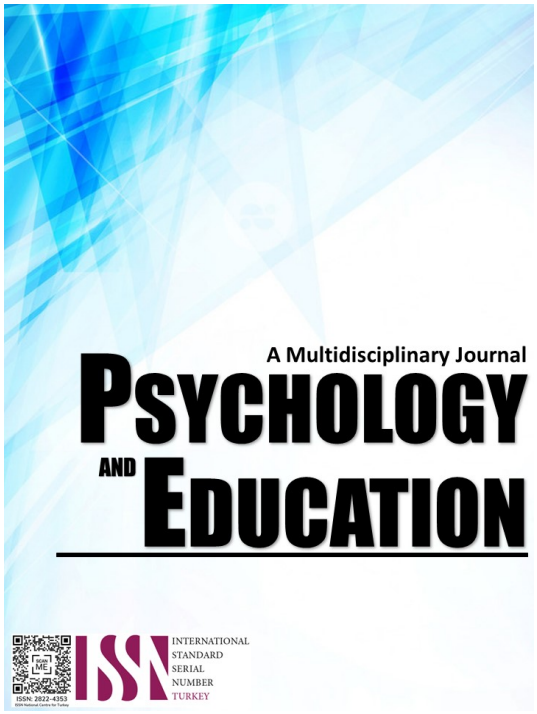
WORK IMMERSION SKILLS OF GRADE 12 TVL STUDENTS DURING THE PANDEMIC IN SANTA CRUZ NORTH CLUSTER, DIVISION OF MARINDUQUE: BASIS FOR INTERVENTION PROGRAM



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023
Volume: 8
Issue: 5
Pages: 589-604
Document ID: 2023PEMJ677
DOI: 10.5281/zenodo.7885160
Manuscript Accepted: 2023-05-02 08:56:34

Psych Educ, 2023, **8**(5): 589-604, Document ID: 2023PEMJ677, doi:10.5281/zenodo.7885160, ISSN 2822-4353

Research Article

Work Immersion Skills of Grade 12 TVL Students During the Pandemic in Santa Cruz North Cluster, Division Of Marinduque: Basis for Intervention Program

Lowellyn Peñarendonda*

For affiliations and correspondence, see the last page.

Abstract

The study aimed to evaluate the skills of grade 12 Technical-Vocational-Livelihood Students of Santa Cruz North Cluster in work immersion during pandemic. The performance of work immersion students was assessed in terms of technical skills, interpersonal skills, entrepreneurial skills, and behavioral skills. The study also determined problems encountered by the work immersion students regarding resources needed, workplace, and execution of skills. An investigation of the relationship between work immersion performance and problems faced by students during work immersion was also included. The TVL teachers and a team of specialists in the skills were among those who responded. In addition, there were fifty-four (54) Grade 12 work immersion students who acted as study participants. The study revealed that the work immersion program is effective, showing that students gained good performance ratings in technical, interpersonal, behavioral, and entrepreneurial skills. Hence, communication skills and entrepreneurial skills are the least mastered skills among students. The study also found that students encountered problems in the workplace, resource requirements, and skill execution. There was no significant association between skills and challenges in work immersion during the pandemic, according to data obtained by the computed p-value. As a result, the researcher did not reject the null hypothesis. Thus, there are still skills to be developed and challenges to be solved. The objective of education is to prepare graduates for the tasks they will perform on the job. These findings will eventually teach the curious minds of work immersion students what kind of workplace they expect after graduation.

Keywords: Technical Skills, Entrepreneurial Skills, Work Immersion Skills, Interpersonal Skill, Behavioral Skills

Introduction

Experiential learning is the most effective way to apply theoretical and academic knowledge. Practicing in the real world what is being taught in school will determine if students have learned and if that education can be considered lifelong learning. These things are the goals of work immersion. Work immersion paves the way to let the students experience the fundamental tasks, the real workplace, and the actual job outside the school premises.

In the Philippines, young unemployment continues to impede meaningful economic growth due to a mismatch between job requirements and skill sets, a lack of knowledge and skill development, and work experience. The Department of Education's (DepEd) K–12 Program has been created to address the issue. Students have an advantage in that they can start developing functional abilities in high school through the two additional years of senior high school. These two years were given to give students enough time to understand concepts and skills, foster lifelong learners, and prepare graduates for tertiary education, middle-level skill development, employment, and entrepreneurship. This will be the time for them to hone the necessary skills.

As stated in DepEd Order No. 30, s. 2017, one of the objectives of the K–12 program is to develop in learners the life and career skills, work ethic, and values appropriate to higher education and entering the world of work. Along with this, work immersion, a compulsory subject, has been incorporated into the curriculum. This subject will allow learners to become familiar with the workplace in employment situations and apply their competencies in areas of specialization or applied topics in authentic work environments. This curriculum consists of 80 hours of hands-on experience, letting the students train in their field of specialization.

Additionally, work immersion allows students to perceive their experiences as a chance to test them and use what they learned in a situation outside of the classroom. It is where they can not only put their prior training to use but also experience social interactions at work. As students transition from high school to the real world, they will learn various skills and values through their technical-based work immersion partner institutions.

In connection with the objectives of the K-12 program, in today's situation and assessment, industries do not just accept K-12 program graduates as their employees. They still needed higher credentials than those of graduates of senior high school. As a result, senators disagree on what the curriculum's goals

should be. They agreed that there is a need to review the curriculum. In the report of Ager (2022), some senators favor to K-12 review, counter part of it, Sotto wants to return to the old system if it is ineffective. Sotto stated that the K–12 system was ineffective. Employers are still looking for college graduates in businesses, and it is a sad fact. In these situations, there is a need for further validation of skills and assessment of students to determine whether they are ready to work or need further improvement through work immersion in the workplace.

In the previous years before COVID-19, all the Grade 12 students of the Santa Cruz North District, which consists of STEM, HUMSS, and TVL students, deployed to workplaces related to their strand. However, when the pandemic comes, activities are limited, and only certain age groups can leave their homes. Gatherings are controlled, and some activities are not allowed. For these reasons, the work immersion of the students was also limited. As a result, the Department of Education has put in place Guidelines for Work Immersion in Crisis Situations.

With the above scenario, in other strands, the school chose alternatives such as capstone and culminating activity as substitute subjects for work immersion since this subject is optional. STEM students will complete capstone subjects, while HUMSS students will complete a culminating activity. The primary goal of the track in Technical-Vocational-Livelihood is to hone skills. Thus, the implementation of Work Immersion becomes a compulsory subject for this track and is assumed to be affected in this scenario. However, learning should not stop even in a crisis; it is highly suggested in Regional Memorandum No. 276 s. 2020 Grade 12 TVL track, learners are prioritized to undergo Work Immersion while other tracks take other subjects and undergo Work Immersion when normal conditions resume.

Based on Regional Memorandum No. 276 (Section 2020), work immersion students can perform activities in all tracks in different schemes, including in-school, home-based, community-based, and school-based partnerships. In the activities cited, schools in the Santa Cruz North District that offered TVL track chose in-school training to secure the safety of the students. The learners shall perform their activities in school but will be monitored regularly by the work immersion teacher. This scheme depends on the materials, tools, or devices used to demonstrate their competencies. Luckily, some schools can provide some of the materials needed to perform the competencies. Guided by the learning competencies, the teacher and learners need to select the activities to be completed.

