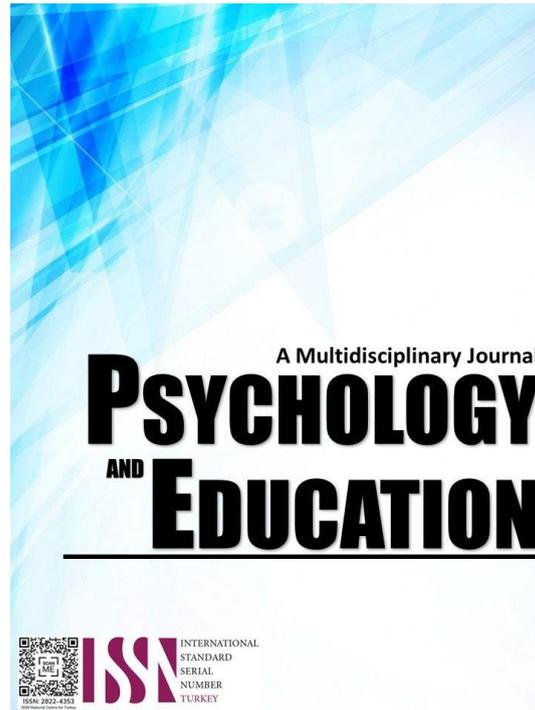


**TECHNICAL VOCATIONAL LIVELIHOOD WORK  
IMMERSION, STUDENTS' EMPLOYABILITY  
COMPETENCIES, AND SATISFACTION:  
TOWARDS A PROPOSED INNOVATIVE  
IMPLEMENTATION EXEMPLARS**



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

2023

Volume: 13

Pages: 496-506

Document ID: 2023PEMJ1182

DOI: 10.5281/zenodo.8345217

Manuscript Accepted: 2023-11-9

## Technical Vocational Livelihood Work Immersion, Students' Employability Competencies, and Satisfaction: Towards a Proposed Innovative Implementation Exemplars

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### Abstract

This study aims to determine the implementation of the Technical Vocational Livelihood (TVL) Work Immersion Program of senior high schools in the Divisions of Marikina City, Pasig City, and Makati City during the school year 2022-2023 as correlate of students' employability competencies and satisfaction. The method of research used was the descriptive correlational type with the survey questionnaire as the data gathering instrument. The respondents of the study included 44 work immersion teachers, 327 students, and 57 industry partners. The statistical tools used to treat the data were the percentage, weighted mean, one-way ANOVA, z-test, Pearson r, correlated t-test, and Tukey pairwise comparison. Based on the statistical analysis, the study found out that there were no significant differences in the perceptions of the students, teachers and industry partner respondents on the implementation of the TVL work immersion program as evidenced by the computed F values of 3.00, 1.19, 2.25 and 2.87, respectively, but there were significant differences in the perceptions of the three groups of respondents on the implementation of the TVL work immersion program with regard to students' progress and performance and work immersion supervision as revealed by the computed F values of 7.39 and 6.85. Thus, there was no significant difference between the perceptions of the two groups of respondents on the level of employability competencies of the students pertaining to basic and common competencies as evidenced by the computed Z value of 0.45 and 0.93, respectively but there was a significant difference between the perceptions of the teachers and the industry partners as evidenced by the computed Z value of 4.15 and 3.81, respectively, which are higher than the critical z value of 1.96. Hence, there was a moderate significant relationship between the extent of work immersion implementation, however, there was a high significant relationship between the extent of work immersion implementation and the administrative concerns on the basic employability competencies as shown by its Pearson r of 0.7 with computed t value of 11.34; for the core employability competencies of the two subjects, Bread and Pastry Production and Food and Beverage Services, there was a weak significant relationship in terms of objectives, curriculum implementation, delivery process, students' progress and performance, and work immersion supervision as reflected by their Pearson r's from 2.27 to 3.36 and computed t values from 2.80 to 3.86; for Food and Beverage and Services competencies, there was a moderate significant relationship on delivery process, students' progress and performance, and work immersion supervision as shown by the Pearson r's, 0.40 to 4.9 and computed t values from 5.18 to 5.77, higher than the critical t value of 1.98; for Bread and Pastry Production and Food and Beverage Services, there was a Very Low Correlation or almost negligible relationship, hence, a non-significant relationship exists as evidenced by the Pearson r's of 0.10 to 0.01 and computed t value of 0.10 and 1.01; the level of students' satisfaction has a moderate relationship with the extent of implementation of the TVL work immersion in terms of objectives, curriculum implementation and compliance, delivery process, students' progress and performance, work immersion supervision, and administrative concerns as evidenced by their Pearson r's from 0.42 to 0.59 and the computed t values from 8.34 to 13.17. The study suggested Work Immersion Implementation Exemplars to further enhance the implementation of the TVL Work Immersion Program.

