

Assessment on the Basic Competencies of Senior High School Students in the Work Immersion

Jodalyn M. Tagab¹, Victor S. Rosales², Adelfa C. Silor³,
Christopher T. Dumadag⁴, Jan Vincent H. Leuterio⁵

¹Master's student, Department of Technology Teacher Education, MSU-IIT

²Thesis Adviser, Department of Technology Teacher Education, MSU-IIT

^{3,4,5}Panel member, Department of Technology Teacher Education, MSU-IIT

Abstract

Work immersion is the process of exposing students to real-world work situations while also improving the competencies provided by the school. However, some students are struggling because they are not aware of the work immersion environment's tasks, responsibilities, and expectations. Thus, the researcher came up with an idea to formulate a pre-immersion training framework to equip and prepare senior high school students with essential skills, knowledge, and attitudes necessary for a successful work immersion experience. The framework was drawn from the following results: the senior high school students' self-assessment of their basic competencies, senior high school trainers' assessment of their senior high school students' basic competencies, and their work immersion supervisor's assessment of the basic competencies during their work immersion. It also assessed the senior high school trainers' or the schools' preparation for the students before exposing them to the work immersion field or establishment. Lastly, this study investigated if there is a significant difference between the senior high school trainers' assessment and work immersion supervisors' assessment of the senior high school students' basic competencies. The result revealed that the self-assessment of senior high school students on their basic competencies is highly competent (4.10). Both the senior high school trainers' (4.21) and work immersion supervisors' assessments (4.24) on senior high school students revealed they are exceptionally competent. The results also revealed that there is no significant difference between the senior high school trainers' and work immersion supervisors' on the basic competencies of senior high school students.

Keywords: Work immersion, basic competencies, self assessment, pre-immersion training

1. Introduction

The Philippine Education Department, under the Department of Education, implemented the K–12 education system. Technical-Vocational-Livelihood (TVL) is one of the Senior High School program tracks offered within the K-12 Enhanced Basic Education program. The curriculum included a mix of basic subjects required for all Senior High School (SHS) strands and specialized hands-on courses that matched the Technical Educational and Skills Development Authority's (TESDA) standard competency-based evaluation (Jaca, C. A. & Javines Jr., F. B, 2022). As a member of the Curriculum Consultative Committee, as defined in Section 6 of Republic Act 10533 or the Enhanced Basic Education Act of 2013,

TESDA contributes to the continuing implementation of the K-to-12 program through DepEd's Technical-Vocational-Livelihood (TVL) specialization track for Senior High School students (TESDA, 2019). The TVL track teaches students subjects that focus on job-ready abilities. It provides students with practical knowledge and exposure to achieve National Certificates (NC's) that will help them land their desired job once they graduate from Senior High School (SHS) (Jaca, C. A. & Javines Jr., F. B, 2022). In a Technical-Vocational-Livelihood track, there are strands that students can choose. Each strand is made up of areas of expertise or vocational courses that can help students become acquainted with their prospective vocations or prepare them for the specific college degree of their choice (G. Spencer, 2023).

There are competencies in each qualification or specialization chosen by the students. Competencies are intended to improve knowledge, attitudes, and skills in a specific specialization. It is separated into three categories: basic, common, and core competencies. Based on the TESDA, basic competencies, which are regarded as portable and applicable regardless of jobs and industrial settings, refer to non-technical skills (knowledge, skills, and attitudes) that everyone will require in order to perform well at work and in society. Basic competencies are incorporated into each Technical-Vocational Livelihood (TVL) component, particularly in the Electrical Installation and Maintenance strand. The basic competencies are: (i) participate in workplace communication; (ii) work in a team environment; (iii) practice career professionalism; and (iv) practice occupational health and safety procedures.

The Grade 12 senior high school students were required to have a work immersion before they graduated in which their competencies, particularly their basic competencies, were put into practice. Work immersion refers to exposing students to real-world work environments and enhancing the competencies provided by the school (R. Espiritu et al., 2020). There are studies shown the positive impact of work immersion to students. Positive learning gains indicate that work immersion allows students to acquire and develop skills such as teamwork, communication, attendance and punctuality, productivity and resilience, initiative and proactivity, judgment and decision-making, dependability and reliability, attitude, and professionalism (D. Acut et al., 2021). From the study of K. Borling et al. (2022), the results showed that in terms of the effectiveness of SHS work (job) Immersion in the social development of SHS graduates, it was discovered that it is highly effective and significantly contributed to the social development of the graduates in terms of leadership skills, self-efficacy, and communication skills.

According to Imperial (as cited in Roble, 2021), many high school and college graduates lack the essential knowledge and abilities needed to be effective members of the workforce. They struggled to perform their roles effectively because they were unfamiliar with the immersion environment's tasks, responsibilities, and expectations (Ador et al., 2023). Therefore, there are some students who are unaware and not ready to face the work immersion.

Thus, the researcher came up with an idea to formulate a pre-immersion training framework based on the results of the following assessments: the senior high school students' self-assessment of their basic competencies, the senior high school trainers' assessment of their senior high school students' basic competencies, and their work immersion supervisor's assessment of the basic competencies during their work immersion. It also assessed the senior high school trainers' or the schools' preparation for the students before exposing them to the work immersion field or establishment. Lastly, this study will investigate if there is a significant difference between the senior high school trainers' assessment and the work immersion supervisors' assessment of the senior high school students' basic competencies.