Due to several constraints, such as the availability of materials, the limited assistance of experienced people, and the willingness and interest of the students in the field and practicing skills in the actual workplace, there was a need to determine if the students could be competent in the skills that are needed in the workplace. Therefore, assessing the skills of work immersion students was a must to fill in the gaps. The researcher utilized a tool for measuring the technical, interpersonal, entrepreneurial, and behavioral skills needed in the workplace, which were anchored to the work immersion guidelines and curriculum.

Along with this significant context, the above-cited situations and reasons prompted the researcher to conduct this study to assess the skills of the work immersion students of Santa Cruz North during this pandemic. This will be the basis for addressing the identified least-mastered skills of work immersion students and enhancing these skills by proposing an intervention program.

Research Questions

This study aimed to assess the work immersion skills during the pandemic of Grade 12 TVL students in Santa Cruz North Cluster, Division of Marinduque. Specifically, it sought to answer the following questions:

1.What is the performance on the skills of the Work Immersion students during the pandemic as assessed by work immersion coordinators and a team of experts?
  1.1.technical skills;
  1.2.interpersonal skills;
    1.2.1.communication skills
    1.2.2.human relation skills
  1.3.behavioral skills; and
  1.4.entrepreneurial skills?
2.What are the problems encountered by the work immersion students in terms of the following?
  2.1. workplace;
  2.2. resources needed;and
  2.3. execution of skills?
3.Is there a significant relationship between the work immersion skills of Grade 12 TVL students and the problems they encountered during work immersion?
4.What intervention program could be proposed to address the least mastered Skills and problems encountered by work immersion students during pandemic?

Psych Educ, 2023, **8**(5): 589-604, Document ID: 2023PEMJ677, doi:10.5281/zenodo.7885160, ISSN 2822-4353
Research Article

Literature Review

.

Methodology

This section presents the research design, research locale, population and sample, research instrument, data gathering procedure, and statistical treatment of the study that were employed and utilized to interpret and analyze the data gathered.

Research Design

This study used descriptive research to describe the skills of work immersion students during the pandemic. The researcher assessed the level of competencies of Grade 12 TVL senior high school students in work immersion using a descriptive quantitative research method and an adopted assessment tool. Furthermore, the observation method was used to prove that the required skills were demonstrated by the work immersion students. The skills identified were technical skills, interpersonal skills, entrepreneurial skills, and behavioral skills. Problems encountered were also identified in terms of resources needed, workplace, and execution of skills. Correlational Analysis was used to determine the relationship between the problems encountered and the students' performance. This analysis was done to determine if there is a significant relationship between them. The adapted assessment tool served as a tool to measure the skills in work immersion and led to finding their strengths and weaknesses to be addressed during the pandemic. Furthermore, the findings were used to develop interventions to improve the competencies and skills of working immersion students in the new normal. Similarly, when selecting strands for the students, the researcher will use the results to intensify programs.

Research Locale

This research was conducted in the division of Marinduque, Santa Cruz North Cluster, specifically at Landy National High School and Hupi National High School, located at Santa Cruz, Marinduque. Meanwhile, the study was conducted in Santa Cruz since these schools offers Technical-Vocational Livelihood Track in the Santa Cruz North District.

Consequently, Landy National High School is one of the performing schools in Marinduque and categorize as a Large School size that caters thousands of students. It offers Academic track with the strands of HUMSS and STEM and TVL Track with the strand of ICT and HE. On the other hand, Hupi National High School is a medium size school and it offers Academic Track-GAS Strand and TVL.

These two schools were chosen to be the locale of the study because they implemented TVL track which were the main focus of the work immersion subject during pandemic. As to research locale, the researcher would like to assess the students' skills and the problem they encountered in work immersion during pandemic since their chosen alternative was to have work immersion at school. At the end these schools may serve as the beneficiaries of the findings of the study and for better implementation of work immersion program.

Research Population and Sample

The respondents were the TVL teachers and a team of experts on the specified skills. Furthermore, in this study, participants included Grade 12 technical-vocational-livelihood students who were taking work immersion subjects. From Landy National High School, 14 students were coming from the Home Economics Strand and 30 students from the Information, Communication, and Technology Track, for a total of 44 students. Additionally, participants were coming from Hupi National High School, which has 10 students. A complete or total enumeration was employed since it provides a measure of the population with no sampling error; hence, there were no exceptions on the actual number of work immersion students to be used in the study.

Research Instrument

The primary instrument in this study was an assessment tool that contains two parts. Part I deals with the skills to be assessed by work immersion teachers with students, focusing on technical, interpersonal, entrepreneurial, and behavioral skills. Some skills were patterned after the TESDA assessment tool since this institution is the partner institution of TVL. Likewise, it was patterned after work immersion suggested activities, crafted work immersion activities set by the work immersion coordinators, the taxonomy of interpersonal skills, and

with adherence to Regional Memorandum No. 101 s. 2018. This assessment tool served as a tool to measure the skills based on the competencies required as stated in the work immersion guidelines. It led to identifying

the least-mastered skills that needed to be addressed during the pandemic. Part II dealt with the problems encountered by the work immersion students.

The research instrument was assessed and validated by validators from the Schools Division of Marinduque and the Technical Education and Skills Development Authority. They are composed of one Education Program Supervisor, one Senior Education Program Specialist, three Work Immersion Coordinators, and two Assessors from TESDA.

The following were the results of validation according to each indicator:

1. The indicators in the instrument consistently and accurately measure each variable in the investigation. - 4.8, Most Valid
2. The instrument fits with the variables under investigation, thus measuring what it tends to measure. – 4.6, Most Valid
3.The instrument can measure items from the variables within a given time frame. – 4.6, Most Valid
4. The instrument can distinguish between the characteristics or properties of different attributes of the subject under study. – 4.8, Most Valid
5. The instrument can gather factual data, eliminating bias and subjectivity. – 4.4, Most Valid
6. A questionnaire can generate quick and complete data within the time frame. – 4.6, Most Valid

Furthermore, the researcher was present during the skill observation and recorded her observations of the process. Similarly, it analyzed secondary data from the trainee's record book and interviewed work-immersion teachers.

Data Gathering Procedure

The researcher first requested permission from the Division Superintendent, Public Schools District Supervisor, and School Heads to use the Grade 12 TVL students who were taking work immersion subjects. The researcher then asked the work immersion coordinators for assistance in distributing and administering the questionnaire to each respondent. Afterwards, the researcher asked about their willingness to answer the survey questionnaire. Furthermore, when the questionnaire was distributed, participants were told to follow specific instructions in order to answer the questionnaire correctly. The survey contained a brief orientation about the objectives of the study and assured the respondents that the responses would be kept confidential.

The assessment was based on the skills demonstrated by the work immersion students through skill observation. Work immersion coordinators, with the help of a team of experts, monitored the implementation of the work immersion subject.

The evaluators were as follows:
1.**Three Work Immersion Teachers:** Trainers, Methodology, and National Certificate Holders
2.**Two Food Processing Experts:** National Certificate II Holders, and one will soon be an assessor as she still has to pass one examination.
3.**Two Cookery Experts:** a Bachelor of Science in Hotel and Restaurant Management graduate and NC II holders.
4.O**ne teacher** who is 20 years teaching drafting and an NC II Holder, and one who is teaching AutoCAD.

