

WORK IMMERSION PROGRAM IMPLEMENTATION AND ACQUISITION OF TVL SKILLS AMONG SENIOR HIGH SCHOOL STUDENTS



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Work Immersion Program Implementation and Acquisition of TVL Skills among Senior High School Students

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Abstract

This study dealt with work immersion programs goals is to develop in learners the competencies, work ethics and values to pursue further education and joining the world of work. Specifically, this study examined the relationship between the level of implementation work immersion phases and TVL Acquired Skills performance rating of 2024 Graduates in Fourth District of Quezon Province. The descriptive research design was utilized to describe the data and characteristics of the population being studied. Majority of the respondents belong to 16-18 yrs or 76%, common age off newly SHS Graduates. There were 57% male respondents and 43% female respondents. The results revealed that the respondent's perceived level of implementation of work immersion phases in terms of pre work immersion are all in strongly agree. Data revealed that the schools conduct and Orientation Program for Work Immersion both for learners and parents. Based on the results the overall rating respondents perceived level on pre work immersion phase is 4.48 with verbal interpretation of strongly agree. Similarly to the work immersion proper phase were also perceived as strongly agree by the respondents. Post work immersion was also perceived as strongly agree with overall mean of 4.42 or strongly agree. It is revealed that the level of acquired TVL Skills rated by the supervisor in terms of habit formation, work skills and competence and interpersonal and human relation skills were perceived as strongly agree. Work Habit formation as the being the highest. Based on the result, supervisor and respondents have similar ratings being the work habit formation skills as the highest and work skills as the least acquired TVL skills. It is revealed that there is significant relation between the level of implementation of Work Immersion and acquired TVL skills. Findings revealed that there is a significant different, between the perceived level of TVL acquired skills of the respondents and the supervisor rating.

Keywords: *work immersion phases, work immersion, acquired TVL skills*

Introduction

The unfortunate truth is that the Philippines, along with Angola and Djibouti, is the only country in Asia and one of only three countries worldwide to still have a 10-year pre-university cycle from years ago. Nelson Mandela once remarked, "The most powerful weapon you can use to change the world is education" (Geronimo, 2013). According to the school's teaching program, immersion is the process through which students acquire pertinent knowledge and subject-specific abilities. The biggest shift in Philippine education has been the inclusion of Senior High School in the K-12 curriculum. To close the quality gap between education and employment and to become internationally competitive, educators changed the old educational system.

"R.A." 10533, The Senior High School (SHS) Program, also known as the Enhanced Basic Education Act of 2013, is a significant step toward comprehensive student readiness. A strategic project, this two-year augmentation aligns well with the Department of Education's overarching vision, which is dedicated to providing the best possible education and increasing students' worldwide competitiveness (Colobong, 2023). A higher-quality education system raises the possibility that a nation's development would accelerate, according to a 2014 study by Johan and Harlan. Education is the answer to every worldwide problem a nation has, whether it is ending poverty, bringing about peace, or dealing with environmental energy concerns, without education, it is never accomplished.

The K-12 Basic Education Program, also known as Republic Act 10533, advocates for the inclusion of vocational subjects in the curriculum because they equip high school graduates with middle-level skills that will enable them to pursue better opportunities, find gainful employment, or launch their own business immediately after graduation. With its strong task-based curriculum, the Technical Vocational Livelihood Track (TVL) gives students the opportunity to engage in experiential learning, in support of John Dewey's idea that learning occurs best when students do. Additionally, it offers learning experiences that equip students with the values and abilities needed to succeed in the workforce (Legarde & Sumandal, 2022).

According to Plantilla, the main objective of our educational system today is to produce competitive workers who can compete in the global business with competence and comprehension of the workplace, thus students must master these skills and information for their jobs (Plantilla, 2017). The first set of more than 1.2 million SHS graduates from the 2017-2018 school year, which includes those from private, non-DepEd public, and DepEd public schools, occurred in April 2018, according to an article on Teacher.ph. After seven years of implementation, there is still a gap between employment and K-12 program graduates.

The digital economy, which is expected to produce over Php 1 trillion in income by 2025, is primarily responsible for the Philippines' expanding job market, according to e-Conomy SEA 2019. Three (3) discussion papers released by the Philippine Institute for Development Studies (PIDS) in December 2018, 2019, and 2020 show that there is increasing interest in improving senior high school graduates' employability. In December 2018, the Philippine Institute for Development Studies (PIDS) released the Senior High School

and the Labor Market: Perspectives of Grade 12 Students and Human Resource Officers Discussion Paper Series No. 2018-49. The study found that even though the program's justification included entrepreneurship and employment, 75% of the grade 12 students intend to continue their education, even for those who are on the TVL track, this proportion holds true

Furthermore, two years into the SHS program's implementation, the PIDS Discussion Paper Series No. 2019-13, Status of Senior High School Implementation: A Process Evaluation, published in December 2019, evaluated the program's implementation in order to pinpoint problems and challenges as well as opportunities for improvement. It examines three domains: program theory, service delivery and utilization, and program organization, just like any other process evaluation of programs. Just a tiny percentage—just over 20%—of senior high school graduates enter the labor force, and the majority—more than 70%—continue their education, according to the PIDS Discussion Paper Series No. 2020-40, On the Employability of the Senior High School Graduates: Evidence from the Labor Force, which was published in December 2020. Additionally, it's imperative to keep collaborating with businesses to inform and demonstrate to them the range of skills SHS graduates possess, ultimately identifying the ideal job niche for them (Llego, 2022).

Work Immersion in Senior High School is a new curriculum component. It complies with the Department of Education's objectives to prepare Filipino students for grades K–12 to become *Handa sa Trabaho o Kolehiyo, Handa sa Mundo*. (DepEd, 2017). A crucial component of the Senior High School curriculum is "work immersion," which allows students to apply their knowledge and skills related to their track through practical experience or work simulation (What Is Work Immersion?, 2022).

Immersion is done beyond the school campus in a Workplace Immersion Venue, defined as the place where students are immersed in their work. Work immersion settings include offices, factories, shops, and project sites. The partnership between the schools and the industries will lead to the development of trust, equal power, and accountability, allowing both to succeed in sharing skills, knowledge, and information, resulting in reciprocal benefits for these two components.