**Keywords:** *technical vocational livelihood (TVL) work immersion program, student's employability competencies, and student's satisfaction*

### Introduction

In 2017, the Philippines Statistics Authority (2017) stated that the youth unemployment continues to hamper meaningful economic development. This was

also mentioned in the 2016 Labor Force Survey report which stated that about 48.4 percent of the 2.4 million unemployed Filipinos were between 15 to 24 years old, with some level of high school education. In the

Philippines, this is one of the issues being addressed by the Department of Education since the implementation of the K to 12 Curriculum in 2012. This curriculum aims to enhance the quality of basic education and to give numerous options such as college education, employability, entrepreneurship, or middle-level skills development of graduates of basic education to be productive or earn a living. However, Yee (2018) in his article, "Special Report: Jobs, a Hit or a Miss for Senior High School (SHS) Graduates," in the Philippine Daily Inquirer stated that in the conducted research by the group of Philippine Business for Education (PBED), it was reported that the first batch of SHS graduates possesses 93 percent of the competencies suitable to the needs of the nation's industries, such as critical thinking and problem-solving skills. However, PBED Executive Director Love Basillote said that many companies accept only job applicants with at least two years of college education, which potentially excludes SHS graduates. This hiring policy explains the discrepancy between the graduates' supposedly high competency and their low chances of getting a job. In addition, the Philippine Chamber of Commerce and the Industry's Human Resources Development Foundation, Inc. (PCCI HRDF) believe that the hesitance to hire fresh graduates may be due to the absence of the necessary skills and training that industries need but not yet provided by the current SHS program at that time.

In line with the aforementioned issues on the hiring of senior high school graduates, the Department of Education issued DepED Order No. 30, s. 2017 on the implementation of work immersion. One of the strands offered by DepED is the Technical Vocational Livelihood (TVL). Work Immersion is the key feature of the Senior High School (SHS) curriculum. Work Immersion can be conducted in different ways depending on the needs of the learners. Thus, the SHS should provide learners with opportunities to become familiar with the workplace, simulate employment, and apply their competencies in their chosen field of specialization in authentic work environments.

To achieve the foregoing purposes, the learners are immersed in actual work environments such as laboratories and workshops where their prior knowledge and training in school could be further developed. In implementing the Work Immersion program, DepED encourages the SHS to identify partner industries / institutions that are able and willing to lend their expertise and resources and to enter into agreement with the SHS offering the courses which need work immersion. The Work Immersion industry partner should assign a supervisor to serve as the counterpart of the Work

Immersion teacher who is assigned to supervise the students at the work immersion venue in coordination with the industry partner.

To be aware and knowledgeable of the intent of the work immersion for the students, the DepED has formulated the objectives in coordination with the Technical Education and Skills Authority (TESDA), the Commission on Higher Education (CHED), and in consultation with the industry partners. The formulated aims of the Work Immersion are the following: 1) appreciate the importance and application of the principles and theories learned in school; 2) enhance their technical knowledge and skills; 3) enrich their skills in communication and human relations; and 4) develop good habits, attitudes, appreciation, and respect for work.

With all these objectives, Work Immersion could provide the students with the means to apply what they have learned in school and experience interacting with people in the work environment. Their experiences in the Work Immersion program will help develop many skills and values that would help them transform from their high school to the work environment. To ensure that all the set objectives and guidelines given by DepED will be followed, there must be an assessment of the work immersion implementation not only in the school level but should at least be division wide.