The observation of skills happened through culminating activities set up to measure what the students learned from work immersion subjects and activities. In addition, the researcher was present and recorded the observations during the activities. Also, the work immersion teachers were interviewed to ensure that the data gathered was valid and reliable in terms of the work immersion students' performance. Data analysis was also done to measure the skills of the students.

The researcher ensured that the implemented Data Privacy Act was followed by regulating the processing of personal information in order to protect the respondents' individual personal information. Finally, the data gathered were analyzed and interpreted.

Result

The purpose of this study is to assess work-immersion students during crises. Further, it focuses on the presentation, analysis, and interpretation of data gathered from the teacher respondents and work-immersion students' responses. The discussion of the results was presented according to the order of the statement of the problem presented in Chapter I.

Performance on the Skills of the Work Immersion Students during the Pandemic

Technical Skills of TVL-Cookery Students

As shown in Table 1, "Cookery Work Immersion Students" got the 85–89 ratings, which have a 3.90 general average and a verbal interpretation of "Exceeds Performance Standards." In terms of sanitation, safety precautionary measures, preparation,

presentation, and developing cookbooks, a team of experts evaluated the students' performance and gave them an Exceeds Performance Standard Rating.

Table 1. *Technical Skills of TVL-Cookery Students*

	A. Technical Skills (COOKERY)	*Average*	*Verbal Description*
1.	Cleans, sanitizes and stores kitchen tools and equipment	3.79	EPS
2.	Observes proper use of apron and hairnet	3.79	EPS
3.	Observes safety precautionary measures in workplace	3.79	EPS
4.	Prepares and presents appetizer	3.79	EPS
5.	Prepares and presents salad with dressing	3.79	EPS
6.	Prepares and presents sandwiches	4.00	EPS
7.	Prepares and presents vegetables	4.00	EPS
8.	Prepares and presents seafood dishes	4.00	EPS
9.	Prepares and presents soup	4.00	EPS
10.	Prepare and presents poultry	3.93	EPS
11.	Prepare and presents meat dishes	4.00	EPS
12.	Prepares and presents plated dessert	4.00	EPS
13.	Develops cookbook	3.86	EPS
	GENERAL AVERAGE	3.90	EPS

Figure 1. .

The ratings of the students' technical cooking skills were supported by culminating activities performed to determine if they could accomplish the required skills. The researcher joined as one of the customers, together with the 17 teachers from the school, to observe how the students would demonstrate the skills. The students served food that they cooked, from appetizers to plated desserts. They prepared a table setting and a full meal for their customers with appropriate eating utensils. The preparation of the service station and equipment was tangible. Teachers as customers were satisfied with their performances as the students did their job serving the teachers. Most of the teachers said that it was their first time eating a full meal using appropriate eating utensils. The culminating activity can be considered one of the best practices of the school.

A similar study by Morales and De Vera (2021), entitled "Acquisition and Practice of Technical Skills Among TLE Students," showed that technical skills in the field of cooking are highly acquired and highly practiced. It was also revealed that students were given more hands-on, practical learning opportunities in a natural kitchen setting and were motivated to gain the necessary skills.

Cooking skills, on the other hand, are the aptitudes that enable someone to prepare food efficiently and safely at work, according to the Indeed Editorial Team (2021).While some cooking techniques are specialized culinary talents that enable cooks to produce better-tasting food, there are also professional skills for cooks that enable them to carry out tasks in a way that impresses employers and consumers. They also emphasize cooking skills employers often want, such as cleanliness, food safety, teamwork, kitchen management, detail orientation, adaptability, decision-making, and creativity. The main concern with the culminating activity in the work immersion subject is typically workplace cooking abilities and whether work immersion students can safely prepare food for a target group.

Technical Skills of TVL-Drafting Students

Table 2 displays the technical skills rating among drafting work immersion students. This implies that the students got a 3.97 general average with a verbal interpretation of "Exceeds Performance Standards." In addition, it shows that most of the students got a rating of 85–89 in terms of preparation, including drafting site development plans, architectural plans, structural plans, electrical plans, and water sanitation plans.

Table 2. *Technical Skills of TVL-Drafting Students*

	A. Technical Skills (DRAFTING)	*Average*	*Verbal Description*
1.	Prepares architectural job requirements	4.00	EPS
2.	Prepares and set up tools and materials for drawing	4.03	EPS
3.	Drafts site development plan	3.67	EPS
4.	Drafts architectural plan	4.03	EPS
5.	Drafts structural plan	4.17	EPS
6.	Drafts electrical plan	4.07	EPS
7.	Drafts water and sanitation plan	3.83	EPS
	GENERAL AVERAGE	3.97	EPS

Figure 2. .

The skills required to draft students are somewhat similar to an architect's job description. Somehow, the United States Bureau of Labor Statistics (2020) differentiated the two. A constructed environment is planned and designed by architects. They conceptualize and create the form and functionality of not only homes and structures, but also urban areas and landscapes. Architects frequently focus on one field, such as residential architecture, urban design, landscape architecture, or another subject. The blueprints that bring an architect's idea to life are created by draftsmen. All the technical construction drawings needed to build the design are created by them. Drafting students can even use AutoCAD to plan with this. The teacher also let the students make miniature houses or structures they wanted to build.

The findings of the study support the research of Morales and De Vera (2021), entitled "Acquisition and Practice of Technical Skills among TLE Students," which found that students' technical skills in ICT were highly acquired. This indicates that students have not only learned the necessary abilities but are also competent in using them in practical applications.

Technical Skills of TVL-Food Processing Students

Table 3 shows the performance rating of food processing work immersion students. This can be inferred from the given data that students got a 4.57 average with a verbal interpretation of "Significantly Exceeds Performance" which was taken from the 90-100 rating. On the other hand, in terms of familiarization and in the use of tools, equipment, and utensils, checking and calibrating tools, and labeling the products, the students exceeded the "Exceed Performance Standard," which has a rating of 85–89.

Table 3. *Technical Skills of TVL-Food Processing Students*

A. Technical Skills (FOOD PROCESSING)	*Average*	*Verbal Description*
1. Familiarization and use of tools, equipment and utensils	4.00	EPS
2. Checking and calibrating of tools	3.90	EPS
3. Cleaning and sanitizing of tools and equipment and utensils	4.70	SEPS
4. Cleaning and sanitizing the Area	4.40	SEPS
5. Sorting and grading of raw materials	4.70	SEPS
6. Weighing of raw materials	4.70	SEPS
7. Peeling of Raw materials	4.80	SEPS
8. Slicing and cutting of raw materials	4.80	SEPS
9. Preparing other ingredients	4.90	SEPS
10. Weighing of Ingredients	4.40	SEPS
11. Cooling the finished processed products with the required room temperature	5.00	SEPS
12. Preparing packaging materials	4.90	SEPS
13. Packaging finished processed products	4.90	SEPS
14. Sealing finished processed products	4.40	SEPS
15. Labelling finished processed products	4.00	EPS
GENERAL AVERAGE	4.57	SEPS

Figure 3. .

The students made food and presented finished products. They prepared Skinless Longganisa, Tomato Wine, Fish Smoking, Atsara Pickles, Fish Balls, Purple Ram, Maja Blanca, Yema, Pitchi-pitchi, and Siomai. The researcher visited the food processing students at Hupi National High School to observe how they demonstrated their technical skills. Meanwhile, it was observed that they demonstrated the specified skills required from preparation up to finished products.

