# Work Immersion Program for Senior High School in the Division of Pasay: Basis for an Intervention Plan

Sean A. Catelo
*Aborlan National High School, Division of Palawan, Department of Education*
**Corresponding Author:** Sean A. Catelo, E-mail: sean.catelo@deped.gov.ph

| ARTICLE INFO | ABSTRACT |
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| | The researcher proposed intervention plan that will provide specific program that will address the problems in Work Immersion Delivery Model and to improve and provide step by step procedure to fill the needs found on the assessment of the work immersion program. It is in this context, the researcher assessed the work immersion program with corresponding variables and proposed intervention program that aims to cater teacher, industry partners and students in the Division of Pasay City to enhanced the better implementation of the work immersion program. |
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## 1. Introduction

The Department of Education implemented Work Immersion Program in accordance with the R.A. 10533 or "The Enhanced Basic Education Act" aiming to strengthen the existing curriculum and add 2 years in high school or the senior high school. On its grade 12, DepEd included work immersion program as one of the best features of the K-12 program that extends the theoretical learning's of the students into life experience. The program was used to enhance and developed students' skills towards chosen tracks, strands and specializations that only be done thru work immersion training.

It is one of the requirements for graduation and it's directly relates students' goals through work related industry on their chosen field. Senior high school students were now given an opportunity to train under business, industry or academe simulation partnered into public or private work immersion partners.

On the other hand, in the Division of Pasay City considering it as the travel city where the travel begins, the main business in this area were in Hospitality and Tourism Industry where the offerings of the different senior highs school were more likely the same as in Home Economics Strand having specialization of the following; Food and Beverage Services; Bread and Pastry Production; and Bartending that would cater the needs of the partnered industry.

It also offered variety of programs like in Industrial Arts (IA); Automotive Servicing and Electrical Maintenance Installation, Academic Track having the strands of; Science Technology Engineering and Mathematics (STEM), Humanities and Social Sciences (HUMSS), and Accountancy Business and Management (ABM) ; and Information and Communication Technology that would cater to the needs of other industry present in the local area.

The work immersion teachers experiencing a hard time to interpret such generic work immersion guidelines because of the different tracks, strands and specializations that offered in their respective schools. It resulted to different understanding to the conduct of the said program that may not fall into the prescribed standard of the DepEd.

One of the unsatisfactorily conditions from the results of assessment of work immersion program centered on Work Immersion Delivery Model that limits students and teachers in conducting the different models suggested by the

DepEd.  It is for the reasons of required duration; time and day schedule of the different delivery models and as well the limited number of industry partners.

## 2. Literature Review
### 2.1 Foreign Literature

DepEd Order No. 30 s., of 2017 reiterated in its curriculum guides stated that Work Immersion is one of the course requirements for graduation. A Senior High School student has to undergo Work Immersion in an industry that directly relates to the student's postsecondary goal. Through Work Immersion, the students are exposed to and become familiar with work-related environment related to their field of specialization to enhance their competence. Specifically, the students are able to: (i) gain relevant and practical industrial skills under the guidance of industry experts and workers; (ii) appreciate the importance and application of the principles and theories taught in school; (iii) enhance their technical knowledge and skills; (iv) enrich their skills in communications and human relations; and (v) develop good work habits, attitudes, appreciation, and respect for work. These prepare them to meet the needs and challenges of employment or higher education after graduation.

According to Asian Foundation (2018), in the Philippines, youth unemployment hampers meaningful economic development. The sector's lack of knowledge, skills, and work experience puts them at a disadvantage. One way to address this is through the Department of Education's Senior High School (SHS) program, ushered by the K-12 education reform. One of its components, the work immersion program, provides students "real workplace" experience, giving students a set of technical-vocational and livelihood skills that can help them make more informed career choices and improve their employment prospects.

Sandoval (2017), reported that for students below 15 years old, work immersion shall not be longer than 4 hours in any given day, with parental consent, Work immersion shall in no case result to the replacement of or diminution of benefits of the workers in the partner enterprise/company.

Carlos (2018), narrated that the Department of Labor and Employment (DOLE) Advisory No.9- , students are allowed to immerse themselves in a workplace between 8:00 a.m. until 5:00 p.m. every day for a minimum of 80 hours or a maximum of 240 hours per term. Students below 15 years old need to have parent's consent and shall be at the workplace for at most four hours a day.