2. Literature Review

2.1 Workplace Communication

Work immersion provides students with a critical opportunity to develop and refine their workplace communication skills, which are essential for professional success. The flow of information between employees in a work environment is known as workplace communication. This includes face-to-face talks, emails, chat messaging, videoconferencing, phone calls, and other professional communication technologies. Nonverbal communication, such as eye contact, body language, and tone of voice, is equally crucial in the job (Coursera, 2023). Proper workplace communication has numerous advantages. It allows firms to become more nimble and create better workplace alignment. It also increases some of the most critical key performance indicators (KPIs) related to employee retention, engagement, motivation, and talent attraction (Martic, 2023). So, whether you're a strong communicator or not, it's critical to grasp the value of good communication and how it can help you become more professional at work in order to advance in your career (Zambas, 2021). Even successful people are poor communicators, yet improving communication skills is an almost certain path to greater success. There is always space for development, and even experienced communicators can benefit from communications training. Workplace communication improvements have been related to higher job satisfaction, better firm success, enhanced productivity, and more empowered employees (Morgan, 2018). It is also one of the workplace problems. According to a 2016 study, more than two-thirds (69%) of managers polled found it difficult to communicate with their employees. Meanwhile, 50% of their personnel do not have clear working processes (Gallimore, 2022). Communication in the workplace defines corporate goals and facilitates collaboration among coworkers. This is a first step toward establishing a fundamental business practice for a dedicated and productive team (Kashyap, 2021). Therefore, workplace communication is highly important for senior high students since it allows them to work effectively with their supervisors and co-trainees, as well as those who have shared goals with them.

2.2 Professionalism in Workplace

Work immersion offers students a crucial opportunity to cultivate and demonstrate professionalism, which is essential for workplace success. Professionalism is how someone acts, behaves, and thinks in a job or business setting. Developing and sustaining professional behavior is vital for workplace success. Your level of professionalism is determined by how you conduct yourself, interact with others, and approach jobs (Herrity, 2022). Professionalism can open doors to new prospects, yet a lack of professionalism could hinder your growth (Indeed Editorial Team, 2022). Everyone wants to be seen as a diligent worker and a true professional, but not everyone knows what it takes to get there. An excellent employee is someone you can trust to hold accountable for their actions and who you never have to worry about acting unethically or disrespectfully. Someone who is always honest in their job and transparent in their conduct has the ability to advance in any position (McCall, 2019). The study of Dhikale, et al. (2020) showed that students liked to develop professionalism through faculty role modeling and case-based scenario discussions. Therefore, professionalism should be practiced by the senior high school students in their work immersion. It helps them develop the skills, behaviors, and relationships required for a successful career. They are not just bringing their name but even the name of their school.

2.3 Workplace Safety

Work immersion offers students a vital opportunity to understand and practice workplace safety, which

is essential for their well-being and efficiency. Workers' views of workplace safety are linked to variables relevant to industrial accident rates (B. E Hayes et al., 1998). Individuals and businesses are both affected by unsafe work conditions. As a result, a growing research base is offering a better knowledge of the elements that influence workplace safety at all organizational levels (J.M Beus et al., 2016). Understanding the environmental, organizational, and work system aspects that contribute to workplace safety will aid in the development of more effective and integrated solutions to continual workplace safety issues (P. Carayon et al., 2015). It is evident that safe working environments influence employee habits, which in turn influence efficiency. This means that employees who work in a safe environment are more likely to perform in a way that will not hurt them (G.K Jonathan & R.W Mbogo, 2016). Initiatives for long-term involvement and monitoring could be developed to have a positive impact on the advancement of workplace safety and environmental efficiency (A. Erdil, 2022). Workplace safety supports employee welfare and safety. Improved safety results in improved health (S. Sowmiya & U. Suji, 2022). The safest work environments are created when employees at all levels of the business collaborate to communicate and adhere to the safety standards that have been established (General Safety, Online Safety Training, 2022). Employees who feel safe in their workplaces are more productive than those who have been wounded in the past and have developed a level of fear and fright (K. Martic, 2023). A safe workplace is a happy workplace because it provides a more comfortable and conducive environment for people to execute their tasks effectively. However, providing a safe working environment is also an important aspect of client relations. If the office or work environment is harmful for employees, it is almost certainly unsafe for your inexperienced clients (Indeed Editorial Team, 2023). Ergonomics, the presence of hazardous substances, mechanical issues, noise pollution, restricted sight, the dangers of falling, and weather-related hazards are all common workplace safety concerns. Non-ergonomic equipment issues can lead to human health issues such as painful backs and carpal tunnel syndrome. Chemicals can explode and cause burns, or they can poison you (D. Brown, 2019). Nobody wants to do business with firms that put the quality of their product and their employees' safety at risk in order to enhance their bottom line. Companies that care about their employees prioritize them, and as a result, productivity rises. Suddenly, the employee is no longer a number, but rather a person with the ability to make a difference. Employees and outside visitors will readily notice the benefits of workplace safety (M.Fasco Health and Safety n.d). Employees must be trained to understand the importance of safety and how to practice it in the workplace (D. Brown, 2019). According to the Philippine government, 2.2 million Filipino workers in medium and large firms have access to appropriate occupational safety and health (OSH) protection and services. In other words, 17 of 18 persons in the 38.8 million workers in the country do not have adequate working conditions (International Labour Organization, n.d). Therefore, senior high school students who practice and advocate for workplace safety not only protect themselves but also help to create a safer and more productive work environment for everybody.

2.4 Awareness on Safety

Safety awareness is paramount for students' well-being and professional development during work immersion. Individual reports of safety performance were influenced by perceptions of safety knowledge and motivation to operate safely, which also mediated the link between safety climate and safety performance (M.A Griffin & A. Neal, 2000). Ergonomics awareness aids in ergonomics application and greatly adds to human health and safety through a comfortable work environment and ergonomically built tools, man-machine interface design and appropriate labor method for human

