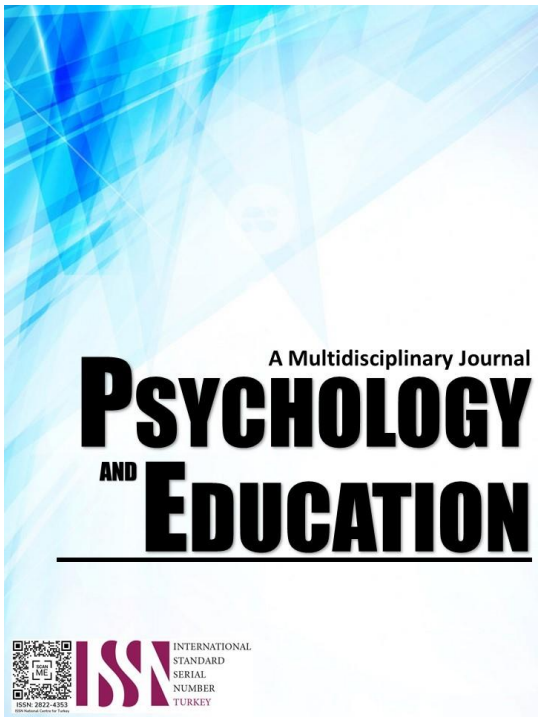
INTERNAL STAKEHOLDERS' INVOLVEMENT IN SENIOR HIGH SCHOOL WORK IMMERSION PROGRAM



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Research Article

Internal Stakeholders' Involvement in Senior High School Work Immersion Program

Karen Gay P. Dy*

For affiliations and correspondence, see the last page.

Abstract

This study analysed on Internal Stakeholders' Involvement in Senior High School Work Immersion Program of private secondary education institution. Specifically, the study focused on internal stakeholders' parental involvement as characterized by parenting, communicating, volunteering, learning at home, decision making and collaborating with the community; and internal stakeholders' involvement in the senior high school work immersion program. This study utilized the descriptive research design employing mixed methods of research. The descriptive model involves collection of data in order to test hypothesis. It includes survey approach and focus group discussion (FGD). Utilizing the data, the study revealed that teachers manifest high involvement in facilitating parental involvement in learning at home and school, parents are moderately involved in the practices while school administrators showed high involvement in facilitating parental involvement. The data collected also revealed that the school administrators, teachers, students and parents were adversely involved in the work immersion program. The school administrators work conscientiously in providing the much needed support during the pre- immersion, immersion and post-immersion stage.

Keywords: *internal stakeholders, work immersion program, parental involvement*

Introduction

Multiple strategies have been suggested to involve parents in the education of students but there is a need for additional research on this aspect. Parents, teachers and school administrator's innovative involvement activities towards the implementation of Senior High School work immersion programs in private secondary schools are very evident. Some schools already started and on-going immersion on TVL track such as the SMAW, ICT, and Agriculture Strand. This involvement promotes student achievement and effectively connect schools, families, and communities. .However, the issue remains as to what extent of internal stakeholders' involvement in SHS work immersion program. As the students are still minors, DepEd Order No. 30 (2016) said that work immersion requires parental consent.

This study is anchored on Pierre Bourdieu's Social and Cultural Capital Theories to explain why parental involvement has an impact on children's achievement and adjustment to school. These theories also explain a number of sociological phenomena such as political participation, neighborhood effects, income and social inequalities, and more recently parent involvement. In some to foster parent involvement academic interventions use the building and cultivating of social capital.

Bourdieu (1985) defined social capital as the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationship of mutual acquaintance or recognition. According to theory of social capital, parental school involvement increases parent's access to social networks and information (Lareau & Horvat, 1999). Social capital is represented by parental contact and involvement in the organizational and social aspects of life of the school. As parents established relationships with teachers, they learn important information about the school's policies and practices and will eventually provide them insights and information about school expectations. Social capital also described extent of conversation that parents through parental monitoring of their children's school engagement. Therefore, discussion with the child about school will be able to transmit interest about the importance of education.

