Industry Partners' Assessment on the SHS Students Immersion Program in Tanza National Trade School: Basis for the Work Immersion Program Best Practices Benchmarking Seminar-Workshop For Public And Private Senior High Schools

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Abstract: The research was conducted with the aim of developing a collaborative WIP benchmarking seminar-workshop among public and private secondary schools. Tracks that were considered were the academic track and the technical, vocational and livelihood (TVL) during the last semester of SY 2017-2018. Evaluation sheets were administered to the industry partners to assess the student trainees that underwent immersion after which scores of these were tabulated and computed for their profile and the mean status of the program. On profile, there were 855 students from which 149 belonged to the academic track and 706 for the TVL. In terms of gender, academic track had 50 males while 99 females composed the latter. TVL on the other hand had 378 males and 328 females. As to age, most (115) of the academic track trainees were on the 16-17 age range, its lowest was on the 20 years and above with 7 subjects. On the 18-19 age range, there were 27 subjects. The total academic trainees was 149. The TVL Track had most subjects on the 16-17 age range while its least was on the 20 years and above range. It had 148 trainee subjects on the 18-19 year range. For age, the WIP had most trainees at the youngest range of 16-17 years and least at the oldest range of 20 years and above. 2” was on the 18-19 year range. On the WIP status the overall grand mean of 4.45 merited an outstanding level in its implementation. The top two factors were Work Ethics and Work Quality while the two lowest were Interpersonal Relationship and Oral Expression. In terms of the dispersion of scores, the 0.41 standard deviation implies that the respondents had tendency to rate the factors closely among each other. In totality, the WIP is being implemented at an outstanding level with all factors rated as such. Based on the findings the following generalizations were arrived at: 1) The young composition of the subjects of the study is impressively expressive of the versatility in their training which ultimately reflects an outstanding trend in the conduct of the Work Immersion Program of the Tanza National Trade School. Likewise, the comparable number of male and female trainees indicate that there is no more discrimination on the job of males and females where each could equally perform as the other; 2) Although evaluators have different standards of assessment even on the same range result, the industry partners are very responsive and truthful to their perceptions on the effectiveness of the work immersion program; 3) The Tanza National Trade School is performing on an outstanding level for its Work Immersion Program; and 4) The different evaluation factors are reflective of best practices of the WIP.

Keywords: cognitive, learning outcomes, skill-based, status, technical-vocational education

Background and Rationale: The Senior High School (SHS) has in its curriculum a very distinct feature of a minimum of 80 to a maximum of 240 hours hands-on experience or work simulation. The Grade 11 and 12 students have to get a feel of the actual workplace setting for application of theories and enrichment of competencies basically provided by the school through the whole thing is otherwise known as the Work Immersion Program. Immersion is one of the four options of the “Work Immersion /Research/ Career/ Advocacy/ Culminating Activity” (WRCC). In the Sports Track, WRCC is a required specialized subject where “Apprenticeship (off-campus)” is an example. RA 1826 (National Apprenticeship Act of 1957) provides that an apprentice is “a worker of at least 16 years of age who is covered by a written apprenticeship agreement with an employer, an association of employers, an organization of workers, or an apprenticeship committee registered with the Apprenticeship Division, which contract provides for not less than two thousand hours of reasonably continuous employment for such worker and for his participation in an approved schedule of work experience through employment and supplemented by related classroom instruction. No person shall work or be engaged as apprentice unless he is at least 16 years of age, has completed the high school course or such course or courses as the Secretary of Labor may prescribe.” WRCC is a required specialized subject in the Arts and Design Track. In this track, there is...
another required specialized subject called “Apprenticeship and Exploration of Different Arts Fields”. Immersion as a subject and as an option for WRCC is limited to at most 80 hours. For schools that have decided to use immersion, DepEd Order No. 40 outlines the procedures. “Immersion” in K to 12 refers to a mode of delivery of Tech-Voc subjects. Here, it is not limited to 80 hours. In fact, the TVL curriculum posted on the DepEd website specifies that immersion should take at least 640 hours. In the US, for example, a “Fine Arts Apprenticeship Program provides specialized experiences beyond the regular art, music and drama curricula for selected high school students (rising 10th, 11th, or 12th graders). Opportunities for students may include ensemble works, master classes, attendance at professional rehearsals and performances, museum courses, small group instruction, seminars, exhibit and performance opportunities.”

In the UK, there are apprenticeships for new media namely, animation assistant, archive assistant, broadcast assistant, junior designer, production runner and digital assistant. In the Arts and Design track “apprentice” has been adopted since its use has a longer history in the arts than it does in our laws.

