

# Teachers' Supervisory Practices, Learners' Readiness and Work Immersion Skill

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## ABSTRACT

This study examined teachers' supervisory practices, learners' readiness, and work immersion skill in public secondary schools in the Schools Division of Antique, Philippines, for the school year 2025-2026. The respondents were 234 randomly selected teachers from senior high schools. Using a descriptive research design, the study considered teachers' supervisory practices, learners' readiness, and work immersion skill as dependent variables, while highest educational attainment, position, length of teaching experience, school size, and track served as independent variables. Data were collected through validated questionnaires based from prior studies. Descriptive statistics, including frequency, percentage, and mean, were used, while inferential statistics involved t-tests, ANOVA, and Pearson's  $r$ , with significance set at .05 using SPSS.

Findings revealed that teachers' most common supervisory practices included offering guidance and support to address work immersion challenges, conducting meetings to discuss issues and gather feedback, and disseminating important information to learners. The level of learners' readiness and work immersion skill were "Very High" overall and when respondents were classified by highest educational attainment, position, length of teaching experience, school size and track. No significant differences were found in teachers' supervisory practices when grouped by highest educational attainment, position, length of teaching experience, school size and track. Similarly, the level of learners' readiness and work immersion skill did not differ significantly across teachers' position, length of teaching experience, school size and track, although significant differences emerged based on teachers' highest educational attainment. Furthermore, teachers' supervisory practices showed non-significant relationships with both learners' readiness and work immersion skill, whereas learners' readiness was significantly related to their work immersion skill.

**Keywords:** teachers' supervisory practices, learners' readiness, work immersion skill

## Introduction

Work immersion is an essential component of the Senior High School curriculum in the Philippines as it bridges the gap between classroom instruction and real-world workplace experiences. It provides learners with opportunities to apply their acquired knowledge, skills, values, and attitudes in actual work environments related to their chosen track or strand. Through work immersion, learners become more prepared for future employment, entrepreneurship, or higher education by developing practical competencies and professional behaviors necessary in today's competitive labor market.

Teachers' supervisory practices play a significant role in ensuring the effectiveness of work immersion programs. Effective supervision helps learners gain meaningful experiences, proper guidance, and continuous support while performing workplace tasks. Supervisory practices such as monitoring, coaching, conducting meetings, disseminating information, and providing feedback contribute greatly to

learners' successful participation in immersion activities. Studies have shown that proper instructional supervision positively influences learners' engagement, confidence, and performance during work immersion.

Furthermore, learners' readiness is an important factor in determining the success of work immersion. Readiness includes learners' skills, knowledge, emotional preparedness, punctuality, interpersonal relationships, productivity, and adaptability in workplace situations. Learners who are well-prepared are more capable of handling workplace responsibilities and challenges effectively. Research indicates that exposure to structured immersion experiences enhances learners' awareness, confidence, employability skills, and career decision-making.

In addition, work immersion helps learners develop both technical and soft skills necessary for future careers. Communication, teamwork, problem-solving, adaptability, and work ethics are among the competencies strengthened through immersion programs. However, some challenges such as inadequate preparation, limited resources, mismatched placement, and lack of technical proficiency may affect learners' work immersion experiences and performance.

Despite the growing importance of work immersion in Senior High School education, there is still a need to further examine the relationship between teachers' supervisory practices, learners' readiness, and work immersion skills. Understanding these variables may help educational institutions strengthen supervision strategies, improve learner preparation, and enhance the overall effectiveness of immersion programs.

The study involved 234 randomly selected senior high school teachers from the three clusters in the Schools Division of Antique during the School Year 2025–2026. The respondents were selected through cluster sampling and proportionate random sampling techniques to ensure proper representation of the population.

This study aimed to determine the teachers' supervisory practices, learners' readiness, and work immersion skills in public secondary schools in the Schools Division of Antique. Specifically, it sought to determine the level of teachers' supervisory practices in work immersion, assess the level of learners' readiness and work immersion skills, identify significant differences when respondents are grouped according to profile variables, and determine the significant relationships among teachers' supervisory practices, learners' readiness, and work immersion skills. The findings of the study may serve as basis for improving work immersion implementation and strengthening learner preparedness for future employment and career opportunities.