More importantly, if schools and industry collaborate, they can achieve a common goal: to train or immerse students in real-world employment or real work scenario. A crucial component of the Senior High School curriculum is "work immersion," which allows students to apply their knowledge and skills related to their track through practical experience or work simulation (What Is Work Immersion?, 2022).

With a focus on organic agriculture production, this will enable the students to comprehend and gain competency in a variety of activities related to technical-vocational livelihood; agriculture, fishing, and the arts. It guarantees the development of life and career skills. It is anticipated to increase their work habit formation, work skills and competence, as well as interpersonal and human relation abilities (Cadavido, 2018). It is quite advantageous and seizes numerous chances to enhance their way of life.

With a focus on organic agriculture production, students will be able to comprehend and master a variety of technical-vocational livelihood activities, such as farming, fishing, and the arts. It guarantees the development of life and professional skills. It should help them develop better work habits, competency, and interpersonal and human relations abilities (Cadavido, 2018). It is highly advantageous and makes use of many chances to raise their standard of living.

Studies conducted in the Philippines have explored or addressed the topic of work immersion program implementation and acquisition of TVL skills among senior high school students, where the researcher observed the program's implementation and the acquired skills of students. Consequently, this framework appears as a viable shared reference (Padios, 2021). The study expected to develop comprehensive work immersion program among the teachers through unified implementation and evaluation in the fourth district of Quezon.

Research Questions

The paper aims to determine the relationship of work immersion program related variable, to the acquired skills among TVL students to arrive to the purpose. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. age; and
 - 1.2. gender?
2. How do the respondents perceive the level of implementation of work immersion phases in terms of:
 - 2.1. Pre work immersion;
 - 2.2. work immersion proper; and
 - 2.3. post work immersion?
3. What is the level of acquired TVL skills rated by the supervisor in terms of:
 - 3.1. work habit formation;
 - 3.2. work skills and competence; and
 - 3.3. interpersonal and human relation skills?
4. Is there a significant relationship between the level of implementation of work immersion and acquired skills?
5. Is there a significant difference between the perceived TVL acquired skills of the TVL respondents and the supervisor rating?

Literature Review

Technical-Vocational and Livelihood Track as Course

The TVL stands for Technical-Vocational-Livelihood track. Through the TVL senior high school track, students can gain the skills and knowledge they need to seek for employment straight after senior high school whether that's in the Philippines or overseas. It prepares the students not only regarding the competencies but also in skills development towards work readiness.

The senior high school TVL track is designed for students who wish to start working right after they graduate from senior high school. These vocational courses give students the skills and knowledge they need to get the certifications necessary for work. The TVL track is ideal for those who intend to work abroad as skilled workers.

Republic Act 10533 also known as Enhanced Basic Education Act 2013 was approved in 2013 and reformed the basic education by adding two years in high school. This law Broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment. The senior high school TVL track is designed for students who wish to start working right after they graduate from senior high school. These vocational courses give students the skills and knowledge they need to get the certifications necessary for work. The TVL track is ideal for those who intend to work abroad as skilled workers.

The Technical-Vocational-Livelihood track is designed to prepare senior high school students for employment after graduation. These vocational courses help students all over the Philippines: Provide preparation for occupation of future OFWs abroad, Gain the experience and skills they need to earn their Certificates of Competency and National Certifications, which they will need to seek future employment, enter college with job-ready skills, especially for courses related to their TVL track (Gueco, 2019)

A study by Gonzales, Mendoza, and Morales (2020) found that the implementation of the TVL program has a significant impact on the self-esteem and confidence of learners, which positively affects their career choices. Among the programs that the government laid out and seen to be the biggest and most important is the K to 12 Program. The Technical-Vocational and Livelihood Track (TVL) is one of the features of the K to 12 tracking schemes.

DO No 30, s.2017 Work immersion which provides students the exposure and familiarity with the work environment related to their field. DepEd coordinated with TESDA to offer the vocational standards in basic education allowing students to get the training needed to land a job right after graduation. The DepEd has partnered with different businesses and industries to cater to Grade 12 students who will undergo work immersion which served as one of their requirements before graduation. Learners are immersed in actual work environments such as workshops, offices, and laboratories in which their prior training is made relevant (DepEd, 2017).

Senior High School graduates in the TVL can explore a number of opportunities following their senior high education. Many students in the TVL track have opted to find employment with their skill sets following their graduation. Other students seek out higher education to improve their skills and knowledge within a chosen field of relevant tech voc courses in the Philippines. (Daniel, 2013).

The TVL track gives senior high school students access to vocational courses, as not all students want to or can afford to go to college after senior high school. The TVL strand courses gives students: good preparation for a career, as graduates of vocation courses have a higher employment as compared to other courses, smoother transition into their chosen career relevant skills they will need for employment in less time and hands-on training to ensure future success. (AMA University, 2021)

The Technical-Vocational Livelihood track is composed of specializations in the agriculture and fishery sectors, garments, tourism, health, processed food and beverages, social and community development service, automotive and land transport, construction, electronics, furniture and fixture, metal and engineering, utilities, and information and communications technologies sectors (DepEd Order No. 21, series 2019).

A study by Benito and Castaneda (2017) found that the TVL program has contributed to the development of the local industries by providing skilled workers and increasing the productivity and competitiveness of businesses.

Immersion

Immersion is the process wherein the students acquire the necessary knowledge and skills of their subject matter set out in the school's program of instruction. As defined by the Meriam-Webster dictionary, an immersion is the act of dipping something in a substance, completely covering it. It might be something physical, such as plunging your body into water, or metaphorical, such as becoming totally immersed in a project. Hence, immersion is exposing the learners in an establishment where students' effort will be given the opportunity to realize their potential and their contribution to be recognized. For students, an immersion offers an opportunity to gain practical skills, contribute to solving real-world problems, and expand their network. For organizations, hosting student represents a chance to get fresh ideas, find future job candidates, and benefit from the students' diverse backgrounds and experience

Pre Work Immersion

Pre immersion refers to the time of focused preparation leading up to a learner's language immersion experience. It is one of the three

phases of the program is designed to prepare students mentally and technically for the industry they aspire to join.

There areas of pre immersion have three parts. First, understanding work immersion, thru manifesting expected behavior, following work immersion rules and regulations, and aligning all activities with the memorandum of agreement Second, appreciating the importance of credentials such as knowing how to write resume, filling out forms properly, visiting the concerned offices and having skills in job interview and last, discussion of portfolio.