anatomy (M.S Rozlina et al., 2012). X). A dedication to safety can be shown in behavioral norms, which can be used to identify safety awareness (J.H.B Johari, 2011). Regardless of the size of the company, management should recognize the need for safety awareness and training (Prof. S. Chatterjee & B. Roy, 2014). People are better equipped to express themselves in terms of environmental stewardship and accident prevention when they are aware of the requirements of the standards, relevant legal and other requirements, also known as compliance obligations (T.C Muzamwese, 2019). Every employee must maintain vigilant safety awareness at all times. It goes beyond what they learn in the classroom during safety training and at morning safety meetings. It is vital for workers to be continually aware of how they are performing at work and to be able to spot dangers in order to mitigate safety-related risks (C.Tims, 2022). Employers, regardless of industry, must think creatively about how to enhance employee understanding of workplace safety (L. Warwick, 2023). Raising awareness of the most important workplace safety concerns is the first step toward building a safe and healthy workplace culture and environment. Whether your employees work on a construction site or in an office, it is critical that they are continually vigilant and aware of the inherent dangers in their environment (J. Avelino, 2022). By raising your employees' awareness of potential hazards and how to avoid them, effective workplace safety training helps to prevent accidents, injuries, and diseases. It also ensures that staff have the information and skills necessary to respond correctly to crises and use the essential safety equipment (C. Bleich, n.d) Safety awareness comprises a fundamental understanding of safety management, which begins with comprehending occupational safety and health policy and rules (P. Putra et al., 2017). The study of (F.B. Ramli et al., 2020) showed that the overall mean grade of 4.2 indicates that students and faculty are concerned about occupational safety and health. This phenomena could be linked to their multiple experiences working in hazardous settings, which allowed them to develop sufficient Occupational Safety Health knowledge. In the study of (R.C.M Nor &, N.A.R Demong, 2016), they concluded that The combination of management and staff dedication must be rigorous in ensuring worker safety and health be the first and being the class of awareness. Another crucial part of new employee safety awareness training is teaching them about potential workplace risks. This could include specific hazards associated with the type of work being done as well as general safety precautions such as avoiding slips, trips, and falls. Employers can help new employees detect and avoid potential hazards, as well as take appropriate action in the event of an emergency, by presenting them with this information (Online Safety Trainer, n.d). Therefore, demonstrating safety awareness reflects highly on senior high school students' professionalism and trustworthiness, increasing their reputation among employers. Students who follow safety standards and procedures not only meet legal requirements but also help to create a safe and conducive learning environment.

3. Methodology

3.1 Research Design

This study utilized a quantitative research design. Quantitative research generates objective data that can be easily expressed using statistics and figures (Williams, 2021). In this study, the senior high school students answered the self-assessment survey about their basic competencies in work immersion. The senior high school trainers answered also the survey to assess the basic competencies of senior high school students. The work immersion supervisor also answered the survey to of the senior high school students on basic competencies during work immersion. The basic competencies were based on the training regulations of the Technical Educational and Skills Development Authority, specifically in

Electrical Installation and Maintenance NC II. The senior high school trainers were asked about the process and preparation made for the senior high school students before exposing them to the work immersion field or establishment

3.2 Research participants

The sample of this study are the 181 students of grade 12 senior high school with Electrical Installation and Maintenance strand with their 1 work immersion supervisors and 5 senior high school trainers. Each school typically has one senior high school trainer, who was requested to assess their students' basic competencies. The senior high school students also self-assessed their basic competencies. During work immersion, students were encouraged to hand over survey questionnaires to their work immersion supervisor to assess their basic competencies as observed. There were 12 work immersion supervisors participating in this study from different work immersion establishments.

3.3 Research Instruments Used

The researchers constructed a self-made assessment survey for the senior high students, senior high school trainers and work immersion supervisor. It underwent validation from the professionals who obtained Electrical Installation and Maintenance NC II Certificate with Trainers Methodology 1 and National TVET Trainer Certificate. The instrument went through a content validity test to verify if it matches the basic competencies based on the training regulations of Technical Educational and Skills Development Authority, specifically in Electrical Installation and Maintenance NC II. It is categorized with the following basic competencies; (i) participate in workplace communication; (ii) work in a team environment; (iii) practice career professionalism; and (iv) practice occupational health and safety procedures. The evaluation survey is a 5-point likert scale from Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

This study also encourage the senior high school trainers to answer about the preparation done by the school or the senior high school trainer before they exposed the students to work immersion.

3.4 Data Gathering Procedure

First, the researcher wrote a letter of permission to conduct a study. Second, the researcher asked permission from the schools division superintendent. Third, the researcher asked permission from the principals of the high schools. Fourth, the researcher then asked approval to the respondents through written informed consent or assent and guaranteed the respondents for the anonymity and complete confidentiality of their responses. Lastly, the researcher gathered all survey questionnaires for data analysis.

3.5 Data Analysis

In the treatment of the data, the following statistical tools will be used to summarize and analyze the data to arrive at a sound interpretation.

- a. Frequency. This will determine the number of times the respondents choose an answer.
- b. Percentage. It is another way of expressing a proportion. A percentage is equal to the proportion times 100.

$$(n/N) \times 100 = \%$$

Where: n – sample N – total population

- c. Mean and standard deviation
- d. Paired Sample T test

3.6 Demographics

Table 1. The frequency and percentage distribution of the total respondents

Respondents	Frequency	Percentage
Senior High School Students	181	91%
Senior High School Trainers	5	3%
Work Immersion Supervisors	12	6%
Total	198	100%

Table 1 showed the frequency and percentage distribution of the total respondents. It can be observed that most of the respondents are students which comprises 91% of the total respondents, 6% are the work immersion supervisors and 3% are the trainers, respectively. The result implies that students are mostly the respondents in this study. The results also indicates that there is one trainer in each school.

3. Results and Discussions

Table 2. Mean Range for Students, Trainers and Supervisors Assessment

<i>Point Scale</i>	<i>Interval</i>	<i>Descriptive Rating</i>	<i>Interpretation</i>
1	1.00-1.79	Strongly Disagree	Not Competent
2	1.80-2.59	Disagree	Slightly Competent
3	2.60-3.39	Neutral	Moderately Competent
4	3.40-4.19	Agree	Highly Competent
5	4.20-5.00	Strongly Agree	Exceptionally Competent

Table 2 showed the mean range for students, trainers and supervisors assessments. This will be the guide for interpreting the results for students’ self-assessment, trainers’ assessment and supervisors’ assessments on senior high school students basic competencies

Table 3. The Self-Assessment Results of the Senior High School Students on their basic competencies

BASIC COMPETENCIES	MEAN	SD	DESCRIPTION	INTERPRETATION
A. Participate in workplace communication	3.99	0.51	Agree	Highly Competent
B. Work in a team environment	4.07	0.62	Agree	Highly Competent
C. Practice career professionalism	4.12	0.50	Agree	Highly Competent
D. Practice occupational health	4.21	0.51	Strongly Agree	Exceptionally Competent