Furthermore, the On-the-Job Training Manual of Batangas State University (2017), reiterated the duties and responsibilities of the OJT's personnel read as follow; Assistant Director for On-the-Job Training shall be responsible for assisting the Director in directing and coordinating all student internship trainings and placements of the University: Assists the Director in the administration and interpretation of laws, regulation, policies and procedures related to internship training and placement; Assists the Director in the supervision of the Heads/Coordinators and staff of On-the -Job Training Office in the monitoring of student trainees, Internship training and placement, preparation of pertinent reports and coordination of all activities with the concerned offices; Assists the Director in receiving and screening applications for Internship training; interviewing and advising students by recommending them to trainings available based on need and ability of the students and; reviewing over -all performance of student trainees; Assists the Director in the assessment and study of applications on linkage of host training establishments related to internship Training.; Assists in coordination of interviews and data assessments of students for international internship training placement; Assists the Director in maintaining official master lists linkages and their profile, student trainees of all campuses and maintain current knowledge of all SIAP and local internship program regulations; Assists the Director in the review and revision of policies and procedures regarding programs and services on internship Training; Organizes the schedule of all orientations for internship training; Manages the conduct of Pre-Departure Orientation Seminar (PDOS) to SIAP participants and parents; Performs other duties as assigned. Head of OJT Office, shall be responsible for directing and coordinating all internship trainings of the university in their respective campuses; Assists in the administration and interpretation of laws, regulation, policies and procedures related to internship training; Evaluates and verifies the qualifications of OJT applicants for placement to host training establishments; Consolidates, prepares, provides and the keeps master list of the campus' Student Trainees for placement; Prepares and submits required reports as scheduled; Spearheads the campus orientation of student trainees regarding internship training placement and requirements; Supports the conduct of Pre-Departure Seminar (PDS) to SIAP participants and parents; Attend meetings related to internship training; Performs other duties as assigned. OJT Coordinator shall be responsible for directing and

coordinating all internship trainings and placements of the university in their respective campuses/colleges; Scouts for prospective companies that may accommodate internship training placement; Evaluates and verifies the qualifications of student-trainee applicants for placement to host training establishments; Spearheads the college orientation of students regarding Internship Training placement and requirements; Maintains a data bank of accredited host companies, evaluation of student-trainees, and other pertinent documents necessary for the conduct of the Internship Training program; Communicates and regularly visits the host training establishment at least twice every semester for purposes of administration, assistance, monitoring and evaluation of the student-trainees' performance; Facilitates the monitoring of student-trainees using Training Supervisors' Feedback Form and Student-trainees' Feedback Form; Serves, if and when necessary, as a mediator between the host company and the student-trainees; Submits all necessary documents to OJT Office for completion of reports and other evaluation in relation to the Internship Training program as scheduled; Prepares monitoring plan and authority to travel prior to the scheduled dates of OJT visitation; Performs other duties as assigned.

DepEd SHS- work immersion performance appraisal (2017), stated that a SHS student has to undergo Work Immersion in a business organization or establishment with work requirements related to his/her specialization. Through Work Immersion, the students are exposed to and are familiarized with the work environment related to their field of specialization. However, the training of students should be closely monitored by adults both from the industry (Industry/Work Supervisor) as well as the teachers (Work Immersion Teacher / SHS Focal Person) and should be in line with the spirit of academic formation. Hence a grading system is required at the end of the Work Immersion Program.

In addition, DepEd Order No. 8, s. 2015 states its policy guidelines on Classroom Assessment for the K-12 Basic Education Program as mentioned on section 8 of DepEd Order No. 30, s. 2017 (Work Immersion Guidelines) provided the following steps: Grades from all student work are added up. This results in the total score for each component, namely Written Work, Performance Tasks and Quarterly Assessment. Raw scores from each component have to be converted to Percentage Score, this is to ensure that values are parallel to each other; The sum for each component is converted to the Percentage Score; To compute the Percentage Score (PS) divide the raw score by the highest possible score then multiply the quotient by 100%; Percentage Scores are then converted to Weighted Scores to show the importance of each component in promoting learning in the different subjects; The sum of the Weighted Scores in each component is the Initial Grade; This Initial Grade will be transmuted using the given transmutation table to get the Quarterly Grade; and The Quarterly Grade for each learning area is written in the report card of the student.

Therefore, DepEd Order 039, s., 2018 clarifies and adds information regarding Work Immersion Progress Monitoring Tool which clearly states that there should be compliance on the following criteria during the work immersion; Curriculum implementation and compliance (class schedule, List of offerings vs. community linkages, list of partners institutions and their nature of business vs. students' specialization); Work Immersion Delivery Process (prescribed template of students activities and matrix of students competencies per specialization, evaluation of students readiness for work immersion which should be tailored to the context of the school, student's statement of personal goals in the work immersion vs. list of competencies and activities that will be identified together with the partner institution supervisor); Assessment of Student's Progress (Documentation of student's orientation about the assessment of their performance); Supervision of Work Immersion Implementation (monitoring plans of school head, school partnership focal person and work immersion teacher, and documentation of teachers and personal training with the attached utilized budget); and Administrative Concerns (complied accomplished parental consents, documentation of students and parents' orientation on work immersion, approved budget vs. financial report of work immersion, display of the profiles of confirmed work immersion partners, organized compilations of MOAs, inventory of supplies and materials vs. reports of utilization, list of the approved joint working group, their minutes of meeting and other relevant documentations, map of facilities and venues in relation to the school's location, insurance documents of the school's location allotment and documentation of orientation for the personnel and teachers).