However, Pre – Immersion - refers to the time of focused preparation leading up to a learner's language immersion experience. It is a time of study, preparation, and readiness-training. This occurs in the months prior to the immersion and will serve as pre-test data for the study. Plante's (2008) standardized form on compassion and Dreher's (2007) standardized form on vocational identity will be administered at this phase.

Work Immersion Proper

Immersion Proper is the actual deployment of students to their respective employer which is the partner institution of the school they belong. This is an actual training of the students in real workplace to test the students' skills and applied what they have learned in school. This phase of work immersion has three parts. First, is appreciating management processes by observing, identifying and describing the nature of the partner industry, description of the service/product, target clientele, organization structure, and company rules and regulations.

In the Philippine education, work immersion, as it applies to the K to 12 Review of Integrative Business and Economics Research, Vol. 9, Supplementary Issue 4 43 Copyright 2020 GMP Press and Printing curriculum in the Philippines is defined in the Department of Education (DepEd) Order No. 40, series of 2015, refers to the part of the Senior High School (SHS) Curriculum consisting of 80 hours of hands-on experience or work simulation which the Grades 11 and 12 students will undergo to expose them to the actual workplace setting and to enrich the competencies provided by the school (Cruz, 2015)

Immersion Proper - is the actual deployment of students to their respective employer which is the partner institution of the school they belong to. This is an actual training of the students in the real workplace to test the student's skills and apply what they have learned in school. Which is the second phase.

Furthermore, according to Raytheon, knowledge can be a process through which experienced employees share or distribute their knowledge, skills, and behaviors to the employees who replace them. Many industries are currently struggling with high employee turnover rates, shorter retention, and the lack of an effective knowledge transfer process, each of which could have detrimental effects on an organization's success. Larry Alton (2015), transfer of learning "refers to learning in one context and applying it in another, i.e., the capacity to apply acquired knowledge and skills to new situations." In all, there are three distinct types of transfer: (i) transfer from prior knowledge to learning, (ii) transfer from old education to a new understanding, (iii) Transfer from learning to an application. When looked at through the lens of a corporation training an employee, the latter type of transfer is most important. Businesses need to help employees transfer the knowledge from training to a real living, breathing business environment. This task is incredibly challenging, though. It isn't easy to know how an individual will respond to training, and a thorough understanding of a concept during practice doesn't always transfer to real-world success.

Post Work Immersion is to provide an opportunity to reflect upon and articulate the meaning of a recently completed immersion experience. This phase is the final stretch of work immersion course. Teachers, learners, partner industry revisit the 10-day training through evaluation and assessment of the implementation. Feedbacking is one of the strategies used in this phase. Students will also take the national assessment to measure the success of the program.

According to Fitchburg State University (2019), that work immersion program helps the students to apply what their knowledge and skills in the classroom and give them opportunities for further employment.

In a study by De Vera and Yumul (2020), it was found that the Work Immersion program had a significant impact on the career decisions of TVL students. The authors recommended that the program be further developed to provide students with more opportunities to explore their career options.

In a study by Ramos and Lim (2019), it was found that Work Immersion experiences had a positive impact on the technical skills and competencies of TVL students. The authors suggested that the program be furthered enrich.

Thus, in the study of Cabrea (2020), focused and aimed that the output be used by both the academe and industry in evaluating the work readiness of graduates. Furthermore, it identified the attributes and characteristics of work readiness as basis for scale development through a series of focus group discussions to have a success work immersion program.

It is evident with the study of Smith, Johnson & Brown (2020) which concluded that work immersion programs provide valuable learning opportunities for students to develop knowledge, skills, and career-related competencies. The study also emphasized the significance of timely submissions, reflective practices, and teamwork in the work immersion process. The findings highlight the positive impact of work immersion experiences on student learning and development. In reality, the above qualities should be possess by work immersionist and also by each individual who will enter a job. It is helpful for senior high graduate who will apply for a job

if they are aware of whatever they need to possess to be able to be globally competitive.

Last phase is Post Immersion – refers to evaluating work experiences like this that can be transformative for the wider school community. Students who have participated in an immersion have had a rich experience, witnessing lives and stories of hope, faith and courage.

Besides Marlow's hierarchy of needs reflected as Personality and professional learning, the statement above tells that to create behavior development. Both can be inherited and observed in the workplace by seeing polite expression and making a conducive environment. As an industry worker, we can transform and maintain proper hygiene, clear communication, and the right relationship environment. Professional learning describes a continuous process that builds throughout the entire professional career or the individual. Webster-Wright (2010). According to Ching and Hursh (2014), online professional development leads to wide-scale innovation adoption and change in professional practice. This learning design social constructivist belief that people construct knowledge collaboratively and learn best when creating purposeful artifacts for an authentic audience.

Acquired Skills

Basically, education is the process of getting students ready for a brighter future, independence, and various challenges. The learning activities conducted by educators, including teachers and lecturers, are essential to the success of education. A teacher must have sufficient academic and pedagogical skills because their job requires them to deliver expert services. Educators must inculcate lifelong learnings rather lengthy education program built on teacher competency criteria to be prepared for their professional positions. (De Leon, 2020).

Mostly used to refer to specific core competencies, different categories such as work habit formation, work skills and competence and interpersonal and human relation skills these s advocates believe schools should teach for students to respond to changing demand of education. These technical skills and competence is a crucial talent in the twenty-first century since it allows pupils to contemplate deeply and find novel solutions to challenges (Kivunja, 2015). This is crucial since we know that the economy of the twenty-first century is driven by digital the constant change in information that characterizes technology necessitates people to have the ability to manage and react to novel problems effectively. It benefits pupils to be open-minded, curious, refusing to take anything for granted, and being able to reason and think to solve problems in a logical way. Long-term competitive advantage will ensure a company's survival.

Skill theory of David Burkus (2010), grew from the obvious flaw in the trait approach; traits are relatively fixed. Trait theory was not particularly useful for developing new leaders who lacked those traits. Skills theorists sought to discover the skills and abilities that made leaders effective.