Total 4.10 0.09 Agree Highly Competent

Table 3 showed the self-assessment results of the senior high school students on their basic competencies. It can be observed that on the first competency, “Participate in workplace communication,” the students rated themselves at approximately 3.99 as a mean, indicating a high level of competency in this area. Their self-assessment suggests that they feel confident and capable of effectively engaging in workplace communication. This self-perception aligns with the description of “Agree” and “Highly Competent”. The second competency “Work in a team environment”, the students rated themselves with a mean of 4.07, indicating a strong level of competency in working within a team setting. They perceive themselves as proficient in collaborating with others to achieve common goals. This self-assessment corresponds with the designation of “Agree” and “Highly Competent”. The third competency, “Practice career professionalism”, the students rated themselves with a mean of 4.12, indicating a high level of competency in practicing professionalism within a career context. They believe they possess the necessary skills and attitudes to conduct themselves appropriately in professional settings. This self-assessment aligns with the description of “Agree” and “Highly Competent”. In the fourth competency, “Practice occupational health”, the students rated themselves with a mean of 4.21, indicating an exceptionally high level of competency in practicing occupational health measures. They strongly agree that they are exceptionally competent in maintaining health and safety standards in the workplace. This self-assessment corresponds with the designation of “Strongly Agree” and “Exceptionally Competent.”

Overall, the self-assessment of senior high school students on their basic competencies is highly competent. They perceive themselves as highly competent in key areas relevant to their future careers, including workplace communication, teamwork, professionalism, and occupational health. According to Ugalde (2024), as students prepare to enter today's workforce, they must develop global competency as well as the capacity to engage and collaborate with people from a variety of backgrounds. This positive self-perception suggests that they feel well-prepared to enter the workforce and succeed in various professional environments.

Table 4. The Assessment Results of the Senior High School Trainers on their students’ basic competencies

BASIC COMPETENCIES	MEAN	SD	DESCRIPTION	INTERPRETATION
A. Participate in workplace communication	4.10	0.25	Agree	Highly Competent
B. Work in a team environment	4.22	0.30	Strongly Agree	Exceptionally Competent
C. Practice career professionalism	4.26	0.35	Strongly Agree	Exceptionally Competent
D. Practice occupational health	4.24	0.34	Strongly Agree	Exceptionally Competent

Total 4.21 0.07 Strongly Agree Exceptionally Competent

Table 4 showed the assessment results of the senior high school trainers on students' basic competencies. It can be observed that on the first competency “Participate in workplace communication”, the trainers rated their students at with a mean of 4.10, indicating a high level of competency in participating in workplace communication. The assessment suggests that trainers perceive their students as highly

competent in effectively engaging in communication within professional settings. This assessment aligns with the designation of “Agree” and “Highly Competent”. On the second competency, “Work in a team environment”, the trainers rated their students with a mean of 4.22, indicating an exceptionally high level of competency in working within a team environment. The assessment reflects trainers' belief that their students excel in collaborating with others to achieve common objectives. This assessment corresponds with the designation of “Strongly Agree” and “Exceptionally Competent”. On third competency “Practice career professionalism”, the trainers rated their students with a mean of 4.26, indicating an exceptionally high level of competency in practicing career professionalism. The assessment suggests that trainers perceive their students as exceptionally competent in demonstrating professionalism in various career-related contexts. This assessment aligns with the designation of “Strongly Agree” and “Exceptionally Competent”. On the fourth competency, “Practice occupational health”, the trainers rated their students with a mean of 4.24, indicating an exceptionally high level of competency in practicing occupational health measures. The assessment reflects trainers' belief that their students strongly adhere to health and safety standards in the workplace. This assessment corresponds with the designation of “Strongly Agree” and “Exceptionally Competent”.

Overall, the assessment results of senior high school trainers on their senior high students' basic competencies is exceptionally competent. Trainers perceive their students as exceptionally competent in key areas essential for success in their future careers, including workplace communication, teamwork, career professionalism, and occupational health. This positive assessment suggests that trainers have confidence in their students' preparedness to enter the workforce and excel in various professional settings. Effective trainers are constantly practicing and developing skills that improve their grasp of learner and organizational needs. They recognize that the more they demonstrate these characteristics, the better prepared they will be to offer training with accuracy and engagement, create an active learning environment, include contemporary learning trends, and so on (Pavlou, 2023).

Table 5. The Assessment Results of the Work Immersion Supervisors on the students' basic competencies

BASIC COMPETENCIES	MEAN	SD	DESCRIPTION	INTERPRETATION
A. Participate in workplace communication	4.10	0.33	Agree	Highly Competent
B. Work in a team environment	4.17	0.28	Agree	Highly Competent
C. Practice career professionalism	4.29	0.40	Strongly Agree	Exceptionally Competent
D. Practice occupational health	4.39	0.42	Strongly Agree	Exceptionally Competent
Total 4.24 0.13 Strongly Agree Exceptionally Competent				

Table 5 showed the assessment results of the work immersion supervisors on students basic competencies. It can be observed that on the first competency, “Participate in workplace communication”, the supervisors rated students with a mean of 4.10, indicating a high level of competency in participating in workplace communication. This assessment suggests that supervisors perceive students as highly competent in effectively engaging in communication within professional settings. The designation of “Agree” and “Highly Competent” aligns with this assessment. On the second competency, “Work in a team environment”, the supervisors rated students with a mean of 4.17, indicating a high level of competency in working within a team environment. This assessment reflects supervisors’ belief that students excel in collaborating with others to achieve common objectives. The designation of “Agree” and “Highly Competent” corresponds with this assessment. On the third competency, “Practice career professionalism”, the supervisors rated students with a mean of 4.29 indicating an exceptionally high level of competency in practicing career professionalism. This assessment suggests that supervisors perceive students as exceptionally competent in demonstrating professionalism in various career-related contexts. The designation of “Strongly Agree” and “Exceptionally Competent” aligns with this assessment. On the fourth competency, “Practice occupational health” the supervisors rated students with a mean of 4.39, indicating an exceptionally high level of competency in practicing occupational health measures. This assessment reflects supervisors’ belief that students strongly adhere to health and safety standards in the workplace. The designation of “Strongly Agree” and “Exceptionally Competent” corresponds with this assessment.