### 2.2 Foreign Literature
According to Fitchburg State University (2019), that the Internship Program is structured to give you an opportunity to apply knowledge and skills acquired in the classroom to the activities of the corporation. Considerable care is taken to ensure that your work experience is clearly related to your coursework and major field of study. It is hoped that the internship experience will enhance your total university experience by forging a link between conceptual and applied knowledge of the major field of study. Ideally, the training and experience that you gain as a result of the internship can be valuable in two ways. First, the experience could give you a competitive advantage when searching for a permanent position. Many employers seek students with a higher education who have also acquired meaningful on-the-job training prior to graduation. In some cases,

internships can lead to full-time employment with the host firm. Second, the internship experience can enable you to see various career opportunities and to clarify your own career objectives.

In addition, the College of Charleston (2017), reiterated in their internship manual that each student is required to work at an approved internship agency for a minimum of 120 hours of professional practice over a period of 10 to 12 weeks in a given semester or during the second summer session. The intern should assume a wide range of responsibilities during their work experience. Of particular importance are the following types of learning experiences, which reflect the aforementioned objectives; a. Administration and Management – The agency should provide the intern with practical experience employing routine administrative skills, techniques and practices. Interns should gain experience in a variety of agency operations, such as: accounting and record-keeping, event management, facility operation, maintenance procedures, planning, program development, public relations, research, marketing, risk management, and human resources; b. Organization, Evaluation and Supervision – The intern should participate in experiences that involve the organization, evaluation and supervision of programs, events, and, where appropriate, personnel. The agency supervisor is encouraged to assign the intern to take an active leadership role in special projects. Usually, the student observes and assists until he or she is acquainted with the staff, agency clientele, policies and procedures, organizational patterns, facilities and equipment, and rules and regulations. The student should gradually assume increasing responsibility and eventually be solely responsible for her/his own program(s) and/or special project(s). By the end of their intern experience students should have a better Department of Hospitality & Tourism Management 4 understanding and appreciation of the role, duties, and responsibilities of a professional in their chosen field; c. Observation and Participation – An intern should be given the opportunity to observe the intricacies of the internal and external working relationships of the agency with other agencies, boards, and government and non-government organizations. In addition, interns should be allowed to participate in agency committee meetings, conferences, and workshops to gain a better understanding of their chosen concentration

On the other hand, Shinas College of Technology (2019), stated on their On-the Job Training Manual the OJT department will have the following responsibilities and authority; Coordinating between academic departments regarding industrial links and their counterparts in industry and other concerned bodies; Maintaining a departmental database comprising departmental activities, industrial links, jobs and training opportunities. Organizing student visits to industrial establishments and joint events. Coordinating on-the job-training between departments and industrial establishments, and ensuring students' compliance to bylaws, rules and regulations; Making arrangements for guest speakers, exhibitions and seminars in coordination with the concerned departments and industrial establishments; and Develop job searching techniques in the market.

According to Texas Education Agency (2017), practicum in Hospitality Services is a unique practicum experience to provide opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Hospitality Services integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art based workplace. Students are taught employability skills, including job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Hospitality Services is relevant and rigorous, supports student attainment of academic and technical standards, and effectively prepares students for college and career success.

Indiana University of Pennsylvania (2018), stated in their internship handbook that One of the primary goals of earning a degree in higher education is to secure a job when you graduate. The internship experience will help you develop a realistic picture of hospitality and tourism industries, apply your knowledge base established in the classroom in the practical fields, and improve your competency in the job market. Upon graduation, students aspire to obtain a management role in the hospitality industry. You must be able to direct and lead employees working in hourly and supervisory positions in a hospitality company. Having work experience will allow you to learn what these jobs entail and what skills are needed to perform them. You will also learn about the day-to-day operations of a hospitality company, how it is organized and managed, daily work issues, and financial considerations. Employers will seek to hire students with significant work experience to become managers for their companies. Internships will strengthen your skill set and help you to develop your problem solving and leadership skills -- just what recruiters are looking for! The more experience you have the stronger a candidate you will be.

### *2.3 Local Studies*

According to Elroy, Alcantara, Castillo, Pamintuan and Relos (2015), said that OJT program of the university has significant contributions to the development of students' basic skills, thinking skills, personal qualities and competencies on resources, interpersonal, information, systems and technology. Further, the similarities of OJT contributions for males and females imply that there is no gender bias in the training places while the differences on OJT contributions for self-employed, casual, contractual and permanent employees indicate that those with more skills and competencies are more inclined to entrepreneurial activities than to employment. The OJT program is also consistent throughout the years in providing skills and personal qualities as indicated by the non-difference on OJT contributions when grouped according to graduation year.