Work Habit Formation

Habit formation is the process by which behaviors become automatic. Habits can form without a person intending to acquire them, but they can also be deliberately cultivated—or eliminated—to better suit one's personal goals. A study by Dimaano and Aragon (2019) explored the attitudes and motivations of TVL students towards the Work Immersion program. The authors found that students had a positive attitude towards the program and were motivated to complete it to enhance their employability. This work has given us a rich understanding of brain ... this work does warrant caution in such an interpretation, it raises the opportunity to consider behavioral characteristics of habits (KS Smith, 2016)

Habits are defined as behaviors that are performed with a minimum of cognitive effort. Habits allow for an effective use of our limited cognitive capacities. (Jager, 2014) The distinction between habits and reasoned behaviors is an old one, and has already been discussed extensively by James (1890). Current perspectives on habitual behaviors stress the importance of cognitive scripts that are being executed in familiar situations (Fiske & Taylor, 1991; Svenson, 1990; Schank, 1982; Schank & Abelson, 1977). A script reflects a specific rule stating that in a certain type of situation a specific response is adequate. As such a script represents the knowledge structure behind the habit, and thus is not equal to the habit itself (e.g., Abelson, 1981).

The study was an attempt to determine the Work Habits and Attitude of Grade 12 Senior High School students who undergone work immersion. The respondents of the study were thirteen (13) supervisors and officers in charge of different partner industries of the Senior High school concluded that the after the immersion the student's attitude really change. They always follow the house rules given to them, and punctuality and self-discipline, accountability were really instilled to the students. (Dimaano, 2019).

As the American philosopher William James wrote, habits make up a major part of our behavioral and cognitive lives. The emphasis on experiment-based logic since that time and the enduring interest in habits in the research community have given us a rich set of approaches to study the brain basis of habit formation. For the most part, these measures center on behavioral tasks designed to test whether a learned response is driven by stimulus-response (SR) associations or by more cognitive or prospective processes. And yet, the "SR habits" so defined are hypotheses based on these measures, and each idea about them has its own potential limitations. We take here an alternate strategy: classifying habits into potential component features on the basis of new findings about the changes in patterns of neural activity that occur as simple habits are formed and broken, both within and across habit-related brain circuits. This framework reconsiders habits as being formed through multiple, simultaneously signaling processes in the brain.

The major goal of this study was to determine the effects of an Affective Competencies Training Program on the development of desirable work behaviors. Procedures included identification of format and content, preparation of affective work competency learning modules, implementation of a training workshop, and evaluation of participants' retention of work habits, attitudes, and values.

Work Skills and Competence

There is an emerging awareness and interest in understanding how the employees' or students' practical engagement during the learning process affects their learning outcomes and drives their academic and professional success. Organizations and educational institutions are increasingly implementing teaching and training approaches that emphasize the individuals' active immersion and involvement during the course. –Morant et. al. (2019). In this vein, this research aims to clarify this phenomenon while investigating how experiential learning-based teaching strategies relate to students' academic achievement. Numerous theoretical research have been conducted on this subject. There are, however, few studies that present empirical data to support the presence of a beneficial connection.

In a study by Santos, Dominguez, and Pia (2018), it was found that TVL students have a positive perception of the program's effectiveness in developing their technical skills, work ethics, and professionalism.

In a study by Talampas and Go (2019), it was found that TVL graduates are highly valued by employers due to their technical skills, work ethics, and professionalism. The authors recommended that the government should prioritize the development of the TVL sector to address the growing demand for skilled workers in various industries.

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Interpersonal and Human Relation Skills

This Study adds to the conversation of how universities balance the needs of various stakeholders in a more commercialized higher education environment. We investigate how a proactive personality's stable facet interacts with personal initiative's located behavior to affect academic achievement. We predicted and discovered that students who score highly on both aspects of proactivity outperform those who score poorly on either or just one of them. Unexpectedly, the worst combination was a high level of proactive personality and a lack of personal initiative (Batistic et al., 2016). A crucial employability asset that some employers, students, and universities value together with academic performance is initiative. We contend that encouraging student initiative can consequently result in several advantages, with an emphasis on the more trainable aspect of self-initiative behavior. In order to achieve this, we offer helpful recommendations for creating a university curriculum that simultaneously improves graduate employability and academic performance.

Knowledge, skills, and attitudes. Finally, this framework can guide the development and measurement of competencies. (Astri Ghina, 2017). Research into entrepreneurial competencies is expanding and gaining legitimacy within the scientific community. On the other hand, it lacks comprehensive conceptualization elements.

It outlines various skills, know-how, work practices, and personal traits that educators believe are essential for success in today's society, particularly in university programs, contemporary careers, and workplaces. These talents are built on the foundation of information, media, and technology, learning and innovation, effective communication, and life and career skills. (2021; De Vera). The study recommended employing the techniques indicated here to improve how students learn and utilize their technical talents in light of the findings.

Methodology

Research Design

The study utilized a quantitative descriptive-correlational research design to measure the “Work Immersion Program Implementation and Acquisition of TVL Skills among Senior High School in public schools in the division of Quezon SY; 2023 -2024. The descriptive-correlational research design employed quantitative techniques to describe and analyze the work immersion program implementation and acquisition of TVL skills among senior high school students.

Two factors were considered in the study, namely: respondents who perceive the implementation of work immersion program in terms of pre work immersion, work immersion proper and post work immersion, and the TVL acquired skill in the implementation of work immersion. Seeram (2019) stated that a sort of non-experimental research called correlational research makes predictions and explains how different variables relate, the descriptive method was used in measurement and sought to find answers to questions through analysis and variable relationship.

According to Zulueta, Costales and Marasigan (2014), the descriptive method will gather, classify, and tabulate data about prevailing conditions. This method's principal aim made a possible prediction of the future based on findings or prevailing conditions, correlations, and people's reactions towards the issues. The study also employed a survey research method through a questionnaire checklist to gather information from a predetermined group of respondents on various topics of interest. It is defined as collecting information from individuals (Oncol, 2015). This can obtain the data needed for identifying the of the acquired skills of the students and the

implementation of work immersion program significantly explain their exit preferences.

Respondents

The population of the study consists of 200 (two hundred) TVL Graduates Batch 2024 of Public Senior High School in Fourth District of Quezon. This study employed non probability convenience sampling technique, since the respondents were graduates they were selected based on their availability.

