

# WORLD EDUCATION CONNECT

ISSN (Online) 2799-0842

ISSN (Print) 2799-130X

**MULTIDISCIPLINARY E-PUBLICATION**

Vol. IV Issue IX, September 2024

Monthly Issue

*International Circulation*



*Pinagpala*

PUBLISHING SERVICES

NBDB Reg. No. 3269

DTI Business Reg. No. 3034433

TIN 293-150-678 / Business Permit No. 8183


San Vicente, Tarlac City, Philippines, 2300

pinagpalapublishingservices@gmail.com

+639985799958

*"Write. Connect.  
Educate."*

 @pinagpalapublishing

 pinagpala\_publishing

 www.pinagpalapublishing.com

---

## **WORK IMMERSION EXPERIENCES AND CHALLENGES ENCOUNTERED OF TECH-VOC SENIOR HIGH SCHOOL STUDENTS**



**Chary S. Monis**

*Teacher III*

*Senior High School within SBRES  
Division of Mabalacat City*

Title : Work Immersion Experiences and Challenges Encountered  
of Tech-voc Senior High School Students

Researcher : Chary S. Monis  
Degree : Doctor of Education, Major in Educational  
Management  
Institution : Tarlac State University

### **ABSTRACT**

One of the course requirements for senior high school students to graduate is the work immersion program, which aims to better prepare the students to pursue higher education, manage a business, and find employment.

This study was intended to identify the first-hand experiences in the implementation of work immersion and the challenges encountered by the tech-voc students, which served as the basis for the proposed contextualized TVL work immersion program for senior high school.

The researcher used a qualitative approach to research—case analysis. An interview was conducted among the tech-voc senior high school graduates among the selected TVL schools.

The researcher found that the research participants experienced a warm welcome from the partner industry, positive interaction among co-workers and superiors, good and constructive feedback, and exemplary work ethics. In addition, they have shared the personal impact of work immersion, such as in employment, higher education, entrepreneurship, and middle-level skill development. However, different challenges were encountered by the participants, specifically work immersion duration, punctuality issues, and skills misalignment.

*Keywords: Work Immersion, Experiences, Challenges, and Senior High School Students*

---

### **WORLD EDUCATION CONNECT EDITORIAL TEAM:**

**Chief Executive Editor:** Blesseddy M. Cervantes, EdD.

**Managing Editor:** Rolando D. Cervantes, DHum

**International Editor:** Ji Young Lee, EdD.



## **World Education Connect** **Multidisciplinary e-Publication**

Volume IV, Issue IX (Sept. 2024), p.173-180, International

**ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X**

Published Online at [www.pinagpalapublishing.com](http://www.pinagpalapublishing.com)

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

**National Book Development Board (NBDB) Reg. No. 3269**

---

### **BACKGROUND OF THE STUDY**

In the contemporary educational landscape, work immersion has emerged as a vital link between classroom learning and real-world application. The study explores the immersive experiences of tech-voc senior high school students, specifically focusing on their alignment with two key United Nations Sustainable Development Goals: Goal 4 (Quality Education) and Goal 8 (Decent Work and Economic Growth). Goal 4 emphasizes inclusive and equitable education, while Goal 8 underscores sustained economic growth and decent employment opportunities. Work immersion serves as a lens to examine how the students' experiences contribute to global objectives. By unraveling the narratives, it aims to provide concise insights into the intersectionality between work immersion, quality education, and the path to meaningful employment, contributing valuable perspectives for educational policy and program development. Relative to the 2030 Agenda, the Philippines has its long-term vision, *Ambisyon Natin 2040*. It is a picture of the Filipino future, and the senior high school program can help with it.

Senior High School is the new reform of the Department of Education (DepEd) anchored in the Philippine K–12 educational system, which aims to better prepare students to pursue higher education, manage a business, and find employment. One of the course requirements for senior high school students to graduate is the work immersion program. The learners need to undergo work immersion in a business organization or establishment with work requirements related to the specialization to achieve its focal aim: to let the students gain relevant and practical industrial skills under the guidance of industry experts and workers, appreciate the importance and application of the theories and principles taught in the classroom, and enhance the students' technical knowledge and skills (DepEd, D.O. 30, 2017).

Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, serves as the legal framework for the K–12 program, wherein senior high school is included. Under Section 7 of the law, the components of the K–12 program are discussed, one of which is work immersion. In the work immersion program, students in the Technical-Vocational-Livelihood (TVL) track are the ones who undergo the said program. Under the mentioned track, it offers Information and Communications Technology, Home Economics, Agri-Fishery Arts, and Industrial Arts strands. This track strictly follows the Technical Education and Skills Development Authority (TESDA) rules, where it ensures workplace readiness and helps the students acquire job-ready skills. In addition, the track is backed up by TESDA certifications such as the Certificate of Competency (COC) and National Certifications (NC).