There are other attempts at defining parental involvement in school. Traditional definitions are limited to school-related activities, and sociologists have made the distinctions between home-based activities (e.g. helping children with homework, discussing their children's experiences at school) and school-based activities (Green, et al, 2007).

Research Questions

This study analyzes on the internal stakeholders' involvement in senior high school work immersion program. This study determines the profile of parents in terms of gender, number of children enrolled in school, highest educational attainment and family

income; the profile of teachers in terms of educational qualification and subject taught; the school administrator's profile in terms of educational qualification and years in service. Specifically, this answers the following questions:

1. What is the extent of internal stakeholders' involvement in the Senior High School Work Immersion Program?
2. Is there a significant relationship between the extent of internal stakeholders' involvement in the following types of parental involvement: parenting, communicating, collaborating with the community, volunteering, learning at home and school and decision making and the extent of involvement in the work immersion program?
3. What are the experiences in the implementation of work immersion program?
4. What school improvement plan can be developed in the implementation of work immersion?

Methodology

This study applied the descriptive research design employing mixed methods of research—a philosophically-underpinned model of inquiry combining qualitative and quantitative models of research so that evidence may be mixed and knowledge is increased in a more meaningful manner than either model could achieve alone (Office of Behavioral and Social Sciences Research, 2011). The descriptive model involved collection of data in order to test hypotheses or to answer questions concerning the present status of the subject of the study. It shall include survey approach and focus group discussion (FGD). The survey questionnaire was field tested to measure validity. This study was conducted in private secondary education institution.

There were three groups of respondents in the study with 306 population. The first group were the teachers, the second group were the parents of high school students and the third group were the school administrators. The study applied purposive sampling in order to have a wide range of research designs that the researcher can draw. It was more effective when one needs to study a certain cultural domain with knowledgeable experts within based on the characteristics of a population and the objective of the study. Purposive sampling was used to the teacher respondents, who were teaching SHS students (Grade 11 and Grade 12), and to the 12 school administrators.

The research instrument employed to gather data for the study was the survey questionnaire. It was adapted and modified from the study of Epstein (2009) on Parental Involvement practices and DepEd Order No. 30, s. 2016 on Curriculum Guide of Work Immersion Program. This was pilot tested to thirty (30) respondents with a reliability result of .90 reliability index. It is considered as a device to measure the scale of validity and reliability of the study.

Results and Discussion

Profile of Internal Stakeholders

Parents

There are 45 or 21% of the male respondents and 169 or 79% were female. Majority were high school graduates, having 1 child enrolled in the school and received an average monthly income of Php 5,000.00 to Php 10,000.00.

Teachers

Majority of the teachers holds a Master's Degree with 75 or 93.8% and 5 or 6.3% were Bachelor's degree holder, and most of them were teaching Mathematics of 16 or 20%, 14 or 17.5 were teaching English and 10 or 12.55 of them taught Science.

School Administrators

As to the educational attainment, 7 school heads had earned their Bachelor's degree holders and 5 who were Master's degree holders. As to the length of service, there were 3 who had been in the field for 5 years and below, 4 who had been designated for 6-10 years and 5 school heads who were in the field for 11 years and above.

Extent of Internal Stakeholders' Participation in Parental Involvement

As evident thereof, the teachers manifest high involvement in providing ideas and information on how to help students with homework and other curriculum related activities (X=3.36). However, the teachers showed moderate involvement in the parental involvement that support learning (X=2.76); opportunities for school-to-home communications about school programs and student progress (X=3.23); inviting parents to volunteer in the school activities

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(*X*=2.53); in the participation of parents in the school's decision making process (*X*=3.19); and in identifying the resources in the community that can help the school (*X*=3.01). This is an evidence that the teachers were not highly involve parental involvement except in providing ideas and information on how to help students with homework and other curriculum related activities.