Communication Skills of Work Immersion Students

Table 4 shows the interpersonal skills of work immersion students in "communication skills." Cookery and drafting students got 3.64 and 3.93 ratings, respectively, with a verbal interpretation of "Exceeds Performance Standards." different ratings

Psych Educ, 2023, **8**(5): 589-604, Document ID: 2023PEMJ677, doi:10.5281/zenodo.7885160, ISSN 2822-4353

Research Article

were gathered from food processing students in which they achieved "Significantly Exceeds Performance Standard."

Table 4 .*Interpersonal Skills of Work Immersion Students in Communication Skills*

B. Interpersonal Skills	*COOKERY*		*DRAFTING*		*FOOD PROCESSING*	
Communication Skills	*Mean*	*Interpretation*	*Mean*	*Interpretation*	*Mean*	*Interpretation*
1. Conveys communication either in English or Filipino Language	3.71	EPS	3.87	EPS	3.4	APS
2. Asks questions to gain specific and additional information	3.71	EPS	4.10	EPS	4.4	SEPS
3. Maintains open communication with superiors, clients and peers	3.57	EPS	4.00	EPS	4.6	SEPS
4. Communicates problems and issues to the concerned individual	3.64	EPS	4.17	EPS	4.2	EPS
5. Pays close attention to what is being said	3.71	EPS	3.90	EPS	5	SEPS
6. Sends verbal messages constructively	3.64	EPS	3.90	EPS	4.3	SEPS
7. Writes clearly and appropriately	3.50	EPS	3.63	EPS	4.3	SEPS
8. Directly expressing one's feelings, preferences, needs, and opinions in a way that is neither threatening nor punishing to another person	3.64	EPS	3.87	EPS	4.8	SEPS
General Average	3.64	EPS	3.93	EPS	4.38	SEPS

Figure 4. .

According to the interview with the work immersion teacher, since the students were eager to learn, they communicated problems and issues they encountered to the appropriate individual and constantly asked questions to gain specific additional information to complete the tasks assigned to them. As students who were willing to learn, they paid close attention to what the superior was saying and maintained open communication with their peers and companions at work. The students have also conveyed information in either English or Filipino; however, they need to improve their communication skills, specifically in English. The counterpart to this is the writing skills of the students, where they need further enhancement in writing clearly and appropriately.

Moreover, simulations were done to measure their communication skills. Various questions about their field of specialization were posed to them. In cookery, during the culminating activity, they even asked and communicated with the customers. Students welcomed the customers and extended assistance to them. They politely asked if the customers had any reservations and directed them to their seats. They escorted the guests according to table allocations. They asked for orders and repeated it once the customers were done deciding on what to eat. They paid attention to what the customers said and wrote accordingly and appropriately about what the customers wanted.

In drafting, they were asked how they completed various drafts and were asked to explain their work. They also presented their miniature and explained its parts. In food processing, they were interviewed about how they developed their products and how they differed from others. Additionally, students were given a chance to write resumes and job

applications as part of their practice. Communication skills were not only measured verbally but also through written activities.

Human Relation Skills of Work Immersion Students

Table 5 displays the interpersonal skills of students in terms of human relations. Cookery and drafting students received "Exceeds Performance Standards," whereas food processing students received "Significantly Exceeds Performance Standards."

Table 5**.** *Interpersonal Skills of Work Immersion Students for Human Relation Skills*

Psych Educ, 2023, **8**(5): 589-604, Document ID: 2023PEMJ677, doi:10.5281/zenodo.7885160, ISSN 2822-4353

Research Article

Interpersonal Skills	*COOKERY*		*DRAFTING*		*FOOD PROCESSING*	
Human Relation-Skills	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Adapts to any situation to be a better co-worker	4.14	EPS	4.07	EPS	4.1	EPS
2. Interacts and get along with everyone in the workplace	4.00	EPS	4.27	SEPS	4.4	SEPS
3. Demonstrates ability to maximize effective and productive human interaction to everyone's benefit.	3.79	EPS	3.83	EPS	4.4	SEPS
4. Understands and works with others	4.07	EPS	4.30	SEPS	4.1	EPS
5. Appreciates individual differences among clients	4.07	EPS	3.63	EPS	3.9	EPS
6. Courteous and helpful in dealing with customers	4.14	EPS	4.27	SEPS	4.1	EPS
7. Creates a positive influence on work associates	3.93	EPS	4.00	EPS	4.9	SEPS
8. Advocates one's position with an open mind	4.14	EPS	3.83	EPS	4.9	SEPS
General Average	4.03	EPS	4.03	EPS	4.35	SEPS
Interpersonal Skills General Average	3.83	EPS	3.98	EPS	4.36	SEPS

Figure 5. .

Due to the pandemic, the students were excited to socialize with their classmates. After two years of being isolated in their comfort zone, they are finally able to interact with other people. This is the reason they achieved "Exceeds Performance Standards" in interpersonal skills. They interact and get along with everyone in the workplace and are ready to adapt to any situation to be a better co-worker. They learned to understand and work with others, which made them appreciate the individual differences between themselves and their clients. Understanding such, they showed courtesy and helpfulness to their customers and learned to be open-minded in accepting one's position to create a positive influence on work associates.

In the culminating activity in cookery, since the teachers were of different ages, they had different manners and choices of food. They were aware of their clients' differences. They presented the menu to the guests according to standard practice. Students were being sensible and allowed their customers to decide on what food they would order since they were aware that no one wants to be hurried into making their decisions. They took orders completely, from appetizers to desserts, and even served wine to the customers. These were following the established standard procedures. They were even polite with special requests and provided adjustments if needed.

For interpersonal skills, cookery, and drafting students, the combination of communication skills and human relation skills "Exceeds Performance Standard," while food processing "Significantly Exceeds Performance Standard."

Likewise, Baird (2019) found out that before making recruiting decisions, employers look not only for technical skills but also check interpersonal and problem-solving skills. Putting a strong emphasis on teamwork, educational institutions need to concentrate on strengthening those skills in the classroom.

Moreover, in the study of Suarta (2019) et al., the findings of the employability concept in Asia's key results referred to a variety of qualities and skills that assist job seekers in obtaining and retaining employment, such as but not limited to: (1) communication skills; (2) the capacity for reasoning, analysis, and problem-solving; (3) personality, self-assurance, and moral character; (4) adaptability and (5) Flexibility; (6) Teamwork; and (7) Innovation and Creativity.

Behavioral Skills of Work Immersion Students

Table 6 shows the behavioral skills of cookery, drafting, and food processing students. It can be seen that cookery and drafting got a general average of 4.07 and 4.00 ratings, respectively, interpreted as "Exceeds Performance Standards." In drafting, the students got "Significantly Exceeds Standards" with a rating of 4.60 for following simple instructions. Furthermore, the table reveals that food processing work immersion students achieved "Significantly Exceeds Performance Standard" with a rating of 4.80.