The school is the representative of the greater community. It is a society in miniature. Therefore, the school has to provide for all those activities which constitute the normal life of the community. It has to provide for the socialised, free and purposive activities. These activities provide the learners a very useful training in citizenship. An additional concept of the study is also guided on the word “immersion”. Work immersion as it applies to the K to 12 curriculum. It is defined in Department of Education (DepEd) Order No. 40, series of 2015; and 30 series of 2017. “Work Immersion 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 under the supervision of the School Head and the designated personnel of the Partner.” Tanza National High School had its 1st batch (1,057) of senior high school students of school year 2017-2018 who undertook industry immersion as a subject. The school offers technical/vocational courses such as Computer Programming, Animation, Automotive Servicing, Electronic Products Assembly & Servicing, Electrical Installation & Maintenance, Food and Beverage Services, Bread and Pastry Production, Shielded Metal Arc Welding, Tailoring, Hairdressing. Due to the necessity and urgency of the implementation of the industry immersion program effective the said school year and the mandate for the different tracks for apprenticeship, this survey was further enhanced with the industry partners doing the evaluation in terms of 11 parameters namely: 1) Work Ethics; 2) Work Quality; 3) Authority Acceptance; 4) Work Consistency; 5) Innovation; 6) Job Interest and Enthusiasm; 7) Regulatory and Policy Compliance; 8) Dependability; 9) Acceptability; 10) Interpersonal relationship; and 11) Oral Expression. The foregoing situation and framework were the bases in the paradigm of the study that follows. The research paradigm shows the actions and flow of the process undertaken in the study. The input includes the profile of the subjects and the status of the Work Immersion Program.

In the process, the foregoing will be analyzed to determine the status of the Work Immersion Program. The final output is the Action Plan on the Best Practices Benchmarking Seminar-Workshop in Public and Private Schools in Cavite.

**Statement of the Problem:** The study aimed to develop an Action Plan on the Best Practices Benchmarking Seminar-Workshop in Public and Private Senior High Schools in Cavite. Specifically, it sought to answer the following research questions:

- What is the profile of the student sample in terms of gender and age?
- What is the status of the Work Immersion Program in terms of:
  - Work Quality;
  - Job Interest;
  - Work Consistency;
  - Innovation;
  - Authority Acceptance;
  - Regulation and Policy Compliance;
  - Oral Expression;
  - Dependability;
  - Adaptability;
  - Interpersonal Relationship;
  - Work Ethics

- What action plan on Benchmarking Best Practices for public and Private Schools can be developed?

**Review Literature:**

- Assessment: Briones said SHS or K-to-12 program graduates are competent and ready to land jobs after graduation, especially those especially those who took the tech-voc track and had on-the-job (OJT) training in business, manufacturing, and commercial industries.
The OJT or work immersion is part of the graduation requirements for all SHS students. Its aim is to provide them the skills they will need as they become part of the labor force. While the training does not guarantee sure jobs after graduation, it would give the graduates better chances to be employed right away. "We must understand that the economy is growing, and the demands of the industries are also increasing, so the tendency for them is to take in high school students, who have undergone training," Briones said. DepEd reported that 28 percent of the graduates belonging to technical vocational strand were hired immediately due to the “work immersion or on the job training” requirement in SHS.

Status: Amid some reports that SHS implementation is a failure, as most of its graduates did not land jobs after graduation due to skills-jobs mismatch, DepEd clarified that improvement of education quality in the country is the primary goal of the program and not solely immediate provision of employment to its graduates. “It is because your assumption is every single senior high school student will have a job, which is not correct because 61 percent or 700,000 to 800,000 of our graduates plan to continue on to college,” Briones said. She stressed that SHS students are given better options and opportunities to improve their education and quality of life. “To those who will go to college, the chances are all up to their hard work, since tuition is already free in state colleges and local universities,” she said. In April, some 1.252 million learners graduated from SHS. For the school year 2018-2019, DepEd welcomed some 2.813 million grade 11 and grade 12 learners, based on their projected data. DepEd said the third year of SHS implementation is already in a good position in terms of the required infrastructures, materials, and teacher training. However, the department noted it still needs to strengthen its collaboration with the community and private sector to improve on the alignment of education with the companies' employment requirements.

Benchmarking: More than 280 technical vocational schools in the Philippines are crafting action plans to boost the competitiveness of Filipino graduates enrolled in the technical vocational track, including strengthening academe-industry partnerships and conducting confidence building trainings. Said action plans were the outcome of the recent industry summit co-organized by the Department of Education (DepEd) and the Japan International Cooperation Agency (JICA) supporting the Philippine implementation of the Senior High School program.