Recto (2014), said in his research that guidelines address the need to guarantee the quality of learning and exposure, and the promotion of the well-being of tertiary students who are enrolled in recognized higher education programs with practicum subjects. Under the Guidelines, business enterprises offering OJT or internship opportunities are called Host Training Establishment ("HTE"). In providing internship opportunities, business enterprises, as HTE, must partner with a Higher Education Institution ("HEI"). Business enterprises must see to it that the HEI or their partner school's internship program must have government recognition if it is a private school, an appropriate board resolution if it is a State University or College, or a local government ordinance if a local university or college. If the school does not have any of these, it cannot offer a practicum subject. The Guidelines state that the HTE must provide an appropriate training program for the student trainee and must follow a Training Manual or Plan. Thus, the HTE must collaborate with the school in designing a Training Manual or Plan, specifying among others, the goals and objectives (desired outcomes and how these outcomes will be achieved), knowledge, skills, attitudes and competencies that the student trainee should acquire in each learning area, assignments and schedule of activities. The objective is for the HTE to provide a supervised applied learning experience in accordance with the Training Manual or Plan and the schedule of activities.

Aquino (2015), reiterated that all of the student respondents agreed that practicum was needed in their program. Even with limited practicum placements in industry, students (62%) were not willing to pay for practicum placements. There were students (33%) willing to pay as long as quality training was given. Industry participants provided duty meals (34%), uniform (21%), transportation allowance (14%) and some (20%) do not give anything. Industry partners prepare a training plan (87%), and do not assign trainees in the graveyard shift (82%), and 91% of the industry partners do not charge any training fee. Results of the survey show common areas of interest between the stakeholders such as giving 400 hours of training in three areas for students, having pre-practicum seminars, and assigning faculty members to monitor the students and it is really not the number of hours, the number of areas that would lead to better practicum, but the quality of training that is undertaken by the student that will lead to better practicum.

Onte (2019), probed on the Level of Compliance of Public Senior High School on Work Immersion in Technical-Vocational Livelihood Track Home Economics Strand in the Division of Pasay: Basis for a Proposed Continuous Improvement Plan during the school year 2018-2019. The study made use of quantitative descriptive method. Based on the findings of the researcher, continuous improvement plan shall be proposed to enhance the level of compliance of the Public Senior High Schools in the Division of Pasay City on Work Immersion Guidelines. Mean distribution on the level of compliance of the public senior high school on work immersion guidelines which focused on partner institution, learning competencies, duties and responsibilities of school head, work immersion coordinator, work immersion teachers and learner show that there are no significant differences exist among the assessment of the respondents. In terms of Partner Institution, Learning Competencies/Activities and Duties and Responsibilities as Learner according to the assessment of the respondents had high level of competencies on Work Immersion Guidelines while the Duties and responsibilities as School Head, Work Immersion Coordinator and Work Immersion Teachers had a moderate level of compliance on Work Immersion Guidelines as assessed by the respondents.

Felicen , Buted , Rasa, and Sumanga (2014), found out that the  majority of the interns were trained in travel agencies and restaurants under the Food and Beverage department with the duration of 400 hrs. Fifty four percent (54%) of the students have satisfactory academic performance rating. The interns obtained the highest very good performance evaluation rating in personality followed by attitude knowledge and skills. There is no significant relationship between the academic performance and training performance of interns, academic performance of the interns were only satisfactory but the training performance were rated as very good.

Orbeta (2018) said that students were also asked to identify acquired skills and competencies that could possibly match qualification requirements of potential employers. Students recognized the importance of computer literacy and formal

writing skills both in getting a job and in meeting the academic requirements in college. Many of the students had again noted the value of soft skills, and how they had developed these from their experiences in SHS classes (e.g. classes in Oral Communication, Personal Development, Immersion program and Research). Specialized track subjects helped them focus more on the development of specific skills and knowledge that could build up employability. Likewise, the immersion program was particularly useful in preparing the students, especially TVL graduates, by exposing them to actual work environment. In addition to employability, SHS graduates, had a chance to explore entrepreneurial ideas during SHS, some of which, students had planned to use when they start a small business while in college. Even with skills and qualifications that could increase their employability, most of the students were firm about their plans to pursue higher education because of the perception that college degree raises better employment opportunities and salaries. Nonetheless, there were few, especially among TVL students, who had planned to skip college and work right after SHS due to different reasons including the need to help their parents provide for family needs. Some of them would consider going to college only if the cost of studying, including allowances, would be supported through an external funding, e.g. scholarships.