Table 6. *Behavioral Skills of Work Immersion Students*

Psych Educ, 2023, **8**(5): 589-604, Document ID: 2023PEMJ677, doi:10.5281/zenodo.7885160, ISSN 2822-4353

Research Article

C. Behavioral Skills	COOKERY		DRAFTING		FOOD PROCESSING	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Maintains satisfactory work attendance	4.00	EPS	3.77	EPS	4.8	SEPS
2. Follows daily work Schedule	4.07	EPS	3.77	EPS	4.9	SEPS
3. Completes assigned task on time with efficiency	4.14	EPS	3.80	EPS	4.8	SEPS
4. Knows how to focus on tasks without being distracted	4.07	EPS	3.67	EPS	4.8	SEPS
5. Shows good teamwork and readily assist others when needed	4.00	EPS	4.33	SEPS	4.6	SEPS
6. Follows simple instructions	4.14	EPS	4.60	SEPS	4.8	SEPS
7. Accepts one's fault and ready to accept ideas and opinions	4.07	EPS	4.03	EPS	4.9	SEPS
General Average	4.07	EPS	4.00	EPS	4.8	SEPS

Figure 6. .

Since the work immersion was done at school, behavioral skills among students can be observed. Punctuality and attendance are essential in any work; thus, maintaining satisfactory attendance was observed in the students since they were practicing to be on the job. Every day, they were given a task to work on and were obliged to finish it. However, some tasks cannot be finished on time because of time constraints. There were activities that they needed to do at home, especially those drafting students. As the students were exposed to work, they learned to complete the task on time with efficiency as their practice work skills were needed in the work field. They can follow simple instructions from their superiors and show good teamwork in accomplishing the tasks given. They know that to work effectively, cooperation is a must, and they are ready to assist others when needed. If one has committed a mistake, they are ready to accept it and open-minded to accept ideas and opinions from superiors and co-workers.

In a similar manner, Fuller (2015) advised that internship performance needs hard work, professionalism, networking, questioning, setting goals, volunteering, and following up with the company after the training is through. Conversely, Sessoms (2016) noted that every area of the workplace is impacted by attendance, just like it is with all other work principles. Attendance as a work ethic is a behavioral ability that includes adhering to schedules, showing up prepared to work on time, and remaining on the job throughout the workday to finish tasks. Additionally, the study by Guimba (2018) found that employees are more effective if their confidence is built by developing behavioral skills; as a result, they are aware of the obligations placed on them.

Entrepreneurial Skills of TVL-Cookery and TVL-Food Processing Students

Table 7 shows the Entrepreneurial Skills of Cookery and Food Processing Students. The two have a common nature in some aspects, which explains why the indicators in terms of entrepreneurial skills are the same. The students got different ratings. 3.71 for cookery students with the verbal interpretation of "Exceeds Performance Standards" and 4.70 for food processing students with the verbal interpretation of "Significantly Exceeds Performance Standard".

Table 7**.** *Entrepreneurial Skills of TVL-Cookery and TVL-Food Processing Students*

D. Entrepreneurial Skills	COOKERY		FOOD PROCESSING	
	Mean	Interpretation	Mean	Interpretation
1. Develops a business plan	3.71	EPS	4.70	SEPS
2. Creates a prototype of the product or service	3.64	EPS	4.70	SEPS
3. Implements the business plan	3.71	EPS	4.70	SEPS
4. Generates personal financial targets	3.71	EPS	4.70	SEPS
5. Creates a profit and loss analysis	3.71	EPS	4.80	SEPS
6. Writes a business report	3.79	EPS	4.72	SEPS
General Average	3.71	EPS	4.70	SEPS

Figure 7. .

Entrepreneurial skills must be learned by students as one of the curricula exits of the K-12 program. As part of work immersion, students developed a business plan and implemented it as they created products and demonstrated services that showed their entrepreneurial skills. Businesses must have financial targets. With these, it was also required for them to have financial reports and business reports regarding profit and loss analysis. The researcher was one of the customers of the work immersion students. Every time

Psych Educ, 2023, **8**(5): 589-604, Document ID: 2023PEMJ677, doi:10.5281/zenodo.7885160, ISSN 2822-4353

Research Article

they make a product, the researcher buys it and examines how it was made and how it tastes. Furthermore, as the students conducted the culminating activity, the researcher and the teachers paid for the whole meal. The students gained valuable work experience while also profiting from it. After selling food and products, they wrote reports in their notes and journals.

Entrepreneurial Skills of TVL-Drafting Students

Table 8 illustrates the entrepreneurial skills of drafting students. Work Immersion students have exceeded the performance standards with a 3.49 general average. In all parameters, the evaluators rated the students Exceeds Performance Standards ranging from an 85 to 89 rating, except for developing a brand for the product, for which they got a 3.37 rating equivalent to "Achieves Performance Standards" verbal interpretation.

Table 8. *Entrepreneurial Skills of TVL- Drafting Students*

D. Entrepreneurial Skills	*TECHNICAL DRAFTING*	
	Mean	Interpretation
1. Recognizes and understands the market in Technical Drafting	3.63	EP
2. Recognizes the potential customer/market in Technical Drafting	3.60	EP
3. Develops a product/ service in Technical Drafting	3.43	EP
4. Selects a business idea based on the criteria and techniques set	3.43	EP
5. Develops a brand for the product	3.37	AP
General Average	3.49	EP

Figure 8. .

The entrepreneurial skills of drafting students are somewhat different from the other two specializations. To measure these skills, the students presented their works and miniatures. They explained their business idea and recognized the potential customer and market in the technical market.

According to the Indeed Editorial Team (2021), to become a successful entrepreneur, several essential skills must be developed. It can be either hard or soft skills. Hard skills involve technical and financial skills that are enormously important to managing the business. On the other hand, it also includes soft skills like communication and leadership skills that can be considered important to develop as an entrepreneur.

Students met the requirements set forth by the DepEd for the implementation of school-based work immersion, with its emphasis on learning and competencies as key factors, similar to the Arcayera (2021) study titled "School-based Work Immersion in the Time of the Pandemic: Senior High School's Compliance and Insights." Through the presence of Work Immersion teachers, students were also provided guidance on what to accomplish, including right orientation, submission of required paperwork, and the expected responsibilities connected to their specialism. Students were nonetheless reminded of health precautions like keeping a social distance, wearing a face mask, and monitoring their body temperatures as part of standard processes.

Problems Encountered by the Work Immersion Students during Pandemic

Problems Encountered during Work Immersion in terms of Workplace

Table 9 explains the problems encountered by work immersion students in terms of the workplace. Cookery students answered undecidedly, as their general average of 3.10 falls within the interpretation of neither agree nor disagree. Contrarily, drafting and food processing students perceived that they encountered problems in the workplace, with 3.72 and 3.46 averages, respectively. They agreed that the workplace is not suited to their field of specialization. For drafting students, the same answers were gathered, particularly in practicing with diverse people, following work schedules, and exposure to practical and personal interaction. Similarly, food processing students knew that they had limited exposure to practical and personal interaction.

Table 9. *Problems Encountered during Work*

Psych Educ, 2023, **8**(5): 589-604, Document ID: 2023PEMJ677, doi:10.5281/zenodo.7885160, ISSN 2822-4353

Research Article

Immersion in terms of Workplace

Problems Encountered during Work Immersion	COOKERY		DRAFTING		FOOD PROCESSING	
A. Workplace	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Workplace is not suited to the field of specialization	3.21	NAND	3.83	A	4.40	SA
2. Student cannot practice working with diverse people at school.	2.71	NAND	3.70	A	3.10	NAND
3. Student cannot follow the work schedule since the venue is school.	3.00	NAND	3.73	A	3.00	NAND
4. The workplace is not conducive to perform the assigned task	2.93	NAND	3.77	A	2.80	NAND
5. Limited exposure to practical and personal interaction	3.64	A	3.57	A	4.00	A
General Average	3.10	NAND	3.72	A	3.46	A

Figure 9. .