"By promoting stronger academe-industry linkages, Filipino graduates in the tech-voc track will have real exposure on the industry and adopt the right work values and attitude to explore the jobs opportunities available for them," said Candy Lanzuela, managing director of Global Marketing. Select pilot schools under the JICA-DepEd cooperation "Project for Supporting Senior High School Program in Technical Vocational High Schools" have partnered with key industries for the students' work immersion activities and are now sharing their experiences with other schools in the Philippines. "Longer work immersion hours for tech-voc students is important so they can learn the standards of the industry and the necessary skills required in the workplace," added Jose Gregorio Jr., human resources manager of global semiconductor company ROHM Electronics Philippines, Inc. Aside from ROHM Electronics, Toyota Motor Philippines Corporation and Cristina Villas Mountain Resort who have partnered with the JICA-DepEd pilot schools for the project have also shared similar best practices on work immersion hours for skills training of technical vocational graduates. Other industry players present were Philippine Die and Mold Association (PDMA), Bohol Association of Hotels, Resorts, and Restaurants, Laguna Chamber of Commerce and Industry who agreed that location and industry-based work immersion might need to be in place to boost the implementation of technical vocational education. With the ASEAN integration in place, Filipino technical vocational graduates will have to face stiff competition with their counterparts in ASEAN, the industry added. "The Philippines will have to do benchmarking with other ASEAN countries so we can improve the competencies not only of our tech-voc graduates but also of our teachers," added Philip C. Ang, President of Philippine Die and Mold Association. To date, the Philippines has begun implementing the K to 12 curriculum expanding the education cycle from previous 10 years to a globally comparable 12 years. As of October 2016, 5,994 public schools in the Philippines are offering SHS program.

Industry Partners: The local government unit of Agusan del Norte is ready for work immersion program for the Lingayao National High School of the municipality of Las Nieves, this province, which is one of the requirements for senior high school students before they graduate. Based on the committee meeting of the Committee on Education and Culture, chaired by Provincial Board Member Aquino W. Gambe, it
was found that the Lingayao National High School was interested to partner with the local government of Agusan del Norte concerning their senior high school students to do the work immersion program under the management of the province. The provincial government agreed to accept students from Lingayao National High School and to provide the students with necessary guidance, technical assistance and relevant work exposures aligned with their fields of specialization. Based on the recommendation of the said committee, the Sangguniang Panlalawigan of Agusan del Norte authorized the Provincial Governor Ma. Angelica Rosedell M. Amante-Matba to sign the Memorandum of Agreement (MOA) between the provincial government and the Lingayao National High School for smooth and proper implementation of the said program. (Jessica O. Mellejor, LGU Agusan del Norte/PIA Agusan del Norte)  

The Department of Education (DepEd) is banking on the “strong partnerships” it has forged with the Philippine Chamber of Commerce and Industry (PCCI) and other industry groups as the Grade 12 students under the K-12 basic education curriculum take their work immersion course requirement. Work immersion, according to the DepEd, is a key subject under the Senior High School curriculum that may be conducted in different ways and time frame as needed by SHS learners. The subject provides learners opportunities to familiarize themselves with the workplace; to simulate employment; and to apply their competencies in areas of specialization/applied subjects in authentic work environments. The SHS curriculum provides four “exits” for graduates – higher education, entrepreneurship, employment or middle-level skills development – where the first batch of Grade 12 learners is expected to become full-fledged contributors to social development and nation-building. The DepEd noted that the K-12 Basic Education Program was created to equip graduates with values, knowledge and skills that communities, businesses and industries need. The DepEd said it recognized the PCCI’s concern regarding the minimum number of training hours of SHS graduates, as it maintains its confidence on its partnership with the business group and continues to foster cooperation with various industry partners by addressing concerns that could arise as the work immersion subject is implemented. Schools may also design their own delivery models as they deem fit for a specific situation or concern, subject to the approval of the Regional Office. The K-12 program was crafted in close coordination with the Commission on Higher Education, TESDA and representatives of the business community. It aims to produce lifelong learners who are locally and globally competitive, and ready to pursue their desired path. The Department of Science and Technology-Cavite (DOST-Cavite) was recently awarded a Certificate of Recognition for its work-immersion program by Trece Martires City Senior High School. Mr. Ernesto Mojica, Principal of Trece Martires City Senior High School led the activity as their delegation visited the Provincial S&T Office of DOST Cavite under the able leadership of Provincial Director, Engr. Raul Castañeda to acknowledge the successful partnership of said program. The program commenced last December 2017 with DOST-Cavite accepting eight senior high school students of Trece Martires City High School to participate in the two-week work-immersion program. This gave the students a chance to experience the daily grind in the workplace and be able to adapt and improve their skills and competencies in their chosen fields of specialization. The students were given lectures on the agency’s management, programs and activities including coaching on DOST’s office and laboratory facility operations as well as hands-on laboratory experience. The DOST-Cavite personnel recognized were Mr. James Paulo Custodio, Ms. Verjo Angelie Maristela, and Ms. Gilda de Jesus. (GG/Ruel Francisco, PIA-Cavite/with reports from DOST Region IV-A)  