Salatan (2016), reiterated in her study shows that each of the three factors is significantly different to one another and the respondents see at least one of the factors as the most important in their internship experience. For this reason, the internship program planning is the most important factor for the respondents. Since the program planning is mostly done by the schools, this shows that schools have the most influence in providing a good internship program to their students. The design of the internship program is also essential for the respondents. Holding career consultations helps them to gain ideas where they would want to have their internship. In terms of the industry's involvement in the internship experience of the respondents, training is important for them. Majority of them are eager to learn more skills and knowledge during their internship training. They believe that rotation opportunities are essential for their training where they can gain more knowledge and skills by working with the different departments of the establishment. Intern students want to have a training program where they can learn important skills that they can use in their chosen industry. Hence, they do not see their internship as stressful, exhausting and a waste of time. It actually strengthens their abilities and improves their values towards the industry. Overall, the respondents were highly satisfied with their internship experience. It leads to them recommending other people to engage in the tourism and hospitality industry after they had their internship. Few of the respondents considered having a career transition. Majority of them decided to pursue a career in the industry after graduation. But, it is still important to note that 6% of the 201 respondents chose not to join the industry after they had their internship. In some way, their internship experience influences them to turn away from the industry. The airline industry appeared to be popular among the respondents as the number of tourism students who plans to join the airline industry increased compared to those who had their internship in that sector. The findings of the study show that among the stated tourism and hospitality industry sectors, the top two sectors where the respondents plan to join after they graduate are airline and accommodations industry. The results of the statistical analyses may show that none of the three factors affect the satisfaction and willingness of students to pursue a career in the industry. However, the stakeholders involved in the internship experience have a big part in providing a good internship program to the students. A properly planned internship program is essential to attain a good tourism education as it can prepare the students and graduates to ensure the competitiveness of the tourism and hospitality industry. A good tourism education can guarantee that students and graduates obtained the skills and knowledge that are appropriate for the industry as it can lead to the enhancement of the quality of tourism in the country.

### 2.4 Foreign Studies

According to Domholt (2018), "What is the impact on career outcomes between college graduates who did not complete an internship", completed an internship and completed an internship as part of a structured, career center internship program?" The researcher found statistically significant results that showed graduating seniors who participated in the career center internship program were employed at a higher rate (83.24%) compared to graduating seniors who participated in an internship (78.33%) and who did not participate in an internship (70.54%). The results also revealed that the percentage for the seeking employment outcome category was almost the same for those who participated in the career center internship program (8.09%) and for those who completed an internship (8.83%). Based on this study's results several conclusions can be made: graduating seniors who completed an internship (paid or unpaid) were more likely to be employed within six months of graduation, graduating seniors who completed a paid internship or no internship were more likely to be employed at a higher mean starting salary than a graduating senior who completed an unpaid internship, and graduating seniors who participated in a structured internship (such as this universities career center internship program) were more likely to be employed and to start at a higher salary than those who completed an internship or who did not complete an internship.

Kunwar and Thapa (2016), stated in their research that Hospitality industry and its vigorous growth has made the internship more important and mandatory and the internship should be managed properly by the various players associated with it to have the maximum benefit to the interns as well as the industry. This paper portrays the internship in the view of an intern and provides various aspects of it. The internship is characterized by understanding and changes prior to stating, during internship and post internship. The level and theoretical attainment of education and the expectation prior going to the intern and the experience gained during internship along with understanding the concepts like emotional labor and cultural competence is connected to the post-intern change in an individual who has a very good understanding of the working procedures in the real environment. This paper will be proven very beneficial for the potential interns and all associated with this industry who wants to make them as part of this glamorous industry.

Another study of Düzeyinde (2016), that when looked at the mean of participants' answers, "Internship is important and necessary for tourism" and "Internship improved my self-confidence" are the variables having the highest mean. This shows us students are aware of the fact that internship is important and necessary for tourism. "Tourism shouldn't be done with only theoretical knowledge but also reinforced with practice appears" as a fact. The variable with the lowest mean is "I was getting extra money for my overtime work". This shows us a general problem in tourism. This is especially common in the hotels for holiday vacation. Due to the shortness of the season, businesses want to profit as much as possible by working more. Internships are an integral part of the educational program. Students doing their internship may have the opportunity to reinforce their knowledge and skills gained in academic environments. In addition, they may have a chance to see new developments, technologies and different workplaces in the field. Researchers conducted in this subject provide insights to educators to understand which courses the students' makes use of the most, which courses they use the least, what topics should be included in the courses and what kind of new courses should be integrated into curriculum. Curriculums developed in this way may increase the possibility of students working in the same field after graduation.