Based on the students, they were curious about what the workplace looks like and how they can engage with other people within the workplace. They cannot even follow work schedules sometimes because they need more time to accomplish tasks. Some tasks, especially in drafting, need more time. Students yearned for practical work skills and exposure to the workplace. Though they can demonstrate skills at school, they need a work environment to perform the assigned task. They needed more exposure to practical work and personal interaction.

According to the phenomenological study of Bustamante (2019), senior high school work immersion pioneers encountered different experiences during their work immersion. The students admitted to having nervousness and curiosity since it was not only a place they were familiar with but also a new place for them. According to them, working with diverse people is unusual. It made them curious about how they would be treated by other people, especially their superiors in the workplace since they were used to the teachers inside the classroom. They have different places, different people, and different colleagues, and everything is new to them.

Problems Encountered during Work Immersion in terms of Resources Needed

The table below shows the problems encountered in terms of resources needed. All Work Immersion Students agreed that they encountered problems with the availability of resources needed to perform tasks related to their field of specialization. They agreed that during work immersion, they lack materials, limited financial resources, and school linkages to the course-related institution, and human resources that can guide them in their training.

Table 10. *Problems Encountered during Work Immersion in terms of Resources Needed*

	COOKERY		*DRAFTING*		*FOOD PROCESSING*	
B. Resources Needed	*Mean*	*Interpretation*	*Mean*	*Interpretation*	*Mean*	*Interpretation*
1. All materials needed in work immersion subject as related to the specialization are not present in the venue	4.07	A	3.60	A	4.50	SA
2. School linkages to the course related institution is limited	3.50	A	3.70	A	3.70	A
3. Materials to be used in demonstrating specific skills are limited	3.64	A	3.83	A	4.10	A
4. Financial difficulties are experienced since some of the materials needed are to be provided by parents	3.64	A	3.93	A	4.00	A
5. Human resources that can guide the students in their training are limited.	3.14	NA ND	4.03	A	4.10	A
General Average	3.60	A	3.82	A	4.08	A

Figure 10. .

Some materials were provided by the school; hence, there was a lack of resources to demonstrate the skills needed. To meet these demands, they created materials that can be used to supplement the problem in terms of materials. Furthermore, some ingredients to be used by the cookery and food processing students were not provided by the school, only the basic ingredients. For this reason, the students will have contributions for their main ingredients. Some students have financial

difficulties; consequently, the teacher will provide, and to gain the money back, the students will sell the food or products to earn profit. In terms of human resources, they want to be exposed to real work situations and meet business-minded people or those in the actual work environment.

Robante (2022) studied "The Effects of Financial Support on TVL Students' Performance towards Their Studies," and they found out that there were disadvantages to being unstable financially. Students must spend money in order to meet academic requirements and demonstrate necessary skills. On the other hand, its advantage is that the students are striving hard to finish their studies and, despite being financially unstable, their parents pursue them and motivate them to achieve their desired goals.

Problems Encountered during Work Immersion in terms of Execution of Skills

As gleaned from Table 11, cookery students were undecided about whether they encountered problems in the execution of their skills. Different answers were gathered from drafting and food processing students, as they agreed that they encountered problems in the execution of skills.

Table 11. *Problems Encountered during Work Immersion in terms of Execution of Skills*

	COOKERY		DRAFTING		FOOD PROCESSING	
C. Execution of Skills	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Does not start tasks unless asked by the work immersion teacher to do so	3.07	NAND	3.63	A	3.60	A
2. Cannot accomplish the task given to him or her neatly	2.57	D	3.80	A	3.10	NAND
3. Cannot accomplish the activities on time	3.36	NAND	3.90	A	3.90	A
4. Unknowledgeable about fundamental skills in his/her chosen field of specialization	2.86	NAND	3.47	A	3.70	A
5. Trainers/ supervisors let the trainee do the job without proper guidance	2.36	D	3.33	NAND	2.50	NAND
6. Trainers/supervisors assign tasks not related to their expected works	2.00	D	3.17	NAND	2.70	NAND
7. Practicum hours are limited to hone the required skills	3.07	NAND	3.60	A	4.90	SA
General Average	2.76	NAND	3.56	A	3.49	A

Figure 11. .

Furthermore, all the work immersion students agreed that they did not accomplish the activities given to them on time. For drafting and food processing students, they admitted that they did not start tasks unless asked by the work immersion teacher. Drafting students also agreed that they did not accomplish tasks given to them neatly and pass the activities on time. Likewise, they admitted they were somehow unknowledgeable about some fundamental skills in the chosen field, the same as food processing students. Lastly, the students emphasized that the practicum hours are limited to honing their skills since they were given only 80 hours following the DepEd Order.

According to the students, the work immersion teacher allowed the trainee to do the job with proper guidance and assigned tasks related to their expected work. The teacher always reminded them to do the tasks assigned to them. They did agree, however, that they did not complete some tasks on time because they required more time to complete, particularly those drafting students. For students, practicum hours were limited since they learned more in practical work situations.

Work immersion is similar to on-the-job training. According to ResearchGate (2021), the study "Problems Encountered by Practicums during On-the-Job-Training" reveals that there are challenges in the workplace and how they can execute the required skills. The problems are identified as follows: school linkages to the course-related institution are limited; trainers and supervisors let the trainee do the job without proper guidance; trainers' and supervisors' assigned tasks are not related to their expected work; there is no monitoring from the practicum coordinator; practicum hours are limited; and there is a lack of support from the school.

Relationship between the Work Immersion Skills of Grade 12 TVL Students and the Problems they encountered during Work Immersion

Correlation between the Skills and Problems Encountered by Work Immersion Cookery Students in the Workplace

Table 12 shows the relationship between the competencies and problems encountered by the work immersion cookery students. With a p-value greater than the alpha value of 0.05, the data indicate that there is no significant relationship between the competencies and problems encountered by work

immersion cookery students. It only means that the two variables are independent of each other. It does not mean that the more the students have problems encountered in terms of the workplace, resources needed, and execution of skills, the less competent they are. Nevertheless, despite the problems with the work immersion, they still performed well during practicum.

Table 12 *Correlation between Problems Encountered by Work Immersion Cookery Students and the Skills Needed in the Workplace*

Indicators	*Spearman Rank Correlation*	*p-value*	*Remarks*
Workplace and Technical Skills	0.229	0.411	Not Significant
Workplace and Interpersonal Skills	0.137	0.625	Not Significant
Workplace and Behavioral Skills	0.165	0.557	Not Significant
Workplace and Entrepreneurial Skills	0.268	0.335	Not Significant
Resources Needed and Technical Skills	-0480	0.070	Not Significant
Resources Needed and Interpersonal Skills	-0.280	0.312	Not Significant
Resources Needed and Behavioral Skills	-0.464	0.081	Not Significant
Resources Needed and Entrepreneurial Skills	-0.465	0.080	Not Significant
Execution of Skills and Technical Skills	-0.331	0.229	Not Significant
Execution of Skills and Interpersonal Skills	-0.375	0.168	Not Significant
Execution of Skills and Behavioral Skills	-0.420	0.119	Not Significant
Execution of Skills and Entrepreneurial Skills	-0.383	0.159	Not Significant

Figure 12. .