Luminarias said the students can experience working in hotels, laboratories, and other establishments, but the city government has enough offices, where they can immerse themselves and practice what they have learned in their classrooms. In his message during the ceremonial MOA signing, Mayor Remollo said he would rather want the senior high graduates to proceed to college, since it pays to have a diploma within the Philippine setting. The mayor had some tips for the graduating senior high students on their immersion program. He said more than performance and technical ability, work attitude counts much, especially in government service.
Methodology:–

Research Design: This study used the descriptive research design, using evaluation form and feedback of Schools partner industries to find out the status of the work immersion program of Tanza National Trade School. Descriptive research is a study designed to depict the participants in an accurate way. Any scientific process begins with description, based on observation, of an event or events, from which theories are developed to explain the observations. It is used to describe characteristics of a population or phenomenon being studied. It addresses the "what". The characteristics used to describe the situation or population are usually some kind of categorical scheme also known as descriptive categories. Descriptive research is summarized using descriptive statistics.

Sampling Technique: Total sampling was adopted for the industry partners. A total of 855 respondents of the 946 Grade 12 students were the subjects. TNTS Senior High School had two track which were Academics with total of 269 that were broken down to ABM-80; HUMSS-69, and Technical Vocational Education with total of 708 that were broken down in to Industrial Arts-269; ICT-210; and Home Economics-227.

Location of the Study: The study was conducted at the Tanza National Trade School, Tanza, Cavite as well as the Partner Industries where the respondents were evaluated.

Instrumentation and Validation: The researcher prepared a two - part survey evaluation form that gathered answers to the problems of this study as follows:

**Part I**:
- Profile

**Part II**: Evaluation of the Industry Partner in terms of the following:
- Work Ethics;
- Work Quality;
- Authority Acceptance;
- Work Consistency;
- Innovation;
- Job Interest and Enthusiasm;
- Regulatory and Policy Compliance;
- Dependability;
- Acceptability;
- Interpersonal relationship;
- Oral Expression.

The prepared two-part questionnaire was presented for expert validation by the Master Teachers. The instrument was then administered to the different work immersion school partners, industries and institutions. The instrument served as evaluation sheet of Work Immersion Partners to assess performance of students during work immersion (© SHS Prototype Work Immersion Manual). The status of the Work Immersion Program was the basis of the development of an Action Plan for the Best Practices Benchmarking Seminar – Workshop for Public and Private Secondary Schools in Cavite.

The Action Plan has the following components:

- Objectives
- Strategies
- Activities
- Persons Responsible
- Time Frame
- Financial Resources
- Expected Output

Data Gathering Procedure: A letter of request was approved by Principal of Tanza National Trade School then forwarded to the research approving authority or the School Division Superintendent. Upon approval, the researcher administered the evaluation sheet to the identified respondents of the study through industry partner as their assessor.

Statistical Treatment of Data: The data collected was subjected to appropriate statistical treatments:

1. Profile - frequency, ranking and percentage distribution.
2. Evaluation of the Industry partners - weighted mean and standard deviation.

Categorization of Data:

- Rate: Descriptive Equivalent
  - 4.21-5.00: Outstanding
  - 3.41-4.20: Very satisfactory
  - 2.61-3.40: Satisfactory
Results And Discussion Profile:-
Track/Strand: Two tracks – academic and technical, vocational and livelihood (TVL) of the Tanza National Trade School (TNTS) yielded a total sample of 855 (90.38 %) students of the population (Tables 1). There were 149 students for the academic track while 706 were of technical vocational livelihood (TVL). In terms of the academic, TNTS had 69 for the HUMSS strand and 80 for the ABM. The school sample respondents were only enrolled in the two identified strands. For the TVL track, Industrial Arts had sample evaluated respondents of 269 while the Information, Computer and Technology had 210 and the Home Economics was with 227.