Wilson-Mah and Thomlinson (2014), found out that with 46 of 93 students and 14 of 55 employers responding, the research discovered that participants are generally satisfied, with the internship programs rated at 85% above average or excellent. The ability to use skills and knowledge from the classroom in the work environment is a particularly strong aspect of internship, bridging theory, applied learning, and practice. Some areas for improvement, though, include better communication between employers, students, and supervisors, as well as broader internship opportunities. The findings also supported previous research regarding the potential disconnects between student expectations of internships and student internship performance evaluations completed by employers. The research demonstrated that internship programs continue to be an important aspect of the undergraduate and graduate learning experience and should be supported.

Marinakou and Charalampos (2017) reiterated in their study that hospitality internship experience can be viewed as the critical turning point in which students decide whether to stay or leave the industry. The aim of this paper is to identify the factors that contribute to student satisfaction (or dissatisfaction) from this working and learning experience by comparing experiences between Greek and International students. A survey among 172 students was conducted. The findings suggest that overall students demonstrated a favorable perception towards their internship experience. There were no significant differences between Greek and International students on the internship expectations. The most important factors contributing to students' satisfaction were the real working conditions and the learning experience. Greek students' expectations were focused on learning in a professional environment, whereas international students on the career prospects. All participants acknowledged the long working hours, poor pay and lack of coordination as the key challenges. This study proposes that hospitality management undergraduate programs should offer internships in order to increase their students' awareness, industry exposure and employability, which should be carefully planned, organized and closely monitored. Students should be familiarized with the local working conditions and culture in the country where the internship takes place.

Richmondl, Murphy, Curl, and Broussard (2015), compared academic performance of students in 2-week immersion psychology courses to that of students in traditional 16-week courses. In Study 1, students who received instruction in a 2-week immersion course significantly outperformed their cohorts in a traditional 16-week course. In order to address potential limitations in the first study, in Study 2, we controlled for individual differences variables (e.g., cumulative grade point average), and results indicated significantly higher academic performance for students in the 2-week immersion course. In both studies, students in the immersion courses consistently evaluated the courses and their instructors significantly higher than those students in the 16-week courses. In light of our results and in contrast to critics, immersion courses may be useful and effective when teaching psychology.

Jacob and Gedion (2015), reiterated on their study that strategic intervention when adopted, students will feel more supported by their families and they will perform well academically since they will not want to let down their loved ones. Students whose parents supervise their school activities for instance homework will pass in their exams. Parents are the first socialization agents to the students meaning that they understand more than anyone else so they play a critical role in the academic performance of the students. Besides their traditional role of providing financial support, parents should monitor their children's academic progress, acquire information they need to make decisions about their children's academic future and foster positive relationships with school staff. As such, they should attend all parents meetings for more briefings on their children's academic progress and this will improve academic performance of their children and the schools. Student support programs strategy in schools. This strategy is important because support programs boost student academic performance. The schools should invest heavily on remedial classes in order to assist the weaker students.

## 3. Methodology
### *3.1 Research Design*
The study utilized the descriptive research method of research in interpreting the data gathered from the survey questionnaire as the primary instrument in the preparation of proposed intervention program for work immersion for senior high school in the Division of Pasay City. Descriptive Research is a type of research that describes what to exist and may help to uncover new facts and meaning. It involves descriptions, recording, analysis and interpretation of the present nature, composition or process of phenomena. This type of research will provide sufficient and accurate interpretation of findings, describing "what is" and what actually exist in the public senior high schools as far as learning materials adequately used. It involves recording and analysis of the collected data (Salud, 2103).

This research method aimed to assess the work immersion program and appropriately determine, explain and validate the proposed intervention program of the work immersion for senior high school in the Division of Pasay City.

### *3.2 Population and Sampling*
In this study, there were three groups of respondents for a total of 409, it was divided into three groups of respondents such as (13) Teachers (12) Industry Partners and (384) Students from Pasay City West High School, Pasay City East High School, Pasay Science National High School, Pasay City North-Tramo High School and Pasay City South High School within the Division of City's Schools of Pasay with a total of 409 respondents.

Purposive sampling was used in selecting the respondents and it is the method where elements were chosen based on the purpose of the study. To ensure an inclusive and comprehensive assessment of work immersion program for senior high school in the division of Pasay City and the acceptability of the propose intervention program by industry partners, teachers and students (Crossman, 2018).

**Table 1:** *Population and Sampling*

| Respondents | p | F | % |
|---|---|---|---|
| Work Immersion Teachers | 13 | 13 | 3.18 |
| Work Immersion Partners | 12 | 12 | 2.93 |
| Work Immersion Students | 1280 | 384 | 93.89 |
| **Total** | | **409** | **100.00** |

Table 1 presented the respondents of the study, among two hundred eighty-one (409) total respondents, it is divided into three groups of respondents, such as: 12 or 3.18 percent are work immersion teacher; 12 or 2.93 percent are work immersion partner; and 384 or 93.89 percent are work immersion student.