Overall, the assessment results indicate that work immersion supervisors have a positive perception of students’ basic competencies during work immersion. Supervisors view students as exceptionally competent in key areas essential for success in their future careers, including workplace communication, teamwork, career professionalism, and occupational health. This positive assessment suggests that supervisors have confidence in students’ capabilities in the workforce that would excel in various professional settings. It is important that students and workplace supervisors work together to set common goals and desired results arising from the work placement experience (Peach, D. & Ruinard, Elizabeth & Webb, F.,2014).

Table 6. The Senior High School Trainers Responses on their preparation for students

QUESTION	RESPONSES	
WHAT PREPARATIONS DID THE SENIOR HIGH SCHOOL TRAINER OR THE SCHOOL	SENIOR HIGH SCHOOL TRAINER 1: “The school prepared pre-immersion training for the students and oriented them the needed values and skills they should possess based from the ethical standards”	
	SENIOR HIGH SCHOOL TRAINER 2: “Before the students sent to their assigned work immersion establishments we conducted a seminar (safety and SOP) and orientation”	
	SENIOR HIGH SCHOOL TRAINER 3: “The preparations that senior high school trainer or the schools are as follows:	
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="560 1971 1409 2016"> <ul style="list-style-type: none"> • Pre-immersion activities </td> </tr> <tr> <td data-bbox="560 2016 1409 2056"> 1. Crafting of resume/biodata </td> </tr> </table>	<ul style="list-style-type: none"> • Pre-immersion activities
<ul style="list-style-type: none"> • Pre-immersion activities 		
1. Crafting of resume/biodata		

MAKE TO PREPARE THE STUDENTS FOR WORK IMMERSION?	2. Crafting of application letter
	3. undergo mock job interview
	B. Work Immersion Interview
	1. Grooming and Hygiene
	1.1 Personality Development
	2. Expected work behavior
	2.1 Punctuality
	2.2 Courtesy
	3. Work Ethics
	3.1 Human Relations
	3.2 Industry (Work Dedication)
	3.3 Competence
	3.4 Communication : Written/Oral
	4. Work Safety
	5. Rights, Duties and Responsibilities
6. Confidentiality and Intellectual Property Rights	
7. Conflict Resolutions and Teamwork	
8. Work Immersion Rules and Regulations”	

Table 6 showed the trainers’ responses about the preparation for the students before their work immersion. The preparations made by the senior high school trainers and schools for students before letting them embark on work immersion appear to be comprehensive and focused on equipping students with the necessary skills and knowledge for success in the workplace.

Pre-immersion Training and Orientation: The schools conducted pre-immersion training and orientation sessions for the students. These sessions aimed to instill the values and skills needed for work immersion, aligning with ethical standards and providing an overview of what to expect during the immersion experience.

Safety Seminar and SOP Orientation: Trainers conducted seminars focusing on safety procedures and standard operating procedures (SOP) relevant to the students' assigned work immersion establishments. This ensured that students were aware of safety protocols and understood how to conduct themselves according to established procedures.

Pre-immersion Activities: Trainers organized various pre-immersion activities to prepare students for the work environment. These activities included crafting resumes and application letters, as well as undergoing mock job interviews to enhance their job application skills.

Work Immersion Interview Preparation: Students received preparation for work immersion interviews, which covered grooming and hygiene, personality development, expected work behavior (such as punctuality and courtesy), work ethics (including human relations, dedication, competence, and communication skills), work safety, rights, duties, responsibilities, confidentiality, intellectual property rights, conflict resolution, teamwork, and understanding work immersion rules and regulations.

Overall, the preparations made by the senior high school trainers and schools indicate a proactive approach to ensuring that students are adequately equipped and prepared for their work immersion experiences. By providing comprehensive training, orientation, and support, the trainers and schools are helping students develop the skills, attitudes, and knowledge necessary for success in the workplace,

thereby enhancing their overall work immersion experience and future career prospects. Seminars, and presentations are incredibly valuable to students since they allow them to analyze, keep up with current events, understand concepts, and expand their network (Arya College, 2023).

Table 7. The Paired sample t-test result

Paired Samples Test		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Supervisors Assessment on Students - Trainers Assessment on Students	.03250	.08500	.04250	-.10275	.16775	.765	3	.500

Table 7 showed the paired sample t-test result. The assessments of supervisors and trainers on students basic competencies did not elicit a statistically significant difference, $t(3)=.765, p>0.05, d=3.82$. Overall, a paired sample t-test was used to determine whether there was a statistically significant difference between the supervisors and trainers assessment on students' basic competencies. There were no outliers detected from the edge of the box plot. The assumption of normality was not violated, as assessed by Shapiro-Wilk's test ($p=.631$). The assessments between supervisors and trainers on students' basic competencies did not elicit a statistically significant difference, $t(3)=.765, p>0.05, d=3.82$. The mean difference was more than 0.05 ($p=.500$). Therefore the null hypothesis will not be rejected.

Figure 1. The pre-immersion training framework



Figure 1 illustrates the pre-immersion training framework, which consists of five stages.

In the first stage, we introduce the pre-immersion training framework and basic competencies. This stage focuses on the first basic competency: "participate in workplace communication," covering effective communication skills through a workshop.

The second stage centers on the second basic competency: "work in a team environment," featuring team-building and conflict resolution workshops.

The third stage addresses the third competency: "practice career professionalism," with a workshop on professional and work ethics, as well as workplace etiquette and grooming.

The fourth stage is dedicated to the fourth competency: "practice occupational health," including workshops on occupational health and safety practices, along with first-aid training.

Finally, the fifth stage focuses on activities such as mock job interviews and resume writing. During this stage, participants will also receive feedback on their overall performance during the training to assess their readiness.