Gender: Table 3 shows a comparable total of male and female respondents, the former with 428 while the latter was 427. Male dominated were the Industrial Arts (SMAW) and ICT (ComProg) strands while females dominated ABM and the HE (BPP) strands. It is also worthwhile to note that females were not so much interested in the Industrial Arts (Automotive & EIM) strand. Nobody enrolled in these courses. In the two tracks, male participation was from a range of 9 – 99 while that of the females was 0-99.

Age: Table 3 shows the distribution of respondents’ ages from 17-46 years. Itemized by groups, they are as follows: 75.9% - 649(16-17 years); 20.47% - 175(18-19 years); and the least, 3.63% (20 & above years). Most respondents belonged to the youngest group of 16-17 years. It could be such because for the K-12, pupils start schooling early not like the olden days where one should be seven years old at Grade 1. There were late bloomers though who were on the 20 years and above range. These could be those who stopped schooling and would like to pursue their college degrees, hence they’ve to enrol in the Senior High School.

Assessment Status Of Work Immersion Program Of The Tnts:- Academic Track
Accountancy, Business, and Management (ABM):
Table 4 presents the assessment of the Work Immersion Program of the Tanza National Trade School (TNTS). A grand mean of 4.06 was computed at a very satisfactory level with 0.59 dispersion as indicated by its standard deviation. On the different factors, Work Ethics was computed at 4.26, outstanding though the scores were widely dispersed (SD – 0.63). The lowest was on Regulatory and Policy Compliance at a very satisfactory level of 3.91 mean rating. In descending order, Authority Acceptance was rated 4.18, very satisfactory which indicates that the trainees did respect authority, a value which is reflective of the training while in school prior to their being fielded. This was followed by Work Quality which was rated 4.17, very satisfactory while Innovation was rated 4.16 still on the very satisfactory level. Job Interest was rated 4.14 and the lowest of 4.00 on the four mean range was Innovation. In ascending order from the overall lowest was Oral Expression rated 3.94 very satisfactory. Interpersonal Relationship was rated 3.95 and the higher rating of 3.96 was on Dependability and Adaptability. In terms of item, “Ability to complete work assignment with accuracy, thoroughness, and neatness” of Work Quality was rated 4.26, outstanding. It only shows that the students from ABM were able to finish their task safely with correctness and also with a positive attitude towards neatness. The lowest of 3.84 was from the Regualr and Policy Compliance for item “Carrying out work according to OHS procedures including hazard identification and control measures”. Each industry has a process that needs to be followed for security and accuracy during production or work. OHS procedures are well evaluated by the supervisor or group of employees with high position. On this, the students may not be expert also in considering dangers of the job as well as control standards.
Humanities and Social Sciences (HUMMS): For the Academic Track (HUMMS Strands), all factors of evaluation were rated outstanding with an overall mean rating of 4.45 (Table 4). Ratings were cohesive with 0.38 standard deviation of scores which means that they were so close to each other strengthening the outstanding level. A computed rating of 4.55 at an outstanding level for Authority Acceptance was the highest. This may indicate that the trainees respect authority and this could have led to their outstanding ratings. The least was Oral Expression, 4.28. Work Consistency and Innovation followed shortly with ratings of 4.54 and 4.53 respectively. This could represent the relationship that while one performs the job uniformly and constantly, injecting new ways is not rejected, hence the innovation in the job. Next two were Dependability (4.50), and Interpersonal Relationship (4.50). These were followed by Regularity and Policy Compliance (4.44), Work Ethics (4.41), and Work Quality (4.40). 2nd to the lowest was Job Interest, 4.38 which could mean that the HUMMS trainees may not be so much inclined to the strand they are in. In terms of items, 4.64 rating at outstanding level was from Interpersonal Relationship which is “Clear and affirmed work values/ethics/concepts consistently in the work place.” It only shows that the students from Humanities and Social Sciences applied what they have learned from the lesson from the field of the track that they have chosen and also they apply the cultural and values sensitivity towards their co-worker and particularly on their superior during work. The second from the top item that gained also an outstanding level of 4.61 rate was came from authority acceptance which is “Display of respect for supervisory authority, and willingness for assignment.” The data imply that the trainee manifest a good manner and gives a great respect to their supervisor. Last of the items rated 4.22 at an outstanding level of Oral Expression was “Reading, interpreting and following information on work specifications.” It only shows that the student from HUMSS has a partially weakness but still a strength for them because it still reached the outstanding level.