Table 1. *Extent of Internal Stakeholders' Participation in Parental Involvement*

		Not involved at all	*Sometimes involved*	*Moderately involved*	*Highly involved*	*Mean*
Teachers	Parenting	50	85	178	87	2.76
	Communicating	14	57	153	176	3.23
	Collaborating with community	35	86	153	126	2.53
	Volunteering	10	46	135	209	3.36
	Learning at Home and School	18	50	169	163	3.19
	Decision-making	27	45	226	102	3.01
	Mean average					3.01

		Not involved at all	*Sometimes involved*	*Moderately involved*	*Highly involved*	*Mean*
Parents	Parenting	74	286	352	357	2.93
	Communicating	254	339	332	359	2.62
	Collaborating with community	246	222	204	184	2.38
	Volunteering	169	240	234	213	2.57
	Learning at Home and School	215	312	407	564	2.88
	Decision-making	170	222	286	392	2.78
	Mean Average					2.69

		Not involved at all	*Sometimes involved*	*Moderately involved*	*Highly involved*	*Mean*
Administrators	Parenting	1	4	30	25	3.32
	Communicating	0	1	13	46	3.65
	Collaborating with community	3	26	21	10	2.63
	Volunteering	0	1	19	40	3.65
	Learning at Home and School	0	1	13	46	3.75
	Decision-making	0	4	23	33	3.48
	Mean Average					3.41

The parents conversely manifest moderate involvement parenting (*X*=2.93); communicating (*X*=2.62); volunteering (*X*=2.57); learning at home and school (*X*=2.88); and decision-making (*X*=2.78). However, the parents showed little involvement in collaborating with community (*X*=2.38). This implies that the parents were not highly involved in parental involvement, when in fact they should be considering that they played potent role in parental involvement.

On the hand, the administrators showed high involvement in Parenting (*X*=3.32); Communicating (*X*=3.65); Collaborating with community (*X*=2.63); Volunteering; Learning at Home and School (*X*=3.65); and in Decision-making (*X*=3.75). This implies active parental involvement of the administrators in all aspects.

Research on the effectiveness of parental involvement is vast and has produced a wide range of results. It has been shown that positive effects on children's academic outcomes is the result of parental involvement. It is associated with higher academic performance (Hayakawa, Englund, Warner Richter & Reynolds, 2013), lower rates of grade retention and placement into special education (Miedel, 2000), and lower rates of high school dropout and increased on time high school completion (Barnard, 2004) .

Extent of Internal Stakeholders' Involvement in the Senior High School Work Immersion Program

As reflected in Table 2, the teachers were moderately involved in the pre-immersion stage with a mean of 3.16. However, they manifest high involvement in the immersion stage with a mean of 3.26, but showed moderately involved with a mean of 3.22.

The parents displayed high involvement in the pre-immersion with a mean 3.29 and in the immersion stage with a mean of 3.27, but showed Moderate involvement in the post-immersion stage with a mean of 3.1. This is justifiable since the parents has less role to play after the immersion.

The school administrators manifest high involvement during the pre-immersion (*X*=3.85), immersion (*X*=3.94) and post immersion (*X*=3.80) stage. This is an excellent manifestations of involvement and suggest that the school administration was highly involve from the start of the work immersion program up to the end.

Table 2. *Extent of Internal Stakeholders' Involvement in the SHS Work Immersion program*

		Not involved at all (f)	*Sometimes involved (f)*	*Moderately involved (f)*	*Highly involved (f)*	*Mean (x)*
Teachers	Pre-Immersion	21	44	119	136	3.16
	Immersion Proper	25	37	109	160	3.26
	Post Immersion	32	0	143	188	3.22
					Weighted mean	3.21

		Not involved at all (f)	*Sometimes involved (f)*	*Moderately involved (f)*	*Highly involved (f)*	*Mean (x)*
Parents	Pre-Immersion	67	114	227	448	3.29
	Immersion Proper	47	114	242	453	3.27
	Post Immersion	102	161	285	522	3.1
					Weighted mesn	3.22

		Not involved at all (f)	*Sometimes involved (f)*	*Moderately involved (f)*	*Highly involved (f)*	*Mean (x)*
Admin	Pre-Immersion	0	0	7	41	3.85
	Immersion Proper	0	0	3	45	3.94
	Post Immersion	0.00	0.00	12.00	48.00	3.80
					Weighted mean	3.86

Relationship of Internal Stakeholders' participation in Parental Involvement and Work Immersion Program

As could be gleaned on Table 3, the p-value is 0.259 which is higher than .05 level of significance. This suggests that there is no significant relationship between the internal stakeholders' participation and types of parental involvement. There is no significant association between the sets of ranks by calculating Spearman's rank correlation coefficient (rs) is indicated by p = 0.259. The value of r_s indicate that there is evidence to suggest a weak, negative agreement (rs = -0.311) between the internal stakeholders' participation and types of parental involvement (p = 0.259).