As supported by Table 1.1–1.4, it depicts that the cookery students' performances fall under "Exceeds Performance Standards." It only means that students performed well during the assessment of skills conducted in the work immersion subject. Nonetheless, they agreed that there were issues encountered during the subject in terms of the workplace, resources required, and skill execution. As a result, just because they have problems doesn't mean they can't do well at work.

In the study, "School-Based Initiated Assessment Project: Uplifting Students' Participation in the National Certification in Cookery" by Calusin (2019), the learners performed all units of competency in cookery despite being confronted with some challenges and problems. It revealed that the respondents improved their level of mastery after the school-based assessment project. Thus, it showed that the two variables are independent of each other.

Correlation between Problems Encountered by Work Immersion Drafting Students and the Skills Needed in the Workplace

Table 13 shows the relationship between the competencies and problems encountered by the work immersion drafting students. It implies that there is no significant relationship between the competencies and problems encountered by the work immersion drafting students in the workplace and entrepreneurial skills, execution of skills, resources needed, and competencies. It only means that the variables are independent of each other. It does not mean that the more the students have problems encountered in the workplace, resources needed, and the execution of skills, the less competent they are in demonstrating the required competencies to them. On the other hand, in terms of technical skills, interpersonal skills, and behavioral skills as correlated to the workplace, there is a significant relationship with a p-value of 0.033, 0.014, and 0.010, respectively, which is less than the alpha value of 0.05.

Thus, reject the null hypothesis. Given the r-value from Spearman Rank Correlation, which is -0.384, -0.436, and -0.457, it only indicates that problems are encountered in terms of the workplace; it is inversely correlated to technical, interpersonal, and behavioral skills. It infers that the more they encounter problems in terms of the workplace, the less competent they are in terms of technical skills, interpersonal skills, and behavioral skills. In drafting, the workplace is an important factor in honing skills. Unlike the two other specializations, where they can demonstrate the skills and tasks whether they are in school or at home.

Table 13. *Correlation between Problems Encountered by Work Immersion Drafting Students and the Skills Needed in the Workplace*

Indicators	*Spearman Rank Correlation*	*p-value*	*Remarks*
Workplace and Technical Skills	-0.384	0.033	Significant
Workplace and Interpersonal Skills	-0.436	0.014	Significant
Workplace and Behavioral Skills	-0.457	0.010	Significant
Workplace and Entrepreneurial Skills	-0.233	0.207	Not Significant
Resources Needed and Technical Skills	-0.144	0.439	Not Significant
Resources Needed and Interpersonal Skills	-0.167	0.370	Not Significant
Resources Needed and Behavioral Skills	-0.182	0.326	Not Significant
Resources Needed and Entrepreneurial Skills	-0.045	0.810	Not Significant
Execution of Skills and Technical Skills	-0.303	0.098	Not Significant
Execution of Skills and Interpersonal Skills	-0.178	0.339	Not Significant
Execution of Skills and Behavioral Skills	-0.118	0.529	Not Significant
Execution of Skills and Entrepreneurial Skills	-0.067	0.720	Not Significant

Figure 13. .

In the study by Kosec (2022), entitled Correlation between Employee Performance, Well-Being, Job Satisfaction, and Life Satisfaction in Sedentary Jobs, findings from observations point to distinct issues with the organizational climate among employees, as well as a rift between the groups, resulting in a weak team environment. For a team or group to be efficient and perform well at work, cohesion is vital. Consequently, a useful recommendation is given. This is to expand the focus from work performance toward enhancing organizational atmosphere and cohesion in businesses to create the best work environment. Hence, the work environment is vital in demonstrating the skills.

Correlation between Problems Encountered by Work Immersion Food Processing Students and the Skills Needed in the Workplace

Table 14 shows the relationship between the competencies and problems encountered by the work immersion food processing students. With p-values greater than the alpha value of 0.05, it implies that there is no significant relationship between the competencies and problems for the work immersion food processing students. Thus, the researcher failed to reject the null hypothesis. It only means that the two variables are independent of each other. It does not mean that the more the students have problems encountered in terms of the workplace, resources needed, and execution of skills, the less competent they are in technical skills, interpersonal skills, behavioral skills, and entrepreneurial skills.

Table 14 .*Correlation between Problems Encountered by Work Immersion Food Processing Students and the Skills Needed in the Workplace*

Indicators	*Spearman Rank Correlation*	*p-value*	*Remarks*
Workplace and Technical Skills	-0.199	0.558	Not Significant
Workplace and Interpersonal Skills	0.015	0.965	Not Significant
Workplace and Behavioral Skills	0.133	0.697	Not Significant
Workplace and Entrepreneurial Skills	0.322	0.334	Not Significant
Resources Needed and Technical Skills	-0.025	0.942	Not Significant
Resources Needed and Interpersonal Skills	-0.391	0.235	Not Significant
Resources Needed and Behavioral Skills	-0.320	0.338	Not Significant
Resources Needed and Entrepreneurial Skills	-0.113	0.740	Not Significant
Execution of Skills and Technical Skills	-0.174	0.610	Not Significant
Execution of Skills and Interpersonal Skills	-0.432	0.184	Not Significant
Execution of Skills and Behavioral Skills	-0.328	0.324	Not Significant
Execution of Skills and Entrepreneurial Skills	-0.020	0.953	Not Significant

Figure 14. .

Similar to the study of Verecio (2014), which aimed to assess the on-the-job training of information technology, the problems they encountered were the same as the researcher's findings: "university linkages to IT industries are limited" and "practicum hours are limited." Furthermore, based on his findings, the researcher concludes that the OJT program was

effective despite the problems encountered. Therefore, though there were problems encountered in the training, they can do their job accordingly.

Proposed Intervention to Address the Least Mastered Skills and Problems Encountered by Work Immersion Students during Pandemic

Based on the findings of this study, it was revealed that work immersion students need to hone their entrepreneurial and communication skills. Aside from these, it will serve as their training ground for their chosen path after senior high school. As one of the curricula in the K-12 program, it is a must for them to learn to be future entrepreneurs and good communicators. The intervention was conceptualized in order to address the said concerns (see Appendix A). Participants in the training include the Oral Communication Teachers, Entrepreneurship Teacher, Work Immersion Teachers and Work Immersion Students from Santa Cruz North District. This two-week training will be scheduled for May 2023 at the Landy National High School Social Hall, Landy, Santa Cruz, Marinduque. Proper scheduling and coordination with the School Governance and Operations Division will be done, while other activities related to this will be prepared prior to the conduct of the training.

Discussion

Based on the findings of the study, the following conclusions were drawn (1)The researcher concludes that the school work immersion program was effective, showing that students gained good performance ratings in terms of technical, interpersonal, behavioral, and entrepreneurial skills, though during work immersion they encountered workplace problems, resource requirements, and skill execution (2)Moreover, there was no significant relationship between the skills and problems in the work immersion during the pandemic. Therefore, the researcher failed to reject the null hypothesis. However, there are still skills to be honed and problems to be addressed in work immersion at school (3)These findings reflect the job-matching theory, which says preparing graduates for the tasks they will perform on the job is the primary purpose of education. Lastly, work immersion could be done at school provided that they have the necessary skills and materials to use, and they must address the problems of workplace resources needed and the execution of skills to eventually teach the work immersion students' subconscious minds what kind of workplace they anticipate after graduation.