Table 4. Assessment Status of the Work Immersion Program in the Academic Track
Table 5 presents the assessment on the status of the Technical, Vocational, and Livelihood track which reveals a 4.75 mean at an outstanding level with Standard Deviation of 0.24, an indication of a cohesive set of ratings. Posted highest was a mean rating of 4.87 for Authority Acceptance followed by Job Interest and Enthusiasm which was rated 4.82. The lowest was on Internal Personal Relationship, 4.59. In ascending order, rated 2nd to the lowest was Regulatory and Policy Compliance, 4.69 with Dependability and Oral Expression following with ratings of 4.71 and 4.72 respectively. A 4.74 mean rating was registered for Work Ethics while a 4.75 rating was computed for Dependability. In descending order from the 2nd was Innovation, 4.81.
while the fourth was Work Consistency, 4.79. The 5th was Work Quality, 4.76. In terms of items, the highest (4.87) on Authority Acceptance “Display of respect for supervisory authority, and willingness for assignment.” The data imply that the industrial arts students are efficient to respect and recognize authority, students work jolly even in under pressure, students follow the command and as well as the rules and regulation for a healthy accompany with their co-worker and to their supervisor. “Great respect to self and others within and outside the workplace.” with a 4.86 rating was the 2nd highest. It appears that the students from industrial arts are showcasing their good traits which they’ve acquired from their parent and enhanced by the TNTS program. Likewise, it only shows that their traits character are well developed. This shows further that they have a great submission to their authority. The lowest was on the factor of interpersonal relationship “Personal behavior and relationship with co-worker and/or clients consistent with ethical standards, policy and guidelines” 4.42, outstanding. It only shows that the students are not yet strong in establishing relationship with the people around. They have to associate effectively not only in the work immersion but in all their surroundings.

Information, Computer and Technology (ICT): Overall mean rating of the ICT strand was 4.75 at an outstanding level with a .31 Standard Deviation showing a very close dispersion of ratings. Highest mean rating of 4.82 (outstanding) was on Dependability and Adaptability. The lowest of 4.63 was on the Work Consistency and Authority Acceptance factors. All mean ratings however fell at the outstanding level. Interpersonal Relationship and Work Ethics ranked 2nd while the 3rd were Regulatory and Policy Compliance and Oral Expression. With a rating of 4.76, Work Quality posted the 7th. The 8th was Innovation, while Job Interest and Enthusiasm was the 9th with a ratings of 4.71 and of 4.64 respectively. By item, Adaptability factor's item rated 4.83 at an outstanding level “Ability to adjust effectively to new or changing situation with minimum difficulty.” was rated highest. It shows the flexibility of the student-trainees where they can work diligently even under pressure. The lowest of the items rated 4.63 at an outstanding level were from the Work Consistency and Authority Acceptance as follows: “Ability to meet time schedules on work assignment under various pressures”; “Use appropriate tools and equipment on work operations” and “Display great respect for supervisor authority and willingness for assignment”; “Great respect to self and others within and outside the workplace” respectively. The second top item with a 4.82 rating was on Regulatory and Policy Compliance item “Clear understanding of and ability to properly apply company regulations and policies.” The students are very diligent in complying with the rules and regulations. Dependability factor's items “Observing safety and environment aspects related to workplace, machine and equipment.” and “Time management skills” imply that the students utilize their equipment mindfully and also exhibits wise use of time. They always arrive and pass outputs on time. On the interpersonal relationship factor item “Personal behavior and relationships with co-worker and/or clients consistent with ethical standards, policy and guidelines.” Which was also included seems to imply that the trainees are exerting efforts to establish a good relation to make a strong camaraderie during the training period.

Home Economics: Table 5 presents the computed 4.46 mean rating at an outstanding level. Work Quality posted the highest rating of 4.62 at an outstanding level. The lowest was on Oral Expression, 4.33. It might be possible that because they're trained in technical home service which doesn't need much talking, hence the rating. In ascending order from 2nd to the lowest, the factors were Authority Acceptance (4.39) and Interpersonal Relationship (4.39) followed by Work Ethics, Work Consistency, and Dependability with mean ratings of 4.41, 4.44, and 4.46 respectively. In descending order from the 2nd were Innovation (4.51), Regulatory and Policy Compliance (4.49) and Adaptability (4.49). Work Quality yielded the item rating of 4.67 at an outstanding level and this was: “Ability to complete work with accuracy, thoroughness and neatness”. This shows that the home economics students are able to finish their tasks accurately and completely as required in a day. Still on Work Quality, an outstanding level with 4.66 rate was on “Observation of safety and environmental aspects related to workplace, machine equipment” The data imply that the students exert more efforts in their service through adding extra care in serving food or
product to their customers. Likewise, the students apply sanitation for the safety of their customers. Lowest item rated 4.29 at an outstanding level was from Oral Expression item “Orally communicating ideas suggestion clearly and pleasantly”. It only shows that the students had a hard time in communicating towards their co-workers particularly in giving some suggestions. Even though the item was the numerical lowest, it is still positive because it’s still on the outstanding range.