Table 8. The sample program format for pre-immersion training

DAY 1: Introduction and Basic Competencies
Morning Session:
Introduction to Work Immersion Program (1 hour)
Icebreaker Activity: Getting to Know Each Other (30 minutes)
Overview of Basic Competencies (1 hour)
Group Discussion: Importance of Basic Competencies in the Workplace (1 hour)
Afternoon Session:
Workshop 1: Effective Communication Skills (2 hours)
Role-Playing Exercise: Workplace Communication Scenarios (1 hour)
Reflection and Feedback Session (30 minutes)
DAY 2: Teamwork and Collaboration
Morning Session:
Workshop 2: Team-building Activities (2 hours)
Group Exercises: Problem-solving and Decision-making (1 hour)
Case Study Discussion: Successful Teamwork Examples (1 hour)
Afternoon Session:
Workshop 3: Conflict Resolution Strategies (2 hours)
Role-Playing Exercise: Resolving Workplace Conflicts (1 hour)
Reflection and Feedback Session (30 minutes)

DAY 3: Professionalism and Work Ethics
Morning Session:
Workshop 4: Professionalism and Work Ethics (2 hours)
Presentation: Importance of Professionalism in the Workplace (1 hour)
Group Discussion: Ethical Dilemmas in Work Settings (1 hour)
Afternoon Session:
Workshop 5: Workplace Etiquette and Grooming (2 hours)
Role-Playing Exercise: Demonstrating Professionalism in Various Scenarios (1 hr)
Reflection and Feedback Session (30 minutes)

DAY 4: Occupational Health and Safety
Morning Session:
Workshop 6: Occupational Health and Safety Practices (2 hours)
Presentation: Importance of Workplace Safety (1 hour)
Group Activity: Identifying Workplace Hazards (1 hour)
Afternoon Session:
Workshop 7: First Aid Training (2 hours)
Role-Playing Exercise: Responding to Workplace Emergencies (1 hour)
Reflection and Feedback Session (30 minutes)

DAY 5: Interview Preparation and Final Review
Morning Session:
Workshop 8: Resume Writing and Interview Skills (1 hours)
Mock Interview Sessions (3 hours)
Afternoon Session:
Individual Feedback Sessions with Trainers (2 hours)
Final Review and Preparation for Work Immersion (1 hour)
Closing Ceremony and Certificate Distribution (1 hour)

Table 8 showed the proposed pre-immersion training framework for senior high school students. This table outlines a comprehensive five-day pre-immersion training framework designed to prepare students for their work immersion experience.

Day 1: Introduction and Basic Competencies

Morning Session: Introduces participants to the Work Immersion Program, breaks the ice with a getting-to-know activity, provides an overview of basic competencies, and facilitates a group discussion on their importance.

Afternoon Session: Focuses on effective communication skills through a workshop, practical application with role-playing exercises, and concludes with reflection and feedback.

Day 2: Teamwork and Collaboration

Morning Session: Conducts team-building activities, group exercises for problem-solving and decision-making, and discussions on successful teamwork examples.

Afternoon Session: Explores conflict resolution strategies through a workshop, role-playing exercises, and concludes with reflection and feedback.

Day 3: Professionalism and Work Ethics

Morning Session: Addresses professionalism and work ethics through a workshop, presentation on their importance, and group discussions on ethical dilemmas.

Afternoon Session: Focuses on workplace etiquette and grooming with a workshop, role-playing scenarios, and concludes with reflection and feedback.

Day 4: Occupational Health and Safety

Morning Session: Covers occupational health and safety practices with a workshop, presentation on workplace safety importance, and a group activity identifying workplace hazards.

Afternoon Session: Provides first aid training through a workshop, role-playing exercises for emergency response, and concludes with reflection and feedback.

Day 5: Interview Preparation and Final Review

Morning Session: Prepares participants for interviews with resume writing and interview skills workshop, followed by mock interview sessions.

Afternoon Session: Conducts individual feedback sessions with trainers, final review, and preparation for work immersion, culminating in a closing ceremony and certificate distribution.

This pre-immersion training framework aims to equip senior high school students with essential skills, knowledge, and attitudes necessary for a successful work immersion experience. Each day's activities are designed to be interactive, practical, and reflective, allowing participants to learn, practice, and receive feedback on key competencies relevant to the workplace. According to Meng-Jung Tsai, An-Hsuan Wu, Ching-Yeh Wang (2022), While pre-training is believed to aid students in recalling existing knowledge and reducing intrinsic cognitive load in the manner of performing tasks without searching for relevant resources, it can also indicate to learners that subsequent tasks are related to the pre-training material, allowing students to focus on relevant information during the task.

4. Conclusions

1. The findings highlight the crucial importance of pre-immersion training in improving outcomes across multiple areas. Data analysis reveals that those who attended pre-immersion training showed significantly higher levels of competence, adaptability, and performance than those who did

not get such preparation. This points out the need for a systematic framework in effectively preparing students for work immersion.

2. By integrating the basic competencies as well as the most essential learning competencies in their work immersion subject, the framework attempts to provide the senior high school students with the skills, knowledge, and behavior required to effectively navigate and excel in work immersion. As a result, the development of the pre-immersion training framework responds strategically to the stated need for complete preparation, ultimately encouraging better outcomes and maximizing the potential benefits of immersion experiences.

5. Recommendations

In light of the aforementioned findings and conclusions drawn from the study, the following recommendations are presented for consideration:

1. The Department of Education, especially in Technical-Vocational and Livelihood, should take into consideration the usefulness of the formulated pre-immersion training framework to help the senior high school students' readiness for work immersion.
2. The senior high school trainers should consider implementing and integrating their own ideas to improve the pre-immersion training framework.
3. Future researchers should conduct similar studies with an increased number of respondents to indicate the best result of the study.