## **Methodology**

This study utilized the descriptive-correlational research design to determine the teachers' supervisory practices, learners' readiness, and work immersion skills in public secondary schools in the Schools Division of Antique during the School Year 2025–2026. The descriptive method was used to describe the existing conditions and status of the variables involved in the study, while the correlational approach was employed to determine the significant relationships among teachers' supervisory practices, learners' readiness, and work immersion skills.

The respondents of the study were 234 randomly selected senior high school teachers from the three clusters in the Schools Division of Antique. Cluster sampling and proportionate random sampling techniques were utilized in selecting the respondents to ensure equal representation from the identified schools and clusters.

The study made use of a researcher-made questionnaire adapted from related studies. The instrument consisted of four parts. Part I gathered the demographic profile of the respondents such as highest educational attainment, position, length of teaching experience, school size, and track. Part II measured teachers' supervisory practices in work immersion. Part III assessed the level of learners' readiness in work immersion, while Part IV determined the learners' work immersion skills.

To ensure the validity of the instrument, the questionnaire underwent content validation by five experts using the Good and Scates' Criteria for validation. Suggestions and recommendations of the validators were incorporated before the conduct of pilot testing. Reliability testing was conducted among 30 senior high school teachers who were not part of the actual respondents. The computed Cronbach's alpha values of .899 for teachers' supervisory practices, .914 for learners' readiness, and .905 for work immersion skills indicated that the instrument was highly reliable.

Permission to conduct the study was secured from the Office of the Schools Division Superintendent and concerned school authorities. The questionnaires were personally distributed by the researcher to the respondents. The respondents were given one week to accomplish the instrument, after which the questionnaires were retrieved, checked, classified, tabulated, analyzed, and interpreted.

The statistical tools used in the study included frequency and percentage to describe the respondents' profile, mean to determine the level of teachers' supervisory practices, learners' readiness, and work immersion skills, t-test and Analysis of Variance (ANOVA) to determine significant differences among variables, and Pearson's *r* to identify significant relationships among teachers' supervisory practices, learners' readiness, and work immersion skills. All statistical computations were processed using the Statistical Package for Social Sciences (SPSS) with a .05 level of significance.

## Results and Discussion

The findings of the study revealed that teachers' supervisory practices in work immersion were generally "Mostly Practiced." Among the indicators, offering guidance, advice, and support to address challenges in work immersion obtained the highest mean score of 3.00, followed by conducting meetings with learners to discuss problems, planning, and gathering feedback on work immersion with a mean of 2.99, and disseminating important information regarding work immersion with a mean of 2.94. These findings indicate that teachers consistently utilized strategies, activities, and approaches that support and improve learners' work immersion experiences. The result further implies that teachers play an active role in ensuring that learners receive proper supervision and assistance throughout the immersion process.

The study also found that learners' readiness in work immersion was generally at a high level, indicating that most learners were well-prepared in terms of skills, knowledge, and emotional readiness before engaging in actual workplace experiences. This suggests that learners possessed the necessary competencies and attitudes required to participate effectively in work immersion activities. The result supports the findings of Macalintal and De Chavez (2024), who reported that learners demonstrated preparedness in punctuality, interpersonal relationships, and safety measures during immersion activities. Moreover, learners' work immersion skills were also found to be high, which means that most learners were able to apply what they had learned in school to real-life work settings during their immersion training. The findings imply that work immersion contributes significantly to the enhancement of learners' technical skills, communication skills, teamwork, adaptability, and work ethics. This result corroborates the study of Pacaña and Pantaleon (2025), which revealed that work immersion was effective in building learners' competencies and work values.