Table 5. Assessment Status of the Work Immersion Program in the Technical, Vocational and Livelihood Track:

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<th>Item Description</th>
<th>Rating</th>
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<th>SD</th>
<th>MEAN</th>
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<td>Quality of generating ideas and suggestions</td>
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<tr>
<td>Satisfaction and compliance with industry work about standard, organizational policy and education</td>
<td>4.45</td>
<td>O</td>
<td>0.1</td>
<td></td>
</tr>
</tbody>
</table>

**LEGEND:**

DE - Descriptive Equivalent
SD - Standard Deviation
Rating
4.21 - 5.00 - Outstanding
3.41 - 4.20 - Very Satisfactory
2.61 - 3.40 - Satisfactory
1.81 - 2.60 - Fair
1.00 - 1.80 - Poor

Overall Assessment Status Of The Work Immersion Program Of The Tanza National Trade School: Table 6 presents the summary of the Work Immersion Program at the Tanza National Trade School along 11 identified factors. Computed grand mean was computed at a 4.45 rating described as outstanding. Work ethics with a mean rating of 4.54 on the outstanding level topped the factors in the successful implementation of the program. The
students may have developed such simple set of moral principles in their training which could have started from their own school. Likewise, they have the initiative to pursue their dreams with self respect, satisfaction, and fulfillment, all ingredients of work ethics. A mean rating of 4.37 posted the least for the factor on oral expression. Generally, oral expression is the ability to convey wants, needs, thoughts, and ideas meaningfully. However, in this study oral expression was the lowest which shows that the trainees are weak in this. Probably because the focus was on the technical skills not just communication skills. In ascending order to 6th rank were interpersonal relationship with a mean rating of 4.38. This was close to the lowest which signifies that when students cannot orally relate to their contemporaries, they cannot develop a good interpersonal relationship.

Oral communication is very important because this is the avenue where they convey their feelings and their thought which are very important in the work environment. Likewise, nothing can succeed without communication, oral or written. Following were adaptability and dependability with a mean rating of 4.39. This seems to imply that the trainees have not yet developed their tolerance in the workplace to adapt to various situations which could affect their dependability on certain jobs. The next was the factor on regulatory and policy compliance, 4.40, outstanding. In descending order to the 5th, were work quality and authority acceptance rated 4.50. It appears that the trainees respect authority where all instructions come from, certainly have quality outputs. The 4th was job interest and enthusiasm with a mean rating of 4.46 which could have been due to the fact that initially, the trainees could not have been deployed to the industries if the WIP is not a requirement of their course. Therefore, their rating for this factor is such. In terms of the dispersion of scores, the 0.41 standard deviation implies that it is cohesive where scores reflect that the respondents tend to rate the factors closely among each other. In totality, the WIP is being implemented at an outstanding level with all factors rated as such.