Based on the findings, the researcher recommends the following:

1. The findings revealed that the performance of work immersion students exceeded the performance standards during the pandemic. The teachers may conduct work immersion at school during exceptional cases and crises.
2. Based on the results, entrepreneurial and communication skills are the least common among other skills. Thus, teachers may focus on the entrepreneurial and communication skills of the students as part of the curriculum of the K-12 Program (Negosyo, Trabaho, at Kolehiyo). Work immersion students may open stores or businesses to further develop and enhance their entrepreneurial skills.
3. Hence, one of the students' identified problems was a lack of equipment and tools for demonstrating skills. The school may purchase additional materials to meet the students' needs. Additionally,administrators and work immersion coordinators may provide co-curricular activities to hone students' confidence and have additional time for work immersion. They may create training for teachers and students to maintain skills in work immersion, and a strong partnership between TESDA and DepEd is urged to ensure that qualified students are awarded the National Certificate to secure a pass to get employed.
4. To future researchers, since this study is limited only to Drafting, Cookery, and Food Processing, they may conduct the same in other fields of specialization.
5. A comparative study on the skills of work immersion students at school and work immersion in actual work may be conducted in the future.

References

Ager, M. (2022, June). *Some senators favor K-12 review, but if it proves ineffective, Sotto wants old system back*. INQUIRER.net; INQUIRER.net. https://newsinfo.inquirer.net/1614147/some-senators-favor-k-to-12-review-but-if-found-ineffective-sotto-wants-return-to-old-system

Analysis of Problem Encountered in OJT at Jenra Grand Mall: Free Essay Example, 2127 Words. October 13, 2022. Retrieved October 21, 2022 from https://samplius.com/free-essay-examples/a-narrative-report-on-on-the-job-training-undertaken-at-jenra-grand-mall/

Arcayera, R. a. A. (2021b). School-based Work Immersion in the time of Pandemic: Senior High School's Compliance and Insights (Oral. . . ResearchGate. https://doi.org/10.13140/RG.2.2.12271.71843Bacaling, M.D. (2019). *CAREER DECISION AND K TO 12 CURRICULUM EXITS OF SENIOR HIGH SCHOOL STUDENTS*.

Brady, J. (2019, August 5). What Is the Difference Between an Architect and a Draftsman? Illawarra and South Coast | Smartbuild South Coast.

https://smartbuildsouthcoast.com.au/what-is-the-difference-between-an-architect-and-a-draftsman/#:~:text=An%20architect%20may%20be%20involved,new%20build%20or%20a%20renovation

Bustamante, J. (2019). Senior High School Work Immersion Pioneers: A Phenomenological Study. *Journal of International Academic Research for Multidisciplinary Impact Factor 4*, *991*(2), 66. Retrieved from http:// www. jiarm.com /March 2019/paper3 3082.pdf

Calusin, M. (2019b, January 18). School-Based Initiated Assessment Project: Uplifting Students' Participation in the National Certification. https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/10761

Corporate Finance Institute. (2019). Interpersonal Skills. Retrieved December 2, 2021, from Corporate Finance Institute website: https://corporatefinanceinstitute.com/resources /careers/soft-skills/interpersonal-skills/

DepEd Curriculum & Instruction Pillars – Posts. (2020). Retrieved December 2, 2021, from Facebook.com website: https://www.facebook.com/DepEdCIPillars/posts/dm-ci-2020-00085 guidelines-for-work-immersion-implementation-during-crisis-situa /136786968 199351/

Employability Skills: Measuring and Reflecting Student Learning Kansas leads the world in the success of each student. MonthYear. (n.d.). Retrieved from https://files.eric .ed.gov/full text/ED608296.pdf

Employers' Ratings of Importance of Skills and Competencies College Graduates need to get hired: Evidence from the New England region of USA | Emerald Insight. (2019). *Education + Training*, *61*(5), 622–634. https://doi.org/10.1108\/ET

General Work Skills and Behavior Assessment. (n.d.). Retrieved from http: //cb4cb5aa69 90be188aff-8017fda59b77ece717432423a4f3bbdf.r43.cf1.rackcdn.com/General-Work-Skills-and-Behavior-Assessment.pdf

Haris, A., Barliana, M. S., Saripudin, D., & Abdullah, A. G. (2019). Effectiveness of Entrepreneurship Communication Skills in Business Group: Ethno-Andragogy Approach to Technical Vocational Education and Training (Ethnographic study: Processed snacks in Sumbawa). Proceedings of the 5th UPI International Conference on Technical and Vocational Education and Training (ICTVET 2018). https://doi.org/10.2991/ictvet-18.2019.40

Job Matching and Occupational Choice on JSTOR. (2022). Retrieved November 10, 2022, from Jstor.org website: https://www.jstor.org/stable/1831993

Kaşli, M., Mehmet, O., İlban, & Prof, A. (n.d.). The Influence of Problems Faced During Internships on Interns' Views of Their Profession and Their Intention to Work in the Tourism Industry. Retrieved from https://www.jstor.org/stable/1831993https://files.eric.ed.gov/fulltext/EJ1060369.pdf

Kosec, Z., Sekulic, S., Wilson-Gahan, S., Rostohar, K., Tusak, M., & Bon, M. (2022). Correlation between Employee Performance, Well-Being, Job Satisfaction, and Life Satisfaction in Sedentary Jobs in Slovenian Enterprises. *International Journal of Environmental Research and Public Health*, *19*(16), 10427. https: //doi.Org /10.3390 /ijerph191610427

Morales, M. A ., & De Vera. (2021). Acquisition and Practice of Technical Skills among Grade 10 TLE Students. *Southeast Asian Journal of Science and Technology*, *6*(1), 1–13. Retrieved from https://sajst.org/online/index.php/sajst/article/view/159

Oviawe, J. I., Uwameiye, R., & Uddin, P. S. O. (2017b). Bridging Skill Gap to Meet Technical, Vocational Education and Training School-Workplace Collaboration in the 21 st Century. International Journal of Vocational Education and Training Research, 3(1), 7. https://doi.org/10.11648/j.ijvetr.20170301.12

Skills for Communication Competency 1: Educate. (n.d.). Retrieved from https://www.nwcphp.org/docs/eh_communication/attachments/checklist.pdf

Skills for Good Jobs Agenda 2020 - National Skills Coalition. (2021). Retrieved December 2, 2021, from National Skills Coalition website: https://www. national skills coalition. org/resource/publications/skills-for-good-jobs-agenda-2020/

Velciu, M. (2017). Job Matching as a New Challenge for Work Performance. Balkan Region Conference on Engineering and Business Education, *3*(1),14–19.https://doi.org/10. 1515/cplbu-2017-0003

Verecio, R. (2014). On-the-Job Training of the BS Information Technology Program of Leyte Normal University, Tacloban City: An. . . ResearchGate.

Workplace Essential Skills: Work Ready Checklist. (n.d.). Retrieved from https://www. edu.gov.mb.ca/k12/cur/cardev/cdi/docs/A9_cdi_form_9.pdf

Affiliations and Corresponding Informations

Corresponding: Lowellyn Peñarendonda
Email: lowie.penaredonda@gmail.com
Phone:

Lowellyn Peñarendonda:
Marinduque State College - Philippines