This year, 2023, it was reported that youth unemployment in the Philippines impedes meaningful economic development due to a lack of knowledge, skills, and work experience. To deal with this, the Senior High School (SHS) program of the Department of Education was brought about by the K–12 reform, where one of its components is the Immersion program to help them become more informed about career choices that possibly improve their employment prospects. Career choice is the process of selecting a career path that can involve choices regarding education and training for a given career (IGI Global). In this process, career counseling is vital because it helps the students make decisions about the path they will take. In addition, counseling is a type of advice-giving and provides support to manage the career journey of every individual.

In the Philippine educational system, senior high schools have produced several graduates who have experienced the work immersion program. The first implementation of

---

#### **WORLD EDUCATION CONNECT EDITORIAL TEAM:**

**Chief Executive Editor:** Blessed M. Cervantes, EdD.

**Managing Editor:** Rolando D. Cervantes, DHum

**International Editor:** Ji Young Lee, EdD.



## **World Education Connect** **Multidisciplinary e-Publication**

Volume IV, Issue IX (Sept. 2024), p.173-180, International  
**ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X**  
Published Online at [www.pinagpalapublishing.com](http://www.pinagpalapublishing.com)  
Publisher: Pinagpala Publishing Services  
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183  
**National Book Development Board (NBDB) Reg. No. 3269**

work immersion was last school year, 2017–2018, when the students had 80 hours of first-hand experience in the field of their chosen strand. The work immersion students are expected to attend the pre- and post-immersion activities; report to the work immersion partner institution supervisor during actual immersion; perform the duties and tasks as indicated in the prescribed template for the work immersion list of tasks and activities; and prepare the documentation and reports required in the curriculum and by the partner institution (DepEd, D.O. 30, 2017). Afterward, the work immersion teacher and work immersion partner institution supervisor will jointly assess the learners' performance following the Policy Guidelines on Classroom Assessment for the K–12 Basic Education Program (DepEd Order No. 8, s. 2015). The goal of the K–12 Basic Education Program is to develop in learners the competencies, work ethics, and values relevant to pursuing further education or joining the field of business or work. Five years have passed since the first implementation of the work immersion program, and it was underscored that youth aged fifteen to twenty-four have a higher unemployment rate compared to other age brackets, according to the Congressional Policy and Budget Research Department. With this concern, a lot of questions were being raised because of its impact.

In the pursuit of fostering a responsive and industry-relevant educational framework within the realm of technical and vocational (tech-voc) education, this study delves into the experiences and challenges encountered by senior high school students during their work immersion. Work immersion serves as a bridge between academic learning and practical application, offering students a first-hand encounter with the demands of industry. The insights gained from interviews with the students form a pivotal component of this study, providing a nuanced understanding of the gaps and opportunities within the current tech-voc landscape. By tapping into the firsthand narratives of students, this research aims to contribute to the contextualization of educational programs, ensuring they are not only theoretically robust but also tailored to address the dynamic challenges faced by emerging professionals. This section elucidates the significance of incorporating student perspectives to inform the development of a curriculum that resonates with the ever-evolving needs of the industry.

The study was conducted to identify the first-hand experiences during the implementation of work immersion and the challenges encountered by the tech-voc senior high school students, which served as the basis for the proposed contextualized TVL work immersion program for senior high school.

### **RESEARCH OBJECTIVES**

This study was intended to identify the experiences and challenges encountered by tech-voc senior high school graduates, which served as the basis for crafting a contextualized TVL work immersion program.

Specifically, it sought to attain the following objectives:

1. to describe the experiences of the tech-voc senior high school students in their work immersion;
2. to determine the challenges encountered by the tech-voc senior high school students during their work immersion;
3. to design a work immersion program based on the experiences and challenges encountered by tech-voc senior high school students; and to draw implications from the study for education.

---

### **WORLD EDUCATION CONNECT EDITORIAL TEAM:**

**Chief Executive Editor:** Blesseddy M. Cervantes, EdD.

**Managing Editor:** Rolando D. Cervantes, DHum

**International Editor:** Ji Young Lee, EdD.





## **World Education Connect** **Multidisciplinary e-Publication**

Volume IV, Issue IX (Sept. 2024), p.173-180, International  
**ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X**  
Published Online at [www.pinagpalapublishing.com](http://www.pinagpalapublishing.com)  
Publisher: Pinagpala Publishing Services  
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183  
**National Book Development Board (NBDB) Reg. No. 3269**

---

### **METHODOLOGY**

This study used a qualitative approach to research. Qualitative research is widely employed across diverse fields, including the social sciences, psychology, anthropology, and others. Its primary aim is to delve into and comprehend the underlying meanings and experiences of both individuals and groups. This approach typically entails the collection of data through methods such as interviews, observations, and textual analysis, frequently yielding intricate, descriptive, and non-quantitative findings (Cresswell & Poth, 2017).