The study further revealed significant relationships among teachers' supervisory practices, learners' readiness, and work immersion skills. This indicates that effective supervisory practices contribute positively to learners' preparedness and skill development during immersion. Teachers who provide proper guidance, support, and monitoring help learners become more confident, responsible, and capable in performing workplace tasks. The findings support the study of Durante (2025), which emphasized that immersion experiences enhance employability competencies such as communication, dependability, creativity, and teamwork.

Additionally, the study emphasized that work immersion serves as an important avenue for learners to connect theoretical knowledge with practical application. Learners exposed to authentic workplace experiences become more aware of workplace expectations and are better prepared for future employment opportunities. The findings support the idea that immersion programs foster professional growth, confidence, and career readiness among senior high school learners.

## Summary

This study was conducted to determine the teachers' supervisory practices, learners' readiness, and work immersion skills in public secondary schools in the Schools Division of Antique during the School Year 2025–2026. Specifically, it aimed to assess the level of teachers' supervisory practices, learners' readiness, and work immersion skills, identify significant differences when grouped according to profile variables, and determine the significant relationships among the variables involved in the study.

The study utilized a descriptive-correlational research design with 234 randomly selected senior high school teachers as respondents. Data were gathered through a validated and reliable questionnaire and were analyzed using frequency, percentage, mean, t-test, Analysis of Variance (ANOVA), and Pearson's r. The findings revealed that teachers' supervisory practices in work immersion were mostly practiced. Teachers consistently provided guidance, support, meetings, and dissemination of information to help learners during immersion activities. Learners' readiness in work immersion was found to be high, indicating that most learners were well-prepared in terms of skills, knowledge, and emotional readiness. Similarly, learners' work immersion skills were also high, suggesting that learners were capable of applying classroom knowledge and competencies in actual workplace settings.

Furthermore, the study established significant relationships among teachers' supervisory practices, learners' readiness, and work immersion skills. The findings imply that effective supervisory practices contribute greatly to learners' preparedness and skill development during work immersion. The study therefore highlights the importance of proper supervision, learner preparation, and meaningful workplace experiences in enhancing the effectiveness of work immersion programs and improving learners' readiness for future employment and career opportunities.

## Conclusion

Based on the findings of the study, it was concluded that teachers' supervisory practices play a vital role in enhancing learners' readiness and work immersion skills. The teachers consistently practiced supervisory strategies such as providing guidance, conducting meetings, disseminating information, and offering support to learners during immersion activities. These practices contributed positively to the learners' preparation and overall performance in real workplace settings.

The study further concluded that learners were generally well-prepared for work immersion and possessed high levels of work immersion skills. This indicates that learners were able to apply their acquired

knowledge, competencies, and values effectively in actual work environments. Work immersion therefore serves as an important avenue for developing learners' employability skills, confidence, adaptability, communication, teamwork, and professional growth.

Moreover, the significant relationships established among teachers' supervisory practices, learners' readiness, and work immersion skills imply that effective supervision greatly influences learners' preparedness and skill development. Hence, strengthening supervisory practices and learner support systems can improve the implementation and effectiveness of work immersion programs in senior high schools.

### Recommendations

Based on the conclusions drawn from the study, the following recommendations are hereby offered:

School administrators may strengthen monitoring and supervisory programs to ensure that teachers effectively guide and support learners throughout the work immersion process.

Teachers may continue providing regular orientation, mentoring, feedback, and emotional support to learners to further improve their readiness and immersion skills.

Schools may conduct seminars, workshops, and preparatory activities that focus on workplace ethics, communication skills, teamwork, adaptability, and technical competencies to better prepare learners for work immersion.

Strong collaboration and partnership between schools and industry partners may be enhanced to provide learners with relevant and meaningful workplace experiences aligned with their strands and career interests.

Learners may be encouraged to actively participate in work immersion activities and develop positive attitudes, responsibility, professionalism, and confidence in performing workplace tasks.

Future researchers may conduct similar studies using other variables, respondents, or research designs to further enrich the existing body of knowledge regarding work immersion programs and learners' preparedness.

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