Instrument

The researcher constructed the instrument, which underwent validity and reliability assessments. The indicators were based on the K to 12 Learning Competencies program for Senior High School (SHS) work immersion, Guidelines for work Immersion DepEd Order No.30 s. 2017, the Students' Work Immersion Portfolio and the DepEd Order No. 54 s. 2022 Monitoring Tool on the Implementation of Work Immersion Program.

In gathering the necessary data, the researcher used a non-standardized questionnaire in the form of a checklist. This instrument was subjected to tests of validity and reliability. It consisted of two main sections, the first one focusing on perceived level of the respondents on the implementation of work immersion phases which categorized into pre work immersion, work immersion proper and post work immersion. The second is rating given by the respondents and the supervisor to the acquired skills of students which categorized into work habit formation, work skills and competence and interpersonal and human relation skills. The instruments were specifically designed to determine the Work Immersion Program Implementation and Acquisition of TVL Skills Among Senior High School.

Procedure

The researcher utilized the self-survey questionnaire method to conduct the study. The researcher developed the questionnaire; the indicators were adapted from the K to 12 Learning Competencies program for Senior High School (SHS) work immersion, Guidelines for work Immersion D.O No.30 s. 2017 together with Students Work Immersion Portfolio. The developed survey questionnaires were presented to the experts in the field, for correction, revisions and suggestions, recommendation, and approval for administering the questionnaire to the respondents. To gather data, the researcher wrote a letter of request to the Schools Division Superintendent to seek permission to conduct the study. Furthermore, the researcher also forwarded a letter of consent to the school head and coordinators. The respondents were informed that their participation would be strictly confidential and that their information would be kept secure and used only for research purposes.

The part I of the survey questionnaire were the respondents' demographic profile, namely: age and gender. Part two of the survey questionnaire are the related variables to determine respondent's perceived level of implementation of work immersion phases in terms of pre work immersion phase, work immersion proper phase, and post work immersion phase. of work immersion programs in terms of Human Skills, Technical Skills; and Conceptual Skills. Part three of the survey questionnaire is to determine the level of acquired TVL skills rated by the supervisor and by the respondents in terms of work habit formation, work skills and competence and interpersonal and human relations skills.

Ethical Considerations

For ethical considerations, before the study was conducted, the respondents received a detailed briefing and key information about the purpose of the study. Through informed consent, the respondents shall willingly decide to take part in the study. In order to guarantee anonymity, secrecy, and the avoidance of potential harm, all information will be held and handled with the utmost confidentiality by not disclosing the names and identities of the research participants in accordance with RA 10173, generally known as the Data Privacy Act.

Results and Discussion

This section presents the results of the investigation. It also provides the researcher' analysis and interpretation of the data gathered so that conclusions and recommendations could be drawn from the study.

Table 1. *Distribution of the Respondents in terms of Age*

Age	f	%
16-18 yrs. old	152	76
19-21 yrs. old	42	21
22 and above	6	3
Total	200	100

Table 1 reveals the profile of the respondents in terms of age, wherein 152 out of 200 respondents, or 76% of respondents, are recorded to have an age ranging from 16-18 years old, 42 or 21% ranging from 19-21 years old, and 6 or 3% 22 years and above. This implies that majority of the respondents are from the typical age of fresh graduate or first year college. In the Philippines, Grade 12 graduates typically start their first year of college around the age of 18. The K-12 system has shifted the age schedule, with Grade 12 graduation usually occurring at 18.



Table 2. *Distribution of the Respondents in terms of Gender*

Gender	f	%
Male	114	57
Female	86	43
Total	200	100

Table 2 shows the profile of the respondents in terms of gender out of 200 respondents, 114 or 57% of respondents, are identified as males. On the other hand, 86 respondents, or 43% of respondents, are identified as females. Therefore, there are more male respondents than female. The data shows that men are more than women. Though, there have been improvements in gender equality, there are still differences in the rates at which men and women enroll in and complete vocational programs (Acevedo et al., 2020).

Industries such as construction and automotive technology are typically acknowledged as men-dominated professions (Bridges et al., 2020; Ramaci et al., 2017; Ray & Zarestky, 2022). Men maintain a majority presence in technical and trade-oriented industries, although women remain insufficiently represented in science, technology, engineering, and mathematics professions (Ramaci et al., 2017; Sevilla et al., 2023). In 2006, Male live births slightly exceed female live births by approximately 3%. The ratio of male to total live births is conventionally represented as M/F. there were more men than women globally. While the difference is small, with roughly 102 men for every 100 women, men have historically outnumbered women worldwide. This slight imbalance is observed across various demographic studies, including those from 2006.

Table 3. *Respondents' Perceived the Level of Implementation of Work Immersion Phases in terms of Pre Work Immersion*

Indicators	Mean	SD	Verbal Interpretation
1. Students are oriented with the importance of work with harmonious and healthy human relations with peers, co-trainees, and superiors.	4.40	0.65	SA
2. Students are instructed to demonstrate their competencies and skills in the workplace.	4.46	0.64	SA
3. Students are made aware of the importance confidentiality in the workplace.	4.46	0.66	SA
4. Students are expected to participate in all activities outlined in the Memorandum of Agreement with enthusiasm.	4.42	0.76	SA
5. Students are required to secure barangay, police, mayor, and NBI clearances, along with medical certificates.	4.65	0.66	VSA
6. The schools conduct an Orientation Program of Work Immersion for Grade 12 learners and their parents.	4.80	0.43	VSA
7. The school informs parents, students, and partner industries that all activities for work immersion are outlined in Memorandum of Agreement and the Work Immersion Plan.	4.66	0.61	VSA
8. The teacher discussed strong work ethics and principles.	4.61	0.65	VSA
9. Students prepare the necessary credentials for the work immersion.	4.01	0.77	SA
10. The teacher provides an orientation to the students about the tools used to evaluate their performance.	4.35	0.63	SA
Overall	4.48	0.42	SA

Legend: 5.00-4.50/Very Strongly Agree (VSA), 4.49-3.50/ Strongly Agree (SA), 3.49-2.50/ Agree (A), 2.49-1.50/ Disagree (DA), 1.49-1.00/ Strongly Disagree (VSDA)

Table 3 shows the respondents perceived the level of implementation of work immersion phases in terms of pre work immersion. It reveals that the overall mean of 4.48 and verbally interpreted as strongly agree. The indicator 6, “The schools conduct an orientation program of work immersion for grade 12 learners and parents”, got the highest mean of 4.80 with verbal interpretation of very strongly agree. On the other hand, indicator 9, “Students prepare the necessary credentials for the work immersion” got the lowest mean of 4.01 with verbal interpretation of strongly agree.