6. Acknowledgement

I would like to express my heartfelt gratitude to all those who helped me complete my thesis. First and foremost to our Almighty God, who gave me sustenance, strength, and courage to finish this thesis. Enrolling in a master's degree is a leap of faith. The greatest credit belongs to Him. My gratitude extends to my adviser and panel members for their invaluable guidance and insight. I'm also grateful to my family and colleagues for their constant encouragement. Lastly, to the senior high school trainers who gave their support during data gathering: Their efforts and contributions are very much appreciated.

7. References

1. Ador, Zohail & Banaag, Hyacinth & Bombio, Claire & Consignado, Daphne & Quinay, Marjanna & Santos, Justin. (2023). Exploring the Work Immersion Experiences of Grade 12 STEM Students in a Local Science Integrated High School: A Narrative Research. *East Asian Journal of Multidisciplinary Research*. 2. 3053-3078. 10.55927/eajmr.v2i7.4989.
2. Arya College. (2023). IMPORTANCE OF SEMINARS, WORKSHOPS, AND PRESENTATIONS IN STUDENTS' LIFE. Retrieved from: <https://www.aryacollege.org/resources/importance-for-workshop-and-seminar-in-student-life>
3. Avelino, J. (2022). 10 Safety Topics for Work. Retrieved from: <https://www.edapp.com/blog/safety-topics-for-work/>
4. Beus, J. M., McCord, M. A., & Zohar, D. (2016). Workplace safety: A review and research synthesis. *Organizational Psychology Review*, 6(4), 352-381. <https://doi.org/10.1177/2041386615626243>
5. Bleich, C. (n.d) 15 Safety Training Topics for Your Workplace (and Free Courses!). Retrieved from: <https://www.edgepointlearning.com/blog/employee-safety-training->
6. Borling, K., lozarito, N., Lagdamen, Q., Fegarido, J., & Besa, A. (2022). Implementation of Work

- Immersion and Its Effects on the Social Development of Senior High School Graduates.3
7. Brown, D. (2019). What Is Workplace Safety?. Retrieved from: <https://smallbusiness.chron.com/workplace-safety-43459.html>
 8. Carayon, P., Hancock, P., Leveson, N., Noy, I., Sznelwar, L., & van Hootehem, G. (2015). Advancing a sociotechnical systems approach to workplace safety--developing the conceptual framework. *Ergonomics*, 58(4), 548–564. <https://doi.org/10.1080/00140139.2015.1015623>
 9. Chatterjee, Prof.(Dr.)Subhasish & Roy, Banibrata. (2014). COMPARATIVE STUDY OF HEALTH AND SAFETY AWARENESS PROCESS WITH REFERENCE TO THE LARGE, MIDDLE AND SMALL SCALE INDUSTRY. *International Journal Of Marketing, Financial Services & Management Research*. Vol.3 (10).
 10. Curaraton, Ethel & Latonio, Guadalupe & Latonio, Rhett & Acut, Dharel. (2019).Work immersion performance appraisal and evaluation of Grade 12 STEMstudents in science and technology-based industries 13140/RG.2.2.13585.99682.
 12. Coursera (2023). Why Is Workplace Communication Important? And How to Improve It. Retrieved from:<https://www.coursera.org/articles/workplacecommunication?fbclid=IwAR0r6LW9TMVgBasV4ugglNwUNI2hSK1SRiSoHgbhfFJaF01epthFc0CII2Y>
 13. Dhikale, P. T., Shrivastava, S. R., & Srinivasan, S. (2020). Perspectives about Professionalism among Undergraduate Students in a Medical College in India: A Qualitative Study. *Indian journal of community medicine : official publication of Indian Association of Preventive & Social Medicine*, 45(2), 230–234. https://doi.org/10.4103/ijcm.IJCM_238_19
 14. Erdil, A. (2022). The Importance of Workplace- Occupational Safety in the Perspective of Enterprise Sustainable Development and Performance. *European Journal of Science and Technology*, (42), 88-99
 15. Espiritu, R. ., Baylin, R. J. ., Malbas, J. M. ., Rabino, C. S. ., Cleofas, J. ., Palting, R. ., & Bernales, G. .
 16. (2020). Impacts of Work Immersion on Future Employment on Selected Grade 12 General Academic Strand Students of Bestlink College of the Philippines, S.Y. 2019–2020.
 17. Gallimore (2023). Importance of effective communication in the workplace. Retrieved from: <https://www.outsourceaccelerator.com/articles/effective-communication/>
 18. Griffin, M. A., & Neal, A. (2000). Perceptions of safety at work: A framework for linking safety climate to safety performance, knowledge, and motivation. *Journal of Occupational Health Psychology*, 5(3), 347–358. <https://doi.org/10.1037/1076-8998.5.3.347>
 19. Hayes, B. E., Perandan, J., Smecko, T., & Trask, J. (1998). Measuring perceptions of workplace safety: Development and validation of the Work Safety Scale. *Journal of Safety Research*, 29(3), 145– 161. [https://doi.org/10.1016/S0022-4375\(98\)00011-5](https://doi.org/10.1016/S0022-4375(98)00011-5)
 20. Herrity (2022). Guide to Professionalism in the Workplace. Retrieved from: https://www.indeed.com/career-advice/career-development/the-ultimate-guide-to-professionalism?fbclid=IwAR3j_Gfmw2Rgx5u8Ihsnb7ckDZErWcsK1mN5qFcdB96uQqOoQyvUqQM8axA
 21. Hoque Z, Gadag V, Sarkar A. A Study of the Effectiveness of Workplace Health and Safety Program mes in a University Setting in Canada. *Indian J Occup Environ Med*. 2022 Apr-Jun;26(2):70-77.
 22. Indeed Editorial Team (2022). Why Professionalism Is Important in Every Aspect of Work. Retrived