**Table 2:** *Respondents by School*

| School | F | % |
|---|---|---|
| Pasay City West HS | 107 | 27.87 |
| Pasay City North-Tramo HS | 35 | 9.11 |
| Pasay City South HS | 177 | 46.09 |

| | | |
|---|---|---|
| Pasay City East HS | 36 | 9.38 |
| Pasay Science NHS | 29 | 7.55 |
| **Total** | **384** | **100.00** |

As shown in Table 2 the respondents by school, among three hundred eighty four (384) total respondents, such as: 107 or 27.87 percent from Pasay City West HS; 35 or 9.11 percent from Pasay City North-Tramo HS; 177 or 46.09 percent from Pasay City South HS; 36 or 9.38 percent from Pasay City East HS; and 29 or 7.55 percent from Pasay Science NHS.

**Table 3:** *Respondents as to Sex*

| Sex | Teachers | | Industry Partners | | Students | | Total | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | F | % | f | % |
| Male | 7 | 53.85 | 5 | 41.67 | 120 | 31.25 | 132 | 32.27 |
| Female | 6 | 46.15 | 7 | 58.33 | 264 | 68.75 | 277 | 67.73 |
| **Total** | **13** | **100.00** | **12** | **100.00** | **384** | **100.00** | **409** | **100.00** |

Table 3 reflected the distribution of respondents as to gender such as: 277 or 67.73 percent are female; and 132 or 32.27 percent are male.

**Table 4:** *Respondents as to Civil Status*

| Civil Status | Teachers | | Industry Partners | | Students | | Total | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % |
| Single | 5 | 38.46 | 9 | 75.00 | 384 | 100.00 | 398 | 97.31 |
| Married | 8 | 61.54 | 3 | 25.00 | | | 11 | 2.69 |
| **Total** | **13** | **100.00** | **12** | **100.00** | **384** | **100.00** | **409** | **100.00** |

Table 4 displayed the distribution of respondents as to civil status such as: 398 or 97.31 percent are single; and 11 or 2.69 percent are married.

**Table 5:** *Respondents as to Educational Attainment*

| Educational Attainment | Teacher | | Industry Partners | | Students | | Total | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % |
| Doctorate Degree | | | 1 | 8.33 | | | 1 | 0.24 |
| With Doctorate Units | 1 | 7.69 | | | | | 1 | 0.24 |
| Master's Degree | 3 | 23.08 | 1 | 8.33 | | | 4 | 0.99 |
| With Master's Units | 7 | 53.85 | | | | | 9 | 2.20 |
| | | | 2 | 16.67 | | | | |
| Bachelor's Degree | 2 | 15.38 | 8 | 66.67 | | | 10 | 2.44 |
| Senior High School | | | | | | | | |
| | | | | | 384 | 100.00 | 384 | 93.89 |
| **Total** | **13** | **100.00** | **12** | **100.00** | **384** | **100.00** | **409** | **100.00** |

Table 5 manifested the distribution of respondents as to educational attainment such as: 384 or 93.89 percent are senior high school; 10 or 2.44 percent have bachelor's degree; 9 or 2.20 percent are master's degree with units; 4 or 0.99 percent have master's degree; and 1 or 0.24 both doctorate degree with units; and doctorate degree.

**Table 6:** *Respondents as to Age*

| Age | Teachers | | Industry Partners | | Students | | Total | |
|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | F | % | f | % |
| 50 – 59 years old | 1 | 7.69 | 2 | 16.67 | | | 3 | 0.73 |
| 40 – 49 years old | 5 | 38.46 | 1 | 8.33 | | | 6 | 1.47 |
| 30 – 39 years old | 5 | 38.46 | 5 | 41.67 | | | 10 | 2.45 |
| 20 – 29 years old | 2 | 15.38 | 3 | 25.00 | | | 5 | 1.22 |
| 19 years old and below | | | 1 | 8.33 | 384 | | 385 | 94.13 |
| **Total** | **13** | **100.00** | **12** | **100.00** | **384** | | **409** | **100.00** |

Table 6 depicted the distribution of respondents as to age such as: 385 or 94.13 percent are aged 19 years old and below; 10 or 2.45 percent are aged 30-39 years old; 6 or 1.47 percent are aged 40-49 years old; 5 or 1.22 percent are aged 20-29 years old; and 3 or 0.73 percent are aged 50-59 years old.

### 3.3 Research Instrument

**Survey Questionnaire.** This instrument was made from thorough reading and analysis of related literature and accordance with the DepEd Order 030, s., 2017 that the researchers reviewed from the similar studies as presented by the researcher in chapter 2.

The survey questionnaire on the assessment of work immersion and acceptability of the proposed intervention program were subject to content validation. Experts in the areas of research, the adviser of the researcher, the TVE Master Teachers and Education Program Supervisor were consulted regarding this matter. The professional recommendations were incorporated into the instrument. Testing the validity of the questionnaires was done to selected individuals who were not part of the respondents of the study.