Table 4. *Respondents' Perceived the Level of Implementation of Work Immersion Phases in terms of Work Immersion Proper Phase*

Indicators	Mean	SD	Verbal Interpretation
1. Students understand the nature of the business/partner industry, familiarize themselves with the products/services offered, and the clients served.	4.38	0.72	SA
2. Students distinguish and abide the rules and regulations of the company/partner industry.	4.31	0.78	SA
3. Students understand their duties, rights, and responsibilities in the workplace.	4.35	0.65	SA
4. Students are provided with adequate guidance throughout the immersion period.	4.28	0.70	SA
5. Students apply the knowledge and skills they have learned in the classroom during work immersion.	4.36	0.63	VSA
6. Students' attendance, punctuality, task completion, and daily narrative experiences are monitored.	4.61	0.54	VSA
7. Teacher communicates any concerns or issues with the educational institution promptly.	4.44	0.55	SA
8. The tasks assigned to students during the work immersion were relevant to their field of study.	4.39	0.68	VSA
9. The workplace environment is conducive to learning and skill development.	4.35		
10. The students actively participate in the tasks assigned to them.	4.50	0.60	SA
Overall	4.48	0.42	SA

Legend: 5.00-4.50/Very Strongly Agree (VSA), 4.49-3.50/ Strongly Agree (SA), 3.49-2.50/ Agree (A), 2.49-1.50/ Disagree (DA), 1.49-1.00/ Strongly Disagree (VSDA)



The table 4 presents the perceived level of respondents on the level of implementation of work immersion phases in terms of work immersion proper. Indicator 6 students' attendance, punctuality task completion, and daily narrative experiences are monitored got the highest mean 4.61 verbally interpreted as very strongly agree while indicator 4 students are provided with adequate guidance and support throughout the immersion period got the lowest mean but it is interpreted as strongly agree. Generally, it has mean of 4.39 verbally interpreted as strongly agree.

Table 5. Respondents' Perceived the Level of Implementation of Work Immersion Phases in terms of Post Work Immersion

Indicators	Mean	SD	Verbal Interpretation
1. The tasks performed during the work immersion were useful in developing the students' professional.	4.36	0.62	SA
2. The work immersion experience met the expectations of students in terms of skill development and knowledge acquisition.	4.37	0.62	SA
3. Students understand their duties, rights, and responsibilities in the workplace.	4.57	0.67	VSA
4. Students are provided with adequate guidance and support throughout the immersion period.	4.36	0.63	SA
5. Students apply the knowledge and skills they have learned in the classroom during work immersion.	4.38	0.63	SA
Overall	4.42	0.45	SA

Legend: 5.00-4.50/Very Strongly Agree (VSA), 4.49-3.50/ Strongly Agree (SA), 3.49-2.50/ Agree (A), 2.49-1.50/ Disagree (DA), 1.49-1.00/ Strongly Disagree (VSDA)

The table 5 indicates that the perceived level of respondents on implementation of post work immersion phase has overall mean of 4.42 with verbal interpretation of strongly agree. Indicator 7 student submitted portfolio that documented her achievement and acquired skills. DepEd Order no. 30. s. 2017 presenting of portfolio. Paper discusses the way portfolios can be used as a vital component in learning, and describe how this student compiled a portfolio that contained a sampling of writing representing her process of creation, her best work, her near misses or unsatisfactory pieces, and a portfolio cover letter explaining the meaning of these artifacts.

On the other hand, indicators 9 and 10 got the lowest mean 4.33 but interpreted as strongly agree. DepEd No. 30 s. 2017 the successful implementation of work immersion will depend strongly on the collaboration, support and commitment of the school personnel and the partner institution.

Table 6. Respondents' Rating on Acquired Skills in terms of Work Habit Formation

Indicators	Mean	SD	Verbal Interpretation
1. Always come to work on time and regularly.	4.21	0.49	SA
2. Shows passion, commitment and dedication	4.39	0.59	SA
3. Performs tasks/activities independently	4.77	0.52	VSA
4. Demonstrate self-discipline, self-accountability and flexibility, honesty, and dependability	4.76	0.55	VSA
5. Observes appropriate ethical behavior and/or attitude	4.74	0.46	VSA
6. Prioritizes and observes safety- conscious actions	4.60	0.54	VSA
Overall	4.58	0.35	VSA

Legend: 5.00-4.50/Very Strongly Agree (VSA), 4.49-3.50/ Strongly Agree (SA), 3.49-2.50/ Agree (A), 2.49-1.50/ Disagree (DA), 1.49-1.00/ Strongly Disagree (VSDA)

Table 6 appears that the acquired TVL Skills of the respondents rated by the supervisor in terms of Work Habit Formation. Most indicators were perceived as very strongly agree. The indicator that has highest rating of 4.77 interpreted as very strongly agree is indicator 3 performs task independently, contrary to indicator 1 always come on time and regularly. This implies that the schools have developed strong positive work habit formation such as discipline, accountability, honesty, dependability and being independent that help them enhance performance, productivity and flexibility.

When asked about the reasons for their absences or tardiness, the immersion students cited distance and the difficulty of getting up early as factors. When asked about the reasons for their absences or tardiness, the immersion students cited distance and the difficulty of getting up early as factors.

Table 7. Respondents' Rating on Acquired Skills in terms of Work Skills and Competence

Indicators	Mean	SD	Verbal Interpretation
1. Handles details of the given tasks/activities.	4.13	0.49	SA
2. Provides relevant feedback to the management or supervisor.	4.08	0.63	SA
3. Performs the tasks based on job/work description.	4.05	0.64	SA
4. Suggests solutions to problems	4.00	0.58	SA
5. Can troubleshoot immediate concerns and issues by providing solutions to problems	3.94	0.62	SA
Overall	4.04	0.51	SA

Legend: 5.00-4.50/Very Strongly Agree (VSA), 4.49-3.50/ Strongly Agree (SA), 3.49-2.50/ Agree (A), 2.49-1.50/ Disagree (DA), 1.49-1.00/ Strongly Disagree (VSDA)

Table 7 reflects the perceived level of respondents on work skills competence rated by the supervisor is verbally interpreted as strongly agree with mean of 4.04. Furthermore, all indicators were perceived to be strongly agree. The indicator with the highest mean is

indicator 1, stating handles details of the given tasks or activities, has a mean of 4.13 While, the lowest is indicator 5 with 3.94 means, stating can troubleshoot immediate concerns and issues by providing solutions to problems.