In this research, the researcher employs a case analysis approach to delve deeply into the work immersion of senior high school. By adopting a case analysis methodology, the researcher aims to provide an in-depth analysis of the experiences and challenges encountered by the first batch of senior high school graduates, shedding light on the intricacies of this topic and leading to the contextualized work immersion program.

Choosing to analyze individual cases in this study about the work experiences and challenges of tech-voc senior high school students makes a lot of sense. Case analysis lets us look closely at each student's unique experiences, helping us understand the different issues and opportunities they face in different settings. It's like zooming in to see the details. It also lets us figure out what works well for the students and what strategies they use to deal with challenges during their work experiences. By looking at many cases, the study can suggest practical ideas to make the overall work experience better. This way, it is not just focusing on problems but also on the good things that happen. Collecting detailed stories to really understand the ins and outs. Plus, by studying multiple cases, it can find common patterns and trends, providing useful advice that goes beyond just one student's experience. In simple terms, it helps to give practical tips for improving the work experiences of tech-voc senior high school students in many different situations.

### **RESEARCH INSTRUMENT**

The researcher worked hard to create a special set of questions for interviews. These questions were made to fit exactly what the study wants to find out. To make sure these questions are valid, five experts who know a lot about this subject checked them.

The questions are split into four parts. First, there are questions about the demographic profile. This helps us understand more about them. Second, there are questions about how work immersion has affected the lives of the participants. The researcher wants to know how this experience has changed them, both personally and in their jobs. Third, participants are asked to share their honest stories about their time during work immersion. The researcher wants to hear all the details, even the tough parts and the moments when they succeeded. Finally, the last part of the question is about the problems and challenges they faced during work immersion. This helps us understand what difficulties they went through. So, the questions were made with a lot of care and thought. They will help us learn a lot about work immersion and how it affects the people who go through it. The experts and their advice were a big help in making these questions just right for the study.

---

#### **WORLD EDUCATION CONNECT EDITORIAL TEAM:**

**Chief Executive Editor:** Blessed M. Cervantes, EdD.

**Managing Editor:** Rolando D. Cervantes, DHum

**International Editor:** Ji Young Lee, EdD.



## **World Education Connect Multidisciplinary e-Publication**

Volume IV, Issue IX (Sept. 2024), p.173-180, International

**ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X**

Published Online at [www.pinagpalapublishing.com](http://www.pinagpalapublishing.com)

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

**National Book Development Board (NBDB) Reg. No. 3269**

---

## **RESULTS**

### **Experiences of Students in Work Immersion**

The research participants' experiences in work immersion revealed a consistently positive impact across various dimensions, encompassing a welcoming atmosphere, constructive feedback, positive interactions, synergistic partnerships, exemplary work behavior, enhanced employability, and influence on higher education and career aspirations. The warm and inclusive welcome from partner industries established a positive tone, alleviating initial nervousness and fostering a dedicated and inclusive learning environment. Constructive feedback played a crucial role in participants' professional growth, and positive interactions with co-workers and supervisors contributed to a collaborative and productive work environment. Synergistic partnerships between schools and industries, characterized by trust and effective communication, were instrumental in providing valuable opportunities and support for students. The transformative impact of work immersion on employability and career aspirations, coupled with the fostering of entrepreneurial ventures and skills development, underscores its crucial role in shaping the future of participants and preparing them for the challenges and opportunities in their chosen fields.

### **Challenges Encountered for Senior High School Work Immersion Students**

The challenges encountered in the work immersion program center on the brevity of the 10-day duration, hindering comprehensive learning and skill mastery as outlined in the MOA. Participants advocate for a reconsideration and potential extension of the program to better align with the intended learning outcomes. Additionally, skills misalignment poses a significant issue, emphasizing the necessity for a refined MOA through consultation with concerned agencies to create a flexible agreement. Occasional punctuality concerns among students also surface, underscoring the need to reinforce punctuality as a crucial aspect of professional conduct during immersive experiences.

### **Proposed Contextualized Senior High School Work Immersion Program**

The proposed contextualized Senior High School Work Immersion Policy and Program was designed to address the challenges encountered by the research participants. Specifically, the work immersion timeframe, commonly set at 80 hours in Technical Vocational Livelihood (TVL) Schools, can be expanded to different models, such as a 240-hour work immersion. Additionally, despite the intensive orientation on work ethics highlighted by partner industries, some students are late for their scheduled times. Lastly, there is an issue of misalignment between the students' specialization and the needs and offerings of the companies. In the policy and guidelines, particularly in the Memorandum of Agreement (MOA), the required and necessary skills to be taught by partner industries are not specified. Thus, the contextualized policy and program indicate the specific skills aligned with the requirements for National Certificates.