Table 3. *The Spearman's Rho Correlation on the Extent of Internal Stakeholders' Participation in the Parental Involvement and the Extent Participation of the Work Immersion Program*

Spearman's Rho	r_s	*p-value*	*Significance*	*Decision*
Internal stakeholders' involvement in senior high school work immersion program and types of parental involvement	-0.311	0.259	Not Significant	Accept

Table 3 illustrates the significant relationship between the extent of internal stakeholders' participation in the following types of parental involvement and the extent participation of the work immersion program. This means that being highly involved in work immersion program does not depend whether someone is a teacher, parent or an administrator. Anyone could be highly involved in helping and guiding the students in their work immersion.

Implementation of Work Immersion

Best Practices

Faithful to parental responsibilities

This somehow leads the participants to understand more on the role of parents and the partnership of the home and the school being represented by the teachers and parents. The school will not just limit only to teaching the child but education is given also to parents as our partner in child's education. Although the school is considered to be an extension of the home and teachers have a special parental authority over the pupils, parents ought not to be complacent and leave everything to the teachers. As contemplated by one parent participant who said " *Follow-up with the Assignments and school activities. I encouraged them to get involved in extracurricular activities. I provide their needs like computer and books. I really take care of their needs and food. I always follow-up and remind their project. I encouraged them to study before the exam. I always pray for my daughter. Constant follow-up of assignments and other learning tasks. Follow-up their assignments and assign task in school. Make follow up regarding their lessons, activities and projects given. Actively participating the activities of the school like general assembly. I actually give time for kids like doing their assignment, do the follow-up especially in their projects and consultation of their school academic performance."*

One parent participants boldly said *"I Give my full support and encouragement. As parent we assess our child's particular in financial matters. In their tuitions, fare and personal pocket money (baon). Give the unconditional support to her education in all aspects Follow up and support what was being agreed by the school during orientation and academically check the performance and attitude of my grandchild".*

Parental Involvement

Learning starts from Home

Parents, teachers and school administrators believe that parents can do much in providing their children the right education they deserve. The participants firmly believed that the parents are the chief educators of children since children's acquisition of knowledge lies on how well his parents make every opportunity to learn available for them.

Quality time

The big responsibility of parents begins in the home. They not only teach the kids do household chores, preparing nutritious baon for kids and sending them to school, parents can do more to support their children's schooling.

One parent participant made mentioned about " *My quality time is the most important factor that I was able to sustain my parental involvement. By having this quality time, I was able to understand them, attend their needs, raised them without any favoritism although it is so hard to be a parent but through prayer and strong relationship I made it possible".*

Parents participation in school. Majority of the participants believe that talking and discussing parental involvement, refers to any child/ student activities where the parents are included.

One parent participants said" *"During the one-week School Community Brigade, I made sure I come to school every day. As a mother, it is my obligation to help in the activities related to the education of my children,"*

Another parent participant commented, *"I know that participating in school activities makes my children happy and excited to come to school maybe because I am around and I really love them all. In terms of their academic performance, I am satisfied with their grades and I'm happy to know that they are working so hard".*

However, one parent participants acknowledged that "*I am not familiar with the parental involvement activities. So, I'm going to make one. I think the most effective is the scaffolding involvement of parents where they aid and support their kids and withdraw it later on if the students already mastered the things they need to do".*

According to one school administrator participants that *"One of the involvement activity which is most effective in student's success is school visitation, the parent will get to know the performance and the progress of his/her child in school. Attending meetings is one way of the school visitation that is participated by parents".*

As mentioned by one teacher participants *"Yes, parental involvement has a link to student success because they will be the first motivator of the students. They are there to advise, guide and support the students to complete the given task. Some students will not engage to a certain activity if their parents will not cooperate, participate and support them".*

Parent-teacher Partnership

Strong FPTA

Parents join the Federated Parents Teachers Association (FPTA) and other organizations that will lead them to actively participate on the decision-making of the educational services for their children. Parents also participated in school-based activities, such as parent-teacher conferences or small-group meetings.