Table 6. Assessment Status of the Work Immersion Program at the Tanza National Trade School:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>ACADEMIC</th>
<th>TECHNICAL, VOCATIONAL AND LIVELIHOOD</th>
<th>GRAN TO MEAN</th>
<th>DE</th>
<th>GRAN DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK QUALITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to complete work assignment with thoroughness &amp; system</td>
<td>4.35</td>
<td>1.74</td>
<td>4.54</td>
<td>O</td>
<td>0.35</td>
</tr>
<tr>
<td>Application of quality criteria in work, even when emotionally upset or required to perform without change to good practice</td>
<td>4.31</td>
<td>1.71</td>
<td>4.51</td>
<td>O</td>
<td>0.41</td>
</tr>
<tr>
<td>Observation of safety &amp; environmental aspects related to workplace, machinery &amp; equipment</td>
<td>4.27</td>
<td>1.74</td>
<td>4.50</td>
<td>O</td>
<td>0.37</td>
</tr>
<tr>
<td>Good dressing and grooming</td>
<td>4.27</td>
<td>4.69</td>
<td>4.48</td>
<td>O</td>
<td>0.48</td>
</tr>
<tr>
<td>Implementation of 5s in own work area according to instructions</td>
<td>4.24</td>
<td>4.70</td>
<td>4.47</td>
<td>O</td>
<td>0.40</td>
</tr>
<tr>
<td>MEAN</td>
<td>4.20</td>
<td>4.72</td>
<td>4.50</td>
<td>O</td>
<td>0.40</td>
</tr>
<tr>
<td>JOB INTEREST AND ENTUSIASM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingness &amp; work ethics for the work environment &amp; maintenance</td>
<td>4.26</td>
<td>4.67</td>
<td>4.46</td>
<td>O</td>
<td>0.40</td>
</tr>
<tr>
<td>MEAN</td>
<td>4.26</td>
<td>4.67</td>
<td>4.46</td>
<td>O</td>
<td>0.40</td>
</tr>
<tr>
<td>WORK CONSISTENCY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to meet time schedule on work assignments &amp; projects</td>
<td>4.33</td>
<td>4.02</td>
<td>4.48</td>
<td>O</td>
<td>0.40</td>
</tr>
<tr>
<td>Use of appropriate tools &amp; equipment on assigned</td>
<td>4.36</td>
<td>4.02</td>
<td>4.40</td>
<td>O</td>
<td>0.44</td>
</tr>
<tr>
<td>MEAN</td>
<td>4.35</td>
<td>4.02</td>
<td>4.40</td>
<td>O</td>
<td>0.45</td>
</tr>
<tr>
<td>INNOVATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to generate new ideas &amp; suggestions and creativity in problem solving</td>
<td>4.26</td>
<td>4.68</td>
<td>4.47</td>
<td>O</td>
<td>0.42</td>
</tr>
<tr>
<td>MEAN</td>
<td>4.26</td>
<td>4.68</td>
<td>4.47</td>
<td>O</td>
<td>0.42</td>
</tr>
<tr>
<td>AUTHORITY ACCEPTANCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree of impact the supervisory authority, and willingness for assignments</td>
<td>4.30</td>
<td>4.64</td>
<td>4.52</td>
<td>O</td>
<td>0.27</td>
</tr>
<tr>
<td>Client respect to self and others within and outside the workplace</td>
<td>4.35</td>
<td>4.61</td>
<td>4.47</td>
<td>O</td>
<td>0.28</td>
</tr>
<tr>
<td>MEAN</td>
<td>4.26</td>
<td>4.63</td>
<td>4.50</td>
<td>O</td>
<td>0.28</td>
</tr>
</tbody>
</table>

"Ability to complete work assignment with accuracy, thoroughness & neatness” and “Observation of safety and environmental aspects related to workplace, machine and equipment” were rated 4.74 highest. Lowest was interpersonal relationship item “Personal behavior and relationships with co-workers and/or clients consistent with ethical standards, policy and guidelines” rated 4.55. The highest of the TVL track represent the same for the WIP while the lowest was that of the academic track. In terms of the dispersion of scores, the 0.41 standard deviation implies that it is cohesive where scores reflect that the respondents tendency to rate the factors closely among each other. In totality, the WIP is being implemented at an outstanding level with all factors rated as such.
### Table: Benchmarking Seminar-Workshop For Public And Private Senior High Schools Plan

<table>
<thead>
<tr>
<th>Division Of Cavite Province</th>
<th>Work Immersion Program Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Legend:
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- **SD**: Standard Deviation

#### Rating
- **Descriptive Equivalent**
  - **4.21 – 5.00**: Outstanding
  - **3.41 – 4.20**: Very Satisfactory
  - **2.61 – 3.40**: Satisfactory
  - **1.81 – 2.60**: Fair
  - **1.00 – 1.80**: Poor
Conclusions: Based on the findings of the study, the following are the conclusions:

1. The young composition of the subjects of the study is impressively expressive of the versatility in their training which ultimately reflects an outstanding trend in the conduct of the Work Immersion.

2. Program of the Tanza National Trade School. Likewise, the comparable number of male and female trainees indicate that there is no more discrimination on the job of males and females where each could equally perform as the other.

3. Although evaluators have different standards of assessment even on the same range result, the industry partners are very responsive and truthful to their perceptions on the effectiveness of the work immersion program.

4. The Tanza National Trade School is performing on an outstanding level for its Work Immersion Program.

5. The different evaluation factors are reflective of best practices of the WIP.

Recommendations:

1. Compare the TNTS Academic Track and TVL Track in the implementation of the WIP considering the following:
   1.1 review of the VS rating for the ABM strand;
   1.2 more respondents in proportion to the whole student population qualified to undergo the WIP; and
   1.3 other evaluation factors;

2. Enhance the WIP by strict adherence to its process flow.

3. Hire qualified and skilled teachers and train them as well to initially equip them for the student trainees.

4. Implement the Action Plan on The Work Immersion Program (WIP) best practices benchmarking, workshop and seminar which would be needing an appropriation to make it possible. Another study may be conducted on effectiveness of the WIP in other SHS in Cavite to include other track.