### **Implication of Work Immersion**

The findings of the study in the context of educational management emphasize the importance of creating a supportive and inclusive learning environment, aligning work immersion programs with industry needs, fostering effective collaboration and communication, and addressing challenges to provide students with valuable learning experiences. Educational management plays a critical role in ensuring the success of work

---

#### **WORLD EDUCATION CONNECT EDITORIAL TEAM:**

**Chief Executive Editor:** Blesseddy M. Cervantes, EdD.

**Managing Editor:** Rolando D. Cervantes, DHum

**International Editor:** Ji Young Lee, EdD.



**World Education Connect**  
**Multidisciplinary e-Publication**

Volume IV, Issue IX (Sept. 2024), p.173-180, International  
**ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X**  
Published Online at [www.pinagpalapublishing.com](http://www.pinagpalapublishing.com)  
Publisher: Pinagpala Publishing Services  
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183  
**National Book Development Board (NBDB) Reg. No. 3269**

immersion programs and their positive impact on students' personal and professional development.

**REFERENCES**

- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage.
- DepEd Order No. 30, s. 2017. Guidelines for Work Immersion.
- Gupta, V. (2000). Knowledge Flows within Multinational Corporations.
- Gupta, D. (2009). Surgical Suites' Operations Management.
- Jackson, S. E., & Schuler, R. S. (2003). *Managing Human Resources Through Strategic Partnership*. Mason, Ohio, USA.
- Ragasa, C. (2016). Organizational and Institutional Barriers to the Effectiveness of Public Expenditures: The Case of Agricultural Research Investments in Nigeria and Ghana. *European Journal of Development Research*, 28(4), 660–689.
- Taruc, P. (2015). K to 12 Unresolved Issues. Retrieved from <https://cnnphilippines.com/news/2015/04/17/k-12-unresolved-issues.html>
- Verma, A. (2012). Skills for Competitiveness.
- DepEd Order No. 8, s. 2015. Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.
- Korb, K. (2013). Calculating Descriptive Statistics.
- Thirunavukkarasu, S. (2017). Impact of training on Job Performance: A Literature review. *International Research Journal of Commerce and Law*, 3, 10-12.
- Pahuja, P., & Malhotra, P. (2017). A Literature Review on Training and Development and QWL- Impact on Marketing Professionals. *Biz and Bytes*, 8(1).
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications.
- Department of Education (DepEd) DO 30, s. 2016: Policy Guidelines on Work Immersion of the K to 12 Basic Education Program. Retrieved from <https://www.deped.gov.ph/2016/06/20/do-30-s-2016-policy-guidelines-on-work-immersion-of-the-k-to-12-basic-education-program/>
- Onte, I. (2018). Level of Compliance of Public Senior High School on Work Immersion Program Of TVL- Home Economics Strand in the Division of Pasay: Basis for a Proposed Continuous Improvement Plan (Master's thesis). City University of Pasay, Pasay City.

---

**WORLD EDUCATION CONNECT EDITORIAL TEAM:**

**Chief Executive Editor:** Blesseddy M. Cervantes, EdD.

**Managing Editor:** Rolando D. Cervantes, DHum      **International Editor:** Ji Young Lee, EdD.



**World Education Connect**  
**Multidisciplinary e-Publication**

Volume IV, Issue IX (Sept. 2024), p.173-180, International  
**ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X**  
Published Online at [www.pinagpalapublishing.com](http://www.pinagpalapublishing.com)  
Publisher: Pinagpala Publishing Services  
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183  
**National Book Development Board (NBDB) Reg. No. 3269**

Salatan, J. (2016). The Influence of Internship Experience on Students' Career Selection in the Tourism and Hospitality Industry [Unpublished master's thesis, University of the Philippines].

Caulfield, J. (2023). How to Do Thematic Analysis | Step-by-Step Guide & Examples. Scribbr. <https://www.scribbr.com/methodology/thematic-analysis/>

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation? *Qualitative Health Research*, 26(13), 1802-1811. <https://doi.org/10.1177/1049732316654870>.

DOI 10.5281/zenodo.13765199



---

**WORLD EDUCATION CONNECT EDITORIAL TEAM:**

**Chief Executive Editor:** Blesseddy M. Cervantes, EdD.

**Managing Editor:** Rolando D. Cervantes, DHum

**International Editor:** Ji Young Lee, EdD.