Similarly, immerse-students sometimes prepare medicine kit if the need arises that garnered a weighted mean of 3.23. This means that they just look for medicine at the time of the accident.

Based on the result, a Composite Mean of 3.70 with an interpretation of **Often,** it only implied that although they were aware of safety, they just sometimes prepared a medicine kit which is really essential in working place.

Paraggua et al. (2017) stated that full compliance with security and safety is needed to keep graduates abreast of the trends and demands in maritime in order not to lag behind in a highly competitive environment and maintain the country's status as the prime provider and producer of highly qualified marine officers.

Table 6. Problems Encountered By the Senior High School Students in Work Immersion with Partner Industries

Problems	Frequency	Percentage
Attitude of superiors towards students	17	35
Attitude of superiors towards students; Tedious work	3	6
Schedule of work	2	4
Schedule of work; Attitude of superiors towards students	10	21
Schedule of work; Attitude of superiors towards students; Tedious work	2	4
Schedule of work; Tedious work	1	2
Tedious work	1	2
Unapproachable coworker	3	6
Unapproachable coworker; Attitudes of Superiors toward student	6	13
Unapproachable coworker; Tedious work	3	6
Students are errands only due to confidentiality of work that students cannot handle, 80% stay is not working immersion at all	2	4

Note: Will not total to 100% due to multiple responses

Table 6 revealed the problems encountered by the Senior High School students in work immersion with Partner Industries. Attitude of superiors toward students got the highest percentage of 35 %. It means that superiors and students were not familiar with each other that can be seen on the way how they interact with each other. On the other hand, experiencing tedious work and with unapproachable co-worker got the least percentage among the

problems encountered by them. It implies that since some of them were assigned in DPWH, they thought that they could hand all things that make them feel their co-worker as unapproachable one.

The findings in the above paragraph gave a clear indication that **attitude of superiors toward immersed** students is not really established due to their short time of staying in the industries wherein the students just stay there for 80 hours or more or less ten (10) days or two (2) weeks. The relation of the superior and students cannot be harmonized for the short term.

Since they stay at the industries for a short time wherein they have no time to know each other, they have the same feeling of being unapproachable. Partner industries believed that two (2) weeks is too short to learn and execute. They just tell what they are doing, but the immerse didn't do the real task.

On the other hand, the **schedule of work, which got 21%,** is the second problem encountered by the immersed students wherein they were assigned on time the same as with working students.

Unapproachable co-worker, which garnered 13 %, is the third problem encountered by the immerse in dealing with other co-workers, especially for those employees from the company. For the students, they feel that some of the employees are not easy to mingle with, but for the employee itself, they didn't think of it. Employees think these students are just their visitors who will observe how they work in the workplace.

Very Tedious on the part of the student got 6% wherein for the immerse they feel that there's a lack of activities to do. For them, most work done by them was not specifically related to their future college course. They believed that there's a mismatch of their course and industry that they were assigned. They haven't experienced appropriate exposure to their future workplace.

Students are errands only due to the confidentiality of work that students cannot handle with 4%. There are a lot of works that cannot be handed down to the immersed students due to its confidentiality, and the lack of mastery. They didn't know the total process of work and even immersed totally.

CONCLUSIONS

Based on the preceding findings and the alternative hypothesis posited in this study, the following conclusions were made. Grade 12 students are prepared for work immersion in terms of punctuality, interpersonal relationship, and safety, and they need more activities to develop themselves to become efficient workers.

(1) To develop oneself commitment in doing task with promptness, there's a need to have frequent monitoring on the status of project/activity done by the students in school, setting deadlines when there is an output /activity to be submitted, start on time, don't wait around for those who are late when having activity, find out reason for lateness, and give rewards to those who comply on time. (2) To easily adapt with different group of students and even teachers, give them situational problem for the benefit of the learners especially in teaching-learning situation, let them lead the SPG group in following the policies and guidelines of the school, conduct of different school programs, establish open communication among groups, show respect to other people all the times, and be open to positive criticism and feedback. (3) To make them safe every time in the workplace, prepare medicine cabinets with enough medicine in every conspicuous area, wear protective equipment that suit the task, and immediate response to the problems, (4) with regards to the schedule of work, make time schedule suitable for their age, (5) for them not to be tedious, prepare lots of works related in their course so that students have their idea of what is their job in the future, There were problems encountered by Senior High School students in work immersion with partner industries like attitude of superiors toward immersed students, schedule of work, unapproachable co-worker and tedious work that need to be addressed in school for them to adapt when they are in the actual workplace easily.

TRANSLATIONAL RESEARCH

The results of the study will be of great help to school administrators, teachers, and partner industries to help the students easily adapt to the workplace and be a productive worker. The supervisory plan being made could be shared with other schools for them to utilize and make them ready for immersion. To expose the learners with a different group of people, allow them to work with other people so that students will easily adapt to the different behavior of persons around them. To produce desired outputs/products without wasting any resources, prepare rubrics that will guide them on how to make desired outputs with concern on the conservation of resources, so outputs that will be produced are in good quality and quantity. To stay focus and ignore distractions, help them to have full concentration on whatever activity is being done.

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