It consists of three parts:

**PART I Demographic Profile of the Respondents** This contains the profile of the respondents. This data generated the respondents age, sex, civil status, educational attainment and number of years in service.

**PART II Assessment on the Work Immersion Program** This involves the assessment of work immersion program for senior high school in the division of Pasay City.

**PART III Acceptability of the Proposed Intervention Program** This generated the data on the acceptability of the proposed intervention program.

### 3.4 Data Gathering Procedures

The following process was undertaken in order to gather the data needed for the conduct of the study.

1. Prepared a letter of request and sought approval from the Schools Division Superintendent to conduct the study.

2. Upon approval of the request, the researcher distributed the questionnaire to the respondents such as Immersion Partners, Immersion Teachers' and Immersion Students.

3. The survey questionnaire was retrieved; data were tabulated, analyzed, treated and interpreted with the assistance of a statistician and the adviser.

4. Presented the data in the tabular and textual presentation.

### 3.5 Statistical Treatment of Data

The following statistical treatment was used to analyze the gathered data.

**1. Percentage.** This was used as descriptive statistics or something that describes a part of the whole and gets the percentage of the profile of the respondents.

**2. Weighted Mean.** This was used to get the average response of perception of respondents on qualitative response and to answer sub problems.

Formula:  $$x = \frac{\sum f x}{n}$$

Where:  X = Weighted mean

∑ = Summative

ƒ = Frequency

x = Mid Points

n = Number of Respondent

**Five Point Likert Scale**

This was used to assess the work immersion program for senior high school in the division of Pasay City.

| Rating | Scale | Verbal Interpretation | Symbol |
|--------|-------|----------------------|--------|
| 5 | 4.20 - 5.00 | Excellent | (E) |
| 4 | 3.40 - 4.19 | Very Good | (VG) |
| 3 | 2.60 - 3.39 | Good | (G) |
| 2 | 1.80 - 2.59 | Poor | (P) |
| 1 | 1.00 - 1.79 | Very Poor | (VP) |

This was used to determine the acceptability of the propose intervention program.

| Option | Range | Verbal Interpretation | Symbol |
|--------|-------|----------------------|--------|
| 5 | 4.20 – 5.00 | Highly Acceptable | (HA) |
| 4 | 3.40 – 4.19 | Acceptable | (A) |
| 3 | 2.60 – 3.39 | Moderately Acceptable | (MA) |
| 2 | 1.80 – 2.59 | Least Acceptable | (LA) |
| 1 | 1.00 – 1.79 | Not Acceptable | (NA) |

**4. Analysis of Variance (ANOVA)** it was used to compare the means of three or more groups. ANOVA relies on the F-ratio to test the hypothesis that the two variances are equal; that is, the subgroups are from the same population.

**Formula:**  $$F = \frac{MS_B}{MS_W}$$

**Where:**  $MS_B$ = Between group mean score

$MS_w$ = Within group mean score

### 4. Results and Discussion

1. On the assessment as to work immersion program for senior high school by the teachers, industry partners and students. The three groups of respondents assessed the senior high school work immersion program rated as Excellent with grand mean of 4.27.

2. On the comparison of assessment of the three groups of respondents on work immersion program for senior high school. The computed F-values are as follows: objectives (0.00902); principles and policy statements (0.05541); work immersion and delivery models (0.22335); duties and responsibilities of personnel (0.01419); assessment (0.00934); and monitoring and evaluation (0.02657) were all lower than the critical values of 4.28, 3.32, 4.28, 3.16, 3.89, and 3.16 with 2 and 9, 30, 9, 78, 12, and 84 with the degree of freedom at 0.05 level of significance. Hence, there is no significant difference on the assessment of work immersion program as assessed by industry partners, students and teachers. Therefore, the hypothesis is accepted.

3. On the Proposed Intervention Program based from the findings. The proposed intervention plan was designed and developed to address the needs on the implementation of the work immersion program as assessed by the three groups of respondents. The proposed intervention program will provide a specific plan that contains program that will help answer to the lacking needs of the program for a better conduct of the work immersion.

4. On the acceptability of the Proposed Intervention Program.

The groups of respondents' assessment on the proposed intervention program rated as Highly Acceptable with overall weighted mean of 4.83.

**5. Conclusion**

Based on the findings, the following are the conclusions:

1. The Work Immersion Program is rated as Excellent as assessed by the three groups of respondents.

2. The teachers, industry partners and students share the same assessment on Work Immersion Program.

3. The proposed Intervention Program is crafted to improve and provide step by step procedure to fill the needs found on the assessment of the work immersion program.

4. The proposed Intervention Program is found to be highly acceptable as assessed by the three groups of respondents.

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