One school administrator participant said that parents should join *"Institutionalized peace camp, tree growing every September, share a joy every December, duyog Ramadhan and parish announcement (Enrolment campaign)"*

Communications

Constant communication to the parents through and parents meeting. Almost all teacher participants commented that talking with children's parents either in person, by phone, or on open school nights, and sending notices to their home.

Parent participants firmly believe that communication is the best parental involvement. Because through this there will be two-way process, a good dialogue with the parent and school. Through open communication parents will be aware of their role in school and from that collaboration and decision-making will be properly manifested with regards to the performance of the child.

Work Immersion Program

Work immersion program is a course offered early to students of senior high school for them to acquaint to a workplace and acquire necessary knowledge on how to work and what to do at work.

One parent participant firmly said *"New DepEd curriculum emphasizes on the long formation year of the students but so far as I understood the curriculum really inspires me more because of its lifetime purpose in a way that it really prepares the students for life and*

for the future. Skills and academic being given much important".

Another parent participant said" *The k-12 curriculum contributes high transformation or give spiral progression in the system of education. It trained the student to be equipped in enrolling to college based on their potentials".*

One school administrator said *"This work immersion provides learners with opportunities to learn about the workplace, as well as the authentic work environment. Work Immersion is a key feature in the Senior High School program. Guidelines have been formulated based on the experiences of tech-voc schools".*

Another school administrator commented that *"The DepEd allowed flexibility in the curriculum to adjust to the market. The design must be from knowing the theory to the application in considering the child protection policy and labor laws of the nation. If we want the learners to go further and have a meaningful learning, we need the industries to collaborate and provide the necessary opportunities to these learners".*

One parent argued that *"It's a good move to add 2 more years in high school to help the students prepare themselves psychologically mature. However, DepEd curriculum is still messy and confusing. It may be part of the restructuring. I hope".*

One teacher participants commented that *"…Work immersion program gives an opportunity for the students to be able to experience their soon to be their field of specialization. This program also allows school, especially senior high school to really contribute in the success of the students as it gives them an early time to think and prepare for their dreams".*

Another parent insisted that their consent is needed in work immersion program, "Yes*! Because parental consent is a must. Before sending or exposing the students outside, parents must have a clear understanding of all the details relative to the work immersion program".*

Conclusion

The school administrators, teachers and parents were favorably involved in the work immersion program. The school administrators work conscientiously in providing the much needed support during the pre-immersion, immersion and post-immersion stage. The teachers, though it was mandated of them, manifest moderate involvement. The parents had been moderately involved into the work immersion of their kids.

The additional two years of senior high school was aimed to provide time for students to consolidate acquired academic skills and competencies and will equip learners with skills that will better prepare them for the future, whether it be for employment, entrepreneurship, skills development (further Tech-Voc training), and higher education or college. Simply taken, *K to 12 curriculum* was designed in a way that graduates would have the competencies to be ready for work or business, or to proceed to college.

The inclusion of the immersion program was highly celebrated by the designers as safety net to graduates who will not pursue higher education. Being the elation there might be some adverse effects of the early immersion program to industry or any workplace. As Tucay (2015) argue "ultimately, the K-to-12 program is designed to push students to leave formal education early and not pursue college. In effect, the government is bringing down the age of the employable pool. With more high school students choosing to join the workforce directly after Grade 12, more workers will soon be competing for scarce jobs, bloating the ranks of the unemployed.

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Affiliations and Corresponding Information

Karen Gay P. Dy
MSU-Maigo School of Arts and Trades -Philippines