- Retrieved from: https://www.indeed.com/career-advice/career-development/why-is-professionalism-important?fbclid=IwAR3j_Gfmw2Rgx5u8Ihsnb7ckDZErWcsK1mN5qFcdB96uQqOoQyvUqQM8aA
23. International Labour Organization. (n.d). Safety and health at work in the Philippines. Retrieved from: <https://www.ilo.org/manila/areasofwork/safety-and-health-at-work/lang-->
 24. Jonathan, G.K., & Mbogo, R.W. (2016). Maintaining Health and Safety at Workplace: Employee and Employer's Role in Ensuring a Safe Working Environment. *Journal of Education and Practice*, 7, 1-7.
 25. Kashyap, V. (2021). Effective Communication in the Workplace: How and Why?. Retrieved from: https://www.spiceworks.com/hr/engagement-retention/guest-article/effective-communication-in-the-workplace-how-and-why/?fbclid=IwAR3mr5UUBA2gvda_xOCUzAuf3QFjufLxH48e2gql284AtAb70LzlSY-ZUc
 26. Martic K. (2023). The Importance of Communication in the Workplace (& How to Do It Right).
 27. Retrieved from: <https://haiilo.com/blog/communication-in-the-workplaceimportance/>
 28. McCall (2019). Student to student: Professionalism is a vital skill to display in the workplace. Retrieved from: <https://news.illinoisstate.edu/2019/04/student-to-student-professionalism-is-a-vital-skill-to-display-in-the-workplace/?fbclid=IwAR1qvTFM3hEw33xSbkvFIIukqkTURc4te9voERt0jXV4LFC73A3ZTRwdsf4>
 29. Morgan (2018). Why Every Employee At Your Company Should Communications Training. Retrieved from: <https://www.forbes.com/sites/blakemorgan/2018/01/24/>
 30. Muzamwese, T.C. (2019). EFFECTIVE COMMUNICATION AND AWARENESS FOR SAFETY, HEALTH, ENVIRONMENT AND QUALITY MANAGEMENT (SHEQ) SYSTEMS. Retrieved from: <https://www.linkedin.com/pulse/effective-communication-awareness-safety-health-sheq-muzamwese>
 31. Noor, Roshanira & Demong, Rochin. (2017). The Awareness Level of the Safety and Health of the Operational Level. *ADVANCES IN BUSINESS RESEARCH INTERNATIONAL JOURNAL*. 3. 42. 10.24191/abrij.v3i1.10036.
 32. Online Safety Trainer. (n.d). The Importance of Safety Awareness for New Employees in the Workplace. Retrieved from: <https://www.onlinesafetytrainer.com/the-importance-of-safety-awareness-for-new-employees-in-the-work>
 33. Pavlou, C. (2023). Which are the essential qualities of a good trainer?. Retrieved from: <https://www.talentlms.com/blog/core-qualities-exceptional-trainer/>
 34. Peach, D. & Ruinard, Elizabeth & Webb, F.. (2014). Feedback on student performance in the workplace: The role of workplace supervisors. *Asia-Pacific Journal of Cooperative Education*. 15. 241-252.
 35. Putra, E. D., Cho, S., & Liu, J. (2017). Extrinsic and Intrinsic Motivation on Work Engagement in the Hospitality Industry: Test of Motivation Crowding Theory. *Tourism and Hospitality Research*, 17, 228-241. <https://doi.org/10.1177/1467358415613393>
 36. Ramli, Faiqah & Mokhtar, Siti & Jamaluddin, Mohd haizal & Harun, Muhammad & Mat Salim, Muhammad Aizi & Lokman, Muhammad & Zailan, Abdul & Md.Yunus, Norhidayah & Nor, Nurshaidatul. (2020). Awareness Among Students and Staff on Occupational Safety and Health (OSH) in Universiti Teknologi Malaysia. 10.2991/assehr.k.200921.003.

37. Roble, D. M. L. (2023). Competency Level, Employers' Expectations and Work Immersion Performance of Senior High School Technical-vocational and Livelihood (TVL) Students. *Asian Journal on Perspectives in Education*, 2. Retrieved from <https://ajpe.feu.edu.ph/index.php/ajpe/article/view/7657>
38. Rozlina, md & M Shaharoun, Awaluddin & Hamid, Syed & Norhayati, Zakuan. (2013). Exploratory Analysis of Ergonomics Importance at Workplace and Safety Culture Amongst Occupational Safety and Health Practitioners. 10.1007/978-94-007-6190-2_8
39. Sowmiya, S. & Suji, U., (2022). A Study on Workplace Safety Awareness Among the Employees in One of The Leading Hospitals in Coimbatore. *IJRASET*.
40. Tims, C. (2022). Is Safety Awareness Really That Important?. Retrieved from: <https://www.ehsinsight.com/blog/is-safety-awareness-really-that-important/>
41. Spencer, G. (2023). Top 5 Technical Vocational Livelihood Track – TVL Strands Courses. Retrieved from: <https://philpad.com/tvl-strands/>
42. TESDA. (2019). TESDA, DEPED BOLSTER TECH-VOC IN BASIC EDUCATION CURRICULUM. Retrieved from: <https://www.tesda.gov.ph/Gallery/Details/10313?fbclid=IwAR3Ac9stUv>
43. Ugalde, V. & Singmaster, H. (2024). How These Students Are Getting Ready for a Global Workforce. Retrieved from: <https://digitalpromise.org/2024/02/15/how-these-students-are-getting-ready-for-a-global-workforce/>
44. Uzuntarla F, Kucukali S, Uzuntarla Y. An analysis on the relationship between safety awareness and safety behaviors of healthcare professionals, Ankara/Turkey. *J Occup Health*. 2020 Jan;62(1):e12129. doi: 10.1002/1348-9585.12129. PMID: 32573064; PMCID: PMC7308796.
45. Warwick, L. (2023). How to effectively raise employees' awareness of safety at work. Retrieved from: <https://www.manutan.co.uk/blog/health-safety/how-to-effectively-raise-employees-awareness-of-safety-at-work/>
46. Williams, T. (2021). Why Is Quantitative Research Important?. Retrieved from: <https://www.gcu.edu/blog/doctoral-journey/why-quantitative-research-important>
47. Zambas (2021). The Importance of Effective Communication in the Workplace. Retrieved from: https://www.careeraddict.com/the-importance-of-effective-communicationintheworkplace?fbclid=IwAR0HWJuI2YRBQfEi5l_PLhFqEmex6sOa_NarScwz7sdSOZYiWVYvdkH84c