The areas to be monitored are focused on the objectives, curriculum implementation and compliance, delivery system, students' progress work immersion supervision and administrative concerns. Since the studies related to the Work Immersion Implementation did not use the areas indicated in the tool provided by DepED, it is then the desire of the present researcher to conduct a study to evaluate the implementation of Technical Vocational Livelihood (TVL) track with two areas of specialization, namely: Food and Beverage Services and Bread and Pastry Production using the modified version of the tool of DepED. In this study, the researcher aims to contribute to Psychology and Education by finding the correlation between the Technical Vocational Livelihood (TVL) Work Immersion Program of senior high schools, students' employability competencies and satisfaction.

### Research Questions

This study sought to determine if the implementation of the Technical Vocational Livelihood (TVL) Work Immersion Program of senior high schools correlate to students' employability competencies and satisfaction in selected SHS in the Divisions of Marikina City, Pasig City, and Makati City during the school year

2022-2023. Specifically, it sought answers to the following questions:

1. What is the extent of implementation of the TVL Work Immersion Program on the following aspects as perceived by the work immersion students, teachers, and industry partner respondents?
  - 1.1 Objectives;
  - 1.2 Curriculum Implementation and Compliance;
  - 1.3 Delivery Process;
  - 1.4 Students' Progress and Performance;
  - 1.5 Work Immersion Supervision; and
  - 1.6 Administrative Concerns?
2. Are there significant differences in the perceptions of the three groups of respondents on the implementation of the TVL work immersion program as regards the aforementioned aspects?
3. What is the students' level of employability competencies as regards the following as perceived by the teachers, and industry partner respondents?
  - 3.1 Basic;
  - 3.2 Common; and
  - 3.3 Core?
4. Is there a significant difference in the perceptions of the two groups of respondents on the students' level of employability competencies on the aforementioned aspects?
5. What is the students' level of satisfaction on the Work Immersion Program as perceived by themselves on the following aspects?
  - 5.1 Job Characteristics;
  - 5.2 Work Environment;
  - 5.3 Contextual Factors; and
  - 5.4 Work Immersion Teacher?
6. Is there a significant correlation between the extent of implementation of the TVL work immersion program and the following variables?
  - 6.1 Students' Employability competencies; and
  - 6.2 Students satisfaction?
7. What innovative TVL work immersion implementation exemplars could be proposed based on the results of the study?

## Literature Review

### Work Immersion

On May 15, 2013, President Benigno Aquino III approved Republic Act No.10533 known as the Enhanced Basic Education Act of 2013 which stipulates that two more years are added in high school: hence, the creation of the senior high school. The Act is geared to further improve the knowledge and skills of the senior high school students for them

to face the challenges to be fully equipped in any field they want to pursue be it in college education or entering the highly competitive world of employment. To realize the aims of the senior high school program, the Department of Education issued DepEd Order No. 30, s.2017, Guidelines for Work Immersion on June 5, 2017, which is the basis for the implementation of the work immersion to all senior high schools. The industries also spend a part of their resources in training students' trainees although SHS graduates already have the basic skills before they go through the industry immersion (The Asia Foundation,2018). Properly implemented, work immersion improves student competencies, helps them make informed career choices, and creates employment opportunities (The Asia Foundation, 2018).

Catelo (2020) conducted a study which assessed the work immersion program in terms of objectives, principles and policy statement, delivery models, duties and responsibilities of personnel, assessment, and monitoring and evaluation. His study revealed that the three groups of respondents, the teachers, industry partners, and the students rated the senior high school work immersion program as Excellent with the grand weighted mean of 4.27. However, it showed that the Work Immersion Delivery Model had an unsatisfactory condition that limits students and teachers in conducting the different models suggested by the Department of Education. This condition has something to do with the required duration of immersion proper, schedule of the different delivery models, and the limited number of industry partners.

Plantilla (2017) mentioned that the globalization of the economy has established a serious need for business schools to prepare the graduates with knowledge and skills relevant to international business practices. Like the other countries in the world, the Philippines is affected by the unpredictable changes carried by globalization in the labor market. Undoubtedly, these deviations of the global industries have created opportunities but with challenges and difficulties to both education and employment sectors (Abas & Imam, 2016). Along this view, Plantilla (2017) remarked on the performance of the graduates of University of Rizal System in Pililla in the workplace. They said that the employers were precisely satisfied with their performance specifically the knowledge and understanding of the job, general skills, specialized skills and even personal qualities. They further emphasized that this is due to the mandate of the institution to prepare the students in the work environment with exemplary level of knowledge and skills required by the employers.

The study of Doromal and Vecino (2020) revealed that the implementation of senior high school work immersion program in selected public schools in the Division of Negros Occidental was fully implemented.

There was also no significant difference in its extent of implementation in terms school category, school location, and designation of the implementer. The findings also revealed that the most encountered challenges in the work immersion implementation were limited partner industries, students' working attitude, limited time tracking student's progress, inadequate supervision time for immersion teachers, and not sustainable learners' financial support. Furthermore, the major recommendations on effective immersion implementation were to tap additional partner institutions, increase immersion hours, weekly conference reporting of student's progress, and supervision and monitoring time for immersion teachers and allocate immersion budget.

### Students' Employability Competencies

According to Yorke (2006), as cited by Bist (2020), stated that employability can be defined as a set of skills, understandings and personal attributes that will provide the graduates a chance to gain employment and become successful in an occupation of their choice which in turn will benefit themselves, the community, and the economy. In addition, Sermsuk et.al, (2016) mentioned in his study that in many countries like the United States, United Kingdom, Canada and Europe, the international idea about employability has been applied to their students to guarantee necessary work skills acquisition towards job maintenance and proficiency. They said that the concept of concentration of work skills development among students is to ensure employability, hence, can lessen their chances of unemployment in the future. In line with this, Moore (2016) highlighted the skills that are crucial for education and success in the workplace. According to him, the skills that are influential to the success of an individual were emphasized by the National Center for Education Statistics (NCES) which include self-regulation, motivation, persistence or diligence, and executive functioning. Likewise, Wagner (2016) stressed various skills which employers are looking from an employee. Such skills, he said, are called survival skills which include critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing

information, and curiosity and imagination. He also further elaborated that future employees must be armed with fundamental skills such as reading, writing, and arithmetic.

Icban (2019) which attempted to assess the employability of the senior high school (SHS) students who graduated under the technical vocational livelihood strand program. With the 365 SHS students and 20 partner institutions as respondents of the survey questionnaire, the study found out that the SHS TVL student respondents performed high in basic, common and core competencies. They were also assessed by the industry partner supervisors as very good performers as regards the aspects of personal, interpersonal, self-management initiative, and delivery. The students acquired competencies were also correlated through at a low degree with the work immersion implementation.

Another reviewed related study was conducted by Guimba (2018) which determined the relationship between the level of self-efficacy and work immersion satisfaction of Grade 12 students under the General Academic Strand (GAS). Using the survey questionnaire to get the perceptions of the students, the study revealed that the students with high level of work immersion satisfaction enjoyed the learning experience in the workplace for they got the chance to see their career path in the future. It was also found out that the level of work immersion satisfaction of the students affected the level of work-related self-efficacy of the student respondents.

Furthermore, the study was done by Irwin et al. (2019) which determined the stakeholders' perceptions of students' employability. It attempted to find out the duration, type, and location of work experience. It looked into the three aspects of work experience within the context of the Social Sciences-type (internship or volunteer role), location (extra or co-curricular) and duration (six months or two years) and compared the stakeholders' (student, academic, employer) perceptions of work experience. The results indicated that extracurricular experience was viewed favorably by all the stakeholders. The type of experience the students had during their internship was viewed as more positive when the job role was at high-level. However, the duration of experience did not produce a main effect. There were no significant differences in stakeholders' perceptions of work experience. The qualitative data indicated that the relevance of both experience and degree was important for employability, along with interpersonal and professional skills.

### Students' Satisfaction

Ivaylo (2019) defined work immersion satisfaction, as a set of psychological attitudes towards the work done by the worker/trainee. In the process of professional adaptation and self-identification, an important role is played by the labor activity motivation and the labor satisfaction. Satisfaction with the work immersion depends on the congruence of the outcome of the work with the trainee's internal needs. There are different views in the scientific literature on the satisfaction of internships among young and inexperienced people, as responded by Ivaylo (2019) but most of them unite in their views in the following trends: Students who have gained more experience in a work environment are clearly aware of their advantages and prospects in finding a job and building a career. They are more likely to remain in the company where they have practiced. In the initial stages of the internship, trainees show a certain level of dissatisfaction with their assigned tasks, but at the end of the internship, they found that they have understood the reasons for their assignments, which is a predictor of their ultimate satisfaction with the internship. Opportunities to start and stay in the company where the internship is held also play a major role in the satisfaction of learners' internship.

Additionally, Okay and Sahin (2019) mentioned the factors influencing the satisfaction of intern. The first are individual factors which refer to trainees' characteristics predispose to success in their practice, which in turn leads to the satisfaction of internship. Okay and Sahin identified three individual factors which are defined as important prerequisites for an effective internship program, namely: academic readiness or good theoretical training and practice in the specialization, and positive expectations for practice and prospects of staying in a company and self-initiative (active searching for information, building constructive relationships with other trainees/employees).

Gupta (2017) remarked that feedback creates new tasks once the old ones were completed, clear job results, autonomy, a comfortable work environment, job prospects, new skills and teamwork. These are essential factors for trainees' satisfaction. Another is the contextual factor which includes salary, working time, travel to the internship place and the location of the organization in which the traineeship takes place. Sometimes the interns are given financial compensation. When this happens, it could lead to significantly higher levels of satisfaction than unpaid ones.

## Methodology

This study used the descriptive-correlational method of research. According to Mc Combes (2019), descriptive research aims to accurately and systematically describe a situation which involves the description, recording, analysis, and interpretation of the present nature, compositions, or processes of phenomena. In the same way, Mishra and Alok (2017) describe descriptive research as "explanation of the set of circumstances as it is." This study is descriptive because it described the implementation of work immersion in senior high schools. McCombes also defines correlation method as the relationship between the problem, situation or phenomena. This study is also correlational since it looked into the relationship between the implementation of work immersion in senior high schools and students' employability competencies and satisfaction of the work immersion implementation.

## Participants

The participants in this study were composed of 327 work immersion students 44 work immersion teachers, and 57 work immersion industry partners from the Divisions of Marikina City, Makati City and Pasig City. The work immersion teachers, students, and industry partners were chosen using purposive sampling. Only senior high schools offering the TVL Track on Bread and Pastry Production and Food and Beverage Services strands were included. The number of student respondents was determined using the Sloven's formula after which 30 percent of the population was used to get the number of respondents.

## Instruments of the Study

The instrument used by the researcher in this study was two sets of questionnaires. The first set was for the industry partners and the work immersion teacher respondents while the second was for the work immersion student respondents. The questionnaire for the industry partners and the work immersion teacher respondents has three parts. Part I was on the personal information of the respondents, Part II was on the Extent of the Respondents' Evaluation of the TVL Work Immersion Implementation, Part III was on the Students' Employability Competencies and Part IV was on the students' Satisfaction on the work immersion program. The second set of questionnaires was for the work immersion student respondents. It has four parts, namely: 1.) personal data of the student respondents, 2.) extent of student respondents' evaluation of the TVL work immersion program, 3.) level students' of employability competencies, and 4.) level of students' satisfaction on the work immersion



program.

**Procedure**

Before conducting the research study, the researcher first wrote a letter requesting the School Division Superintendents to allow the researcher to conduct the study in their respective Division. After the permission was granted, the researcher had the data gathering instrument validated by five Education Program Specialists of DepED Central Office who are involved in the Work Immersion Program of the Senior High Schools. Their comments and suggestions on the questionnaires were incorporated in the final form. Then the questionnaires for the work immersion teachers, students, and industry partners were all administered to the respondents via email with the help of the Department of Education through the Schools Division Superintendents (SDS), Education Program Supervisors (EPS), Public Schools District Supervisors (PSDS) and the School Principals of the school respondents from the Divisions of Pasig City, Marikina City, and Makati City. All responses were also retrieved via email. He then tallied the responses after which the raw data were statistically treated using the appropriate statistical tools.

**Ethical Considerations**

The study was conducted following the approval of the Schools Division Superintendent. It is conducted following the Research Ethics Guideline and the data privacy act. A formal letter of conducting the study is obtained. Written consent is also obtained from each participant following a clear explanation of the goal of the study.

**Results**

Table 1. *Extent of Implementation of the TVL Work Immersion Program of Senior High Schools as Perceived by the Three Groups of Respondents*

TVL Industry Immersion Program Indicators	Respondents					
	Students		Teachers		Industry Partners	
	OWM	VI	OWM	VI	OWM	VI
a. Objectives	3.42	HE	3.59	VHE	3.49	HE
b. Curriculum Implementation	3.42	HE	3.55	VHE	3.46	HE
c. Delivery Process	3.51	VHE	3.68	VHE	3.50	VHE
d. Students' Progress and Performance	3.47	HE	3.78	VHE	3.50	VHE
e. Work Immersion Supervision	3.33	HE	3.65	VHE	3.48	HE
f. Administrative Concerns	3.47	HE	3.61	VHE	3.61	VHE
Grand Weighted Means	3.44	HE	3.64	VHE	3.51	VHE

As shown in the table 1, the extent of implementation of the TVL work immersion program as perceived by the work immersion teachers and the industry partners obtained the overall weighted mean of 3.64 and 3.51,

respectively, interpreted as Very High Extent while the work immersion students perceived the extent of implementation of the TVL work immersion program at a High Extent only as evidenced by the overall weighted mean of 3.44.

These findings imply that the work immersion teachers and the industry partners have a very high regard on the implementation of TVL work immersion program while the work immersion students think that the implementation of the TVL work immersion program still needs to be improved to the highest level.

This finding is dissimilar to the result of Catelo's (2020) study which found out that the students, teachers, and industry partners rated the implementation of the work immersion program as Excellent. They all shared the same assessment of the work immersion program.

Table 17 shows the summary of significant differences in the respondents' perceptions on the extent of implementation of the TVL work immersion program.

The data in the table reveal that the perceptions of the students, teachers and industry partner respondents on the implementation of the TVL Work Immersion Program with regard to objectives, curriculum implementation and compliance, delivery process, and administrative concerns do not show significant differences since the computed F values are all below the critical F value of 3.02. This means that the respondents' perceptions are the same except for students' progress and performance and work immersion supervision.

Table 2. *Test of Significant Differences of the Respondents' Perceptions on the Implementation of the TVL Work Immersion Program*

Indicators	Computed F Value	Critical F Value	Decision	Interpretation
a. Objectives	3.00	3.02	Fail to Reject the H <sub>0</sub>	Not Significant
b. Curriculum Implementation and Compliance	1.19	3.02	Fail to Reject the H <sub>0</sub>	Not Significant
c. Delivery Process	2.25	3.02	Fail to Reject the H <sub>0</sub>	Not Significant
d. Students' Progress and Performance	7.39	3.02	Reject the H <sub>0</sub>	Significant
e. Work Immersion Supervision	6.85	3.02	Reject the H <sub>0</sub>	Significant
f. Administrative Concerns	2.87	3.02	Fail to Reject the H <sub>0</sub>	Not Significant

This further implies that the three groups of



respondents believe that the schools have shown very good practices on the extent of the implementation of work immersion as regards objectives, curriculum implementation and compliance, delivery process, and administrative concerns. However, there is a need to determine the reasons why the three groups of respondents differed in their perceptions so as to improve the monitoring of the students' progress and performance and work immersion supervision.

Table 3. Respondents' Perceptions on the Level of Employability Competencies of the TVL Work Immersion Students

Aspects	Respondents			
	Teachers		Industry Partners	
	OWM	VI	OWM	VI
Basic Competencies	3.68	VHL	3.72	VHL
Common Competencies	3.63	VHL	3.55	VHL
Core Competencies	3.52	VHL	2.88	HL
Grand Weighted Means	3.61	VHL	3.38	HL

Table 3 presents the summary of the level of employability competencies of the TVL work immersion students as perceived by the work immersion teachers and industry partner respondents.

The data in the table reveal that the employability competencies of the TVL work immersion students as regards Basic Competencies and Common Competencies was at a Very High Level as reflected by the overall weighted means of 3.68, 3.63. and 3.52, for teachers, and 3.72, 3.55, and 2.88 for industry partners.

This implies that both groups of respondents believe that the students are well versed when it comes to their basic and common competencies, however, the work immersion students need to be trained more on the core competencies. This finding could further imply that the subject teachers in their areas of specialization should exert more effort and time in training the students in school before they are immersed in the real world of work in the industry.

Table 4 presents the summary of the test of significant difference between the level of employability competencies of the TVL work immersion students as perceived by the work immersion teachers and the industry partners.

It can be gleaned in the table that the perceptions of the teachers and the industry partner respondents on the level of employability competencies of the TVL

work immersion students in terms of Basic Competencies and Common Competencies indicate a significant difference as evidenced by the computed z value of 4.15 for Bread and Pastry Production and 3.81 for the Food and Beverage Services which are higher than the critical z value of 1.96.

Table 4. Test of Significant Difference in the Perceptions of the Two Groups of Respondents on the Level of Employability Competencies of the TVL Work Immersion Students

Employability Competencies	Teachers		Partner Industries		Computed z Value	Decision	Interpretation
	OWM	s	OWM	s			
Basic Competencies	3.68	0.42	3.72	0.45	0.45	Fail to Reject the H <sub>0</sub>	Not Significant
Common Competencies	3.63	0.42	3.55	0.44	0.93	Fail to Reject the H <sub>0</sub>	Not Significant
Core Competencies							
For Bread and Pastry Production	3.48	0.47	2.80	1.08	4.15	Reject the H <sub>0</sub>	Significant
For Food and Beverage Services	3.55	0.51	2.96	0.98	3.81	Reject the H <sub>0</sub>	Significant

This means that the null hypothesis can be rejected at 5% level of significance. Therefore, there is a significant difference between the perceptions of the two groups of respondents on the employability competencies of the TVL work immersion students as to core competencies. This further indicates that the respondents have a similar observation of the core competencies exhibited by the students.

The summary table shows that for the basic and common competencies, both groups had a common observation of the competencies developed by the students during their work immersion in the industry.

On the other hand, the two groups of respondents agreed that the students had only high level of competencies in the two areas of specialization, an indication that they need to be exposed more to hands-on activities during the actual immersion in the industry. Hands on activities in anchored on experiential learning theory of David Kolb, which is more holistic approach and emphasizes how experiences, including cognition, environmental factors, and emotions, influence the learning process.

Table 5 presents the summary of the level of students' satisfaction in the work immersion program as perceived by the students themselves.

It is shown in the table that the level of work immersion satisfaction of the student respondents is Very High as regards job characteristics, work



environment characteristics, contextual factors, and work immersion teachers. This is evidenced by the overall weighted mean of 3.60, 3.62, 3.51, and 3.54 respectively with a grand weighted mean of 3.57. This finding could mean that the student respondents very much enjoyed their assigned jobs, their work environment, the amenities, and privileges provided by administrators, and their work immersion teacher.

Table 5. Respondents' Perceptions on the Level of Students' Satisfaction in the Work Immersion Program

Level of Students' Satisfaction Indicators	Students	
	OWM	VI
a. Job Characteristics	3.60	VHL
b. Work Environment Characteristics	3.62	VHL
c. Contextual Factors	3.51	VHL
d. Work Immersion Teacher	3.54	VHL
Grand Weighted Mean	3.57	VHL

Table 6. Significant Correlation Between the Extent of Implementation of the TVL Work Immersion Program and Employability Competencies

Variables	CV / Interpretation (Objective)	CV / Interpretation (Curriculum)	CV / Interpretation (Delivery)	CV / Interpretation (Student's Performance)	CV / Interpretation (Supervision)	CV / Interpretation (Administrative)
Basic Competencies Common	1.98	1.98	1.98	1.98	1.98	1.98
Competencies Core	Significant	Significant	Significant	Significant	Significant	Significant
Competencies -A. For Bread and Pastry Production	1.98	1.98	1.98	1.98	1.98	1.98
Competencies Core -A. For Bread and Pastry Production	Significant	Significant	Significant	Significant	Significant	Not Significant
Competencies -B. For Food and Beverage Services	1.98	1.98	1.98	1.98	1.98	1.98
Competencies Core -B. For Food and Beverage Services	Significant	Significant	Significant	Significant	Significant	Not Significant

Table 6 presents that there was a moderate significant relationship between the extent of work immersion implementation as regards objectives, curriculum implementation and compliance, delivery process, students' progress and performance, work immersion supervision, and administrative concerns and the level of basic and common employability competencies as evidenced by the Pearson r's ranging from 0.52 to 0.69 with the computed t – values ranging from 7.70 to 9.53 which are all higher than the critical value of 1.98. However, there was a high significant relationship between the extent of work immersion implementation and the administrative concerns on the basic employability competencies as shown by its Pearson r of 0.7 with computed t value of 11.34, higher than the critical t - value of 1.98.

For the core employability competencies of the two subjects, Bread and Pastry Production and Food and Beverage Services, there was a weak significant relationship in terms of objectives, curriculum implementation, delivery process, students' progress and performance, and work immersion supervision as reflected by their Pearson r's from 2.27 to 3.36 and computed t values from 2.80 to 3.86.

For Food and Beverage and Services competencies, there was a moderate significant relationship on delivery process, students' progress and performance, and work immersion supervision as shown by the Pearson r's, 0.40 to 4.9 and computed t values from 5.18 to 5.77, higher than the critical t value of 1.98.

For Bread and Pastry Production and Food and Beverage Services, there was a Very Low Correlation or almost negligible relationship, hence, a non-significant relationship exists as evidenced by the Pearson r's of 0.10 to 0.01 and computed t value of 0.10 and 1.01.

Table 7. Significant Correlation Between the Extent of Implementation of the TVL Work Immersion Program and Students' Satisfaction

Variables	CV / Interpretation (Objective)	CV / Interpretation (Curriculum)	CV / Interpretation (Delivery)	CV / Interpretation (Student's Performance)	CV / Interpretation (Supervision)	CV / Interpretation (Administrative)
Basic Competencies Common	1.97	1.97	1.97	1.97	1.97	1.97
Competencies Core	Significant	Significant	Significant	Significant	Significant	Significant
Competencies -A. For Bread and Pastry Production	1.97	1.97	1.97	1.97	1.97	1.97
Competencies Core -A. For Bread and Pastry Production	Significant	Significant	Significant	Significant	Significant	Significant
Competencies -B. For Food and Beverage Services	1.97	1.97	1.97	1.97	1.97	1.97
Competencies Core -B. For Food and Beverage Services	Significant	Significant	Significant	Significant	Significant	Significant

Table 7 shows that the level of students' satisfaction has a moderate relationship with the extent of implementation of the TVL work immersion in terms of objectives, curriculum implementation and compliance, delivery process, students' progress and performance, work immersion supervision, and administrative concerns as evidenced by their Pearson r's from 0.42 to 0.59 and the computed t values from 8.34 to 13.17.

### Discussion

This study attempted to determine the correlation between the technical vocational livelihood (TVL) work immersion program of senior high schools, students' employability competencies and satisfaction.

The work immersion program for senior high school will include the following areas: curriculum implementation and compliance, delivery system, students' progress and performance, work immersion supervision and administrative concerns. The students' employability competencies will include common competencies, basic competencies, and core competencies. The students' satisfaction will include the following areas: job characteristics, work environment characteristics, contextual factors, and work immersion teacher. The descriptive-quantitative design was used to identify the students' employability competencies and satisfaction and technical vocational livelihood (TVL) work immersion program of senior high schools.

## Conclusion

The study shows that the TVL work immersion program was very well implemented by the selected senior high schools involved in the study. The teachers, industry partners, and students of selected senior high schools have different impressions on the TVL work immersion program implementation regarding students' progress and performance and work immersion supervision, but have the same views on the four indicators, namely: objectives, delivery process, students' progress and performance, work immersion supervision, and administrative concerns. In additions, the TVL work immersion students can very well demonstrate the ability to perform the task assigned to them. The teachers and the industry partners have a similar view of the developed students' competencies needed for their employment.

Further, the students are very much contented with their experience in the TVL work immersion program. The development of students' competencies for employment is affected by the degree of implementation of the TVL work immersion program as regards objectives, curriculum implementation and compliance, delivery process, students' progress and performance, work immersion supervision, and administrative concerns. Therefore, to implement the technical vocational livelihood (TVL) work immersion program of senior high schools, an innovative work immersion implementation exemplar is necessary. It highlights the necessity for the exemplar to further improved the implementation of the work immersion program as perceived by the work immersion teachers, industry partners and students.

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