Result implies that performing the tasks given were performed with remarkable output. Learning during the work immersion is very important in developing oneself. Applying the learning by doing is an effective tool to develop all aspects of work. Many students believe that their workplace is the best place for them to learn. They respond to opportunities to help them do their jobs better, whether that training is learned on the job or through formal courses. (Flinders & Thornton, 2013).

Table 8. Respondents' Rating on Acquired Skills in terms of Work Skills and Competence

Indicators	Mean	SD	Verbal Interpretation
1. Is properly groomed and well-poised.	4.52	0.57	VSA
2. Accepts suggestions in improving work performance.	4.64	0.55	VSA
3. Demonstrates appropriate eye contact, gestures and language in dealing with others in various situations.	4.54	0.57	VSA
4. Understands the value of linking between employer-employee and industry- client's relationships	4.54	0.57	VSA
5. Demonstrate emotional maturity and stability	4.47	0.59	VSA
Overall	4.53	0.50	VSA

Legend: 5.00-4.50/Very Strongly Agree (VSA), 4.49-3.50/ Strongly Agree (SA), 3.49-2.50/ Agree (A), 2.49-1.50/ Disagree (DA), 1.49-1.00/ Strongly Disagree (VSDA)

In table 8 above shows the perceived work immersion program human skills in terms of interpersonal skill. Results revealed that almost the statements under interpersonal skills indicators have a verbal interpretation of very strongly agree. This implies that respondents have remarkable and interpersonal and human relation skills.

Interpersonal skills are the one to perceive work immersion programs to human skills wherein they work on a team on specific projects as an effective team player. Good trainee-trainer relationship was established. A positive relationship fosters a strong workforce, promotes employee well-being, and can lead to increased loyalty, and increase productivity

Table 9. Respondents' Rating on Acquired Skills in terms of Work Habit Formation

Indicators	Mean	SD	Verbal Interpretation
1. Always come to work on time and regularly.	4.31	0.59	SA
2. Shows passion, commitment and dedication	4.51	0.58	VSA
3. Performs tasks/activities independently	4.48	0.66	SA
4. Demonstrate self-discipline, self-accountability and flexibility, honesty, and dependability	4.50	0.57	VSA
5. Observes appropriate ethical behavior and/or attitude	4.52	0.63	VSA
6. Prioritizes and observes safety- conscious actions	4.51	0.61	VSA
Overall	4.47	0.44	SA

Legend: 5.00-4.50/Very Strongly Agree (VSA), 4.49-3.50/ Strongly Agree (SA), 3.49-2.50/ Agree (A), 2.49-1.50/ Disagree (DA), 1.49-1.00/ Strongly Disagree (VSDA)

Table 9 presents that the acquired TVL Skills of the respondents rated by the respondents in terms of Work Habit Formation. Almost all indicators were perceived as very strongly agree. The indicator that has highest rating of 4.52 interpreted as very strongly agree is indicator 5 stating observes appropriate behavior or attitude.

Punctuality is an important social behavior at the workplace and in everyday life. This study analyzed the influence of personality on behavioral indicators of punctuality in a real-life setting. (Journal of research on personality) And the lowest same with table 6 rated by the respondent's indicator 1, always come on time and regularly When asked about the reasons for their absences or tardiness, the immersion students cited distance and the difficulty of getting up early as factors. (www.allmultidisciplinaryjournal.com.) When asked about the reasons for their absences or tardiness, the immersion students cited distance and the difficulty of getting up early as factors.

Table 10. Respondents' Rating on Acquired Skills in terms of Work Skills and Competence

Indicators	Mean	SD	Verbal Interpretation
1. Handles details of the given tasks/activities.	4.17	0.69	SA
2. Provides relevant feedback to the management or supervisor.	4.15	0.67	SA
3. Performs the tasks based on job/work description.	4.22	0.71	SA
4. Suggests solutions to problems	4.17	0.67	SA
5. Can troubleshoot immediate concerns and issues by providing solutions to problems	4.08	0.67	SA
Overall	4.16	0.58	SA

Legend: 5.00-4.50/Very Strongly Agree (VSA), 4.49-3.50/ Strongly Agree (SA), 3.49-2.50/ Agree (A), 2.49-1.50/ Disagree (DA), 1.49-1.00/ Strongly Disagree (VSDA)

Table 10 reflects the perceived level of respondents on work skills competence rated by the respondents is verbally interpreted as strongly agree with mean of 4.16. Thus, all indicators were perceived to be strongly agree

The indicator with the highest mean is indicator 3, stating performs the tasks based on job or work description. While, the lowest is indicator 5, can troubleshoot immediate concerns and issues by providing solutions to problems similar to the rating given by the



supervisor. DepEd Order no. 30 s. 2017 enrich their skills in communications it is important that students must developed their critical thinking skills and decisiveness to make them equipped to attain the goal of k to 12 curriculum “Batang K+12, Handa sa Trabaho o kolehiyo, handa sa mundo.”

Table 11. Respondents’ Rating on Acquired Skills in terms of Work Skills and Competence

Indicators	Mean	SD	Verbal Interpretation
1. Is properly groomed and well-poised.	4.31	0.53	SA
2. Accepts suggestions in improving work performance.	4.57	0.55	SA
3. Demonstrates appropriate eye contact, gestures and language in dealing with others in various situations.	4.44	0.58	SA
4. Understands the value of linkaging between employer-employee and industry- client’s relationships	4.51	0.57	SA
5. Demonstrate emotional maturity and stability	4.41	0.63	SA
Overall	4.45	0.44	SA

Legend: 5.00-4.50/Very Strongly Agree (VSA), 4.49-3.50/ Strongly Agree (SA), 3.49-2.50/ Agree (A), 2.49-1.50/ Disagree (DA), 1.49-1.00/ Strongly Disagree (VSDA)

Table 11 presents the supervisors’ rating on the students’ acquired interpersonal and human relation skills during their work immersion. The overall average mean is 4.45 with a standard deviation of 0.44, verbally interpreted as Strongly Agree (SA). This interpretation means that the supervisors consistently observed the presence of these skills among the students to a very high extent.

