

# Work Immersion Attitude and Performance of Grade 12 Students Taking Technical – Vocational – Livelihood (TVL) Track

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*Abstract* —The study aimed to determine the relationship between the work immersion attitude and skills and work immersion performance of the Grade 12 students taking Technical-Vocational-Livelihood (TVL) track. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the survey on work immersion attitudes and skills and work immersion performance from TESDA. Standard Deviation, Weighted Mean, Percentage and Spearman's correlation were the statistical tools used. The data revealed that there is no significant relationship between work immersion attitude and skills and work performance of Grade 12 students taking Technical-Vocational-Livelihood (TVL) track as perceived by the partners' agency. Thus, the work immersion performance of the grade 12 students does not affect on the attitude and skills arises during work immersion period. Though barriers surfaced on the skills and attitude of the Grade 12 students in work immersion, it differs on showing their work performances to the partners' agency. These help them meet the standard operating procedure of the partners' agency and being able to perform their duties and responsibilities effectively and efficiently as work immersion trainees.

*Keywords* — *Work Immersion, Attitude, Performance, Grade 12 Students, Technical-Vocational-Livelihood (TVL) Track*

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## I. Introduction

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 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. According to Department of Education Order No. 30, s. 2017, one of the goals of the K to 12 Basic Education program is to develop in learners the competencies, work ethics and values relevant to pursuing further education and or joining the worlds of work. In order that the nation's development target will be realized and to achieve greater congruence with the basic education, work immersion is a required subject that has been incorporated in the curriculum.

Magno (2018) stated that they will be competent to their respective field of interests and will they be skillful and knowledgeable enough to help suffice the economic needs of the Philippines especially in the man power field. The government comes up to implementing work immersion that will be conducted depending on what the learners' purposes or needs.

Trade Congress of the Philippines (2015) stated that immersion is done outside the school campus in a "Workplace Immersion Venue", defined as "the place where work immersion of students is done. Example of work immersion venues include offices, shops and project sites.

According to YKS (2018) they will know about the work ethics, will gain knowledge about the safety in the workplace, the rights, responsibilities, learning the effective way to resolve conflicts among coworkers and the work will not be the hard foe them if they apply at the same or related company. Rarely are OJT students expected to produce the same products that regular employees produce. If that's the case, how are these students going to learn prior to their expectation with these experts that are going to teach them to be future professionals.

Work immersion is a part of the Senior High School Curriculum where the Grade 12 students are experiencing the real workplace that they want to choose in college. It may be considered with great importance to have an experience in order to gain knowledge, skills and attitude. It also serves as way of gaining new experiences for all the beginner students that will take an academic professional in college. These experiences will lead to have discipline, patience and good character. Each student will have developed their moral character that will mostly needed in the near future. Therefore, each school whether private or public it should have at least 80 hrs. of experiences in work to gain a particular skills, knowledge and attitude towards work.

The Don Mariano Salvacion Memorial National High School has its own way of sending students to work immersion program. As the school offered, Technology and Vocational Strand, students usually sent to work immersion in hotels, restaurants, bakeshops and other establishments which will help them mold and be ready for future world of work. With these, the researcher, being a Senior High School Teacher, decided to conduct this study in order to determine if there is significant relationship between the work immersion attitude and their performance. With the result of the study, an intervention plan will be formulated.

This study determines the relationship between the extent of work immersion attitude and level of performance of Grade 12 students taking technical-vocational and livelihood education track of Don Mariano Salvacion Memorial National High School, Capoocan II District, Leyte Division. The findings of the study will be the basis for the proposed intervention plan.

Further, it sought to answer the following sub-problems:

1. What is the expressed degree of importance of attitude and skills in work immersion of the Grade 12 students?
2. What is the expressed level of improvement of the skills and attitude of Grade 12 students during work immersion?

3. What is the level of work immersion performance of Grade 12 students in terms of the following:
  - 3.1 preparing dining room or restaurant area for service,
  - 3.2 welcoming guests and taking food orders;
  - 3.3 promoting food and beverage products;
  - 3.4 providing food and beverage services to guests;
  - 3.5 providing room service; and
  - 3.6 receiving and handling guest concerns?
4. Is there a significant relationship between the work immersion attitude and skills and work immersion performance of Grade 12 students as perceived by partner agency?
5. What intervention plan can be proposed based on the result of this study?

## II. Methodology

**Design.** This study employed the descriptive-correlational research design to determine the relationship between the work immersion attitude and skills and work performance of the Grade 12 students taking Technical-Vocational and Livelihood (TVL) track. Don Mariano Salvacion Memorial National High School, Capocan II District, Leyte Division is the main locale of the study. The twenty-eight (28) Grade 12 students in the said locale are the main respondents of the study and a survey on work attitude and skills and work immersion performance from TESDA were utilized. This research focused in determining the extent of work immersion attitude and skills and level of work immersion performance of Grade 12 students and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants was done on how to accomplish the survey. After which, survey will be collected, data will be tabulated and submitted to statistician for treatment.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

**Treatment of Data.** The Standard Deviation and Weighted Mean were employed to determine the extent of work immersion attitude of the Grade 12 students. Spearman rho was used to determine the significant relationship between the dependent and independent variables of the study.

### III. Results and Discussion

**Table 1**  
**Expressed Degree of Importance of Skills and Attitudes in Work Immersion**  
**of Grade 12 Students (n = 28)**

Skills and Attitudes	Degree of Importance			Mean	Interpretation
	Not Important	Important	Very Important		
Good communication Skills	0	0	28	<b>3.0</b>	Very Important
Strong Work Ethic	0	1	27	<b>3.0</b>	Very Important
Positive Attitude	0	2	26	<b>2.9</b>	Very Important
Self-confidence	0	1	27	<b>3.0</b>	Very Important
Flexibility/ Adaptability	0	0	28	<b>3.0</b>	Very Important
Resourcefulness/ Creativity/