Among the indicators, the highest-rated was "Accepts suggestions in improving work performance" with a mean score of 4.57, indicating that students are highly receptive to feedback and committed to self-improvement. The lowest-rated, although still within the Strongly Agree range, was "Is properly groomed and well-poised" with a mean of 4.31.

This suggests that while students generally maintained a professional appearance, there may be a need to further reinforce consistent grooming and presentation, especially in formal industry settings. The researcher believes that the overall Strongly Agree result shows that students are not only skilled in technical tasks but also well-prepared in dealing with others professionally. These findings highlight the importance of integrating soft skill development in the work immersion program.

It implies that schools should continue to promote values such as professionalism, emotional stability, and openness to feedback. As supported by Robles (2012), soft skills—such as interpersonal communication, professional behavior, and emotional intelligence—are just as crucial as technical skills in determining workplace success. Therefore, fostering these qualities during immersion not only improves student performance but also prepares them for long-term career growth and real-world interactions.

Table 12. Test of Relationship between the Level of Implementation of Work Immersion and Acquired Skills

Level of Implementation of Work Immersion	TVL Acquired Skills		
	Work Habit Formation	Work Skills and Competence	Verbal Interpretation
Pre Work Immersion	.554**	.311**	.414**
Work Immersion Proper	.402**	.292**	.285**
Post Immersion	.454**	.288**	.345**

Table 12 shows the relationship between the level of implementation of the work immersion phases and the TVL skills acquired by students. The results revealed that all three phases—pre-immersion, immersion proper, and post-immersion—had a significant relationship with the students’ skills at the .01 level (2-tailed). This means that the work immersion program plays an important role in helping students develop work habits, technical skills, and interpersonal abilities. In the pre-immersion phase, there was a moderate positive relationship with work habit formation ($r = .554$), work skills competence ($r = .311$), and interpersonal and human relation competence ($r = .414$).

This shows that proper preparation before the actual immersion helps students build discipline, confidence, and readiness. During the immersion proper phase, work habit formation still showed a moderate correlation ($r = .402$), while work skills competence ($r = .292$) and interpersonal competence ($r = .285$) showed low correlations.

This suggests that while students develop work habits during immersion, they may need more guidance and hands-on experience to improve their technical and communication skills. In the post-immersion phase, moderate correlation was seen again in work habit formation ($r = .454$), but work skills ($r = .288$) and interpersonal competence ($r = .345$) remained low. This indicates that reflection and evaluation activities after immersion still help students improve, but additional support may be needed to strengthen their technical and interpersonal development.

Overall, the findings show that work immersion is effective in shaping students’ behavior and basic skills, but there is a need to enhance how students are trained during and after immersion, especially in actual work tasks. Schools should give students enough time and opportunity to experience real work situations, think critically, solve problems, and aim for quality output.

As Robinson (2013) pointed out, education serves four main purposes: economic, cultural, social, and personal. Therefore, work immersion should not only prepare students for employment but also for real-life responsibilities and growth.

Table 13. *Test of Difference between the Perceived TVL Acquired Skills of the Student-respondents and the Supervisor Rating*

<i>Work Immersion Phases</i>	<i>Group</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig. (2 tailed)</i>	<i>interpretation</i>
Pre Work Immersion	Students	4.5 8	0.35	2	398	0.008	Significant
	Supervisor	4.47	0.44				
Work Immersion Proper	Students	4.04	0.51	-2.191	398	0.029	Significant
	Supervisor	4.16	0.58				
Post Immersion	Students	4.53	0.50	1.685	398	0.093	Not Significant
	Supervisor	4.45	0.44				

Legend: Sig (2-tailed) ≤ .05 (Significant); Sig (2-tailed) ≥ .05 (Not significant)

The T-test was used to determine the significant difference between the perceived TVL acquired skills of the student-respondents and the ratings given by their supervisors. Based on the data presented in Table 13, it can be synthesized that the independent variables—work immersion phases related to acquired TVL skills—show a significant difference when computed against the 0.05 level of significance. The overall result indicates that there is a significant difference between the students' self-assessment and the supervisors' evaluation of the students' acquired skills during the work immersion. This finding implies that the supervisors' and students' ratings are statistically significant, showing that while their perceptions are generally aligned, they are not exactly the same. The results further suggest that the work immersion venues and the school-based programs implemented competencies and work values that greatly influenced students' performance. Factors such as students' motivation and the acceptability of the actual workplace experiences contributed to this positive outcome, as evidenced by their strong agreement and conformity with the curriculum goals. As highlighted by Canzana (2013), the K to 12 program's inclusion of career pathways provides students with a variety of choices in academic, technical, and entrepreneurial fields, enhancing their readiness for either further education or employment.

Furthermore, according to the DepEd Order No. 30, s. 2017, a key objective of the K to 12 Basic Education Program is to develop learners' competencies, work ethics, and values relevant to future educational pursuits or entry into the workforce. Therefore, schools must carefully select work immersion venues that offer the best opportunities for skill development and training to ensure students are adequately prepared for real-world demands.

Conclusions

The hypothesis stating that there is no significant relationship between the level of implementation of the work immersion program phases and the acquired TVL skills of the Senior High School have significant relationship to the TVL acquired skills such work habit formation, work skills and competence and interpersonal and human relation skills, and therefore, it is accepted. The hypothesis stating that there is no significant difference on the Perceived TVL acquired skills of the respondents and the supervisor rating are significant, and therefore it is sustained.

Based on the aforementioned conclusions, the following recommendations are hereby presented:

School Administrators may partner with government agencies to help students finance necessary work immersion credentials. Teachers may introduce more innovative and relevant activities and build stronger industry partnerships for better student training. Schools may look for partner institutions that offer quality training to further develop students' work skills competence. Students may use this study to bridge the link between immersion phases and acquired TVL skills, and promote more real-world work simulations. Future Researchers may use this as a reference for studies related to work immersion program implementation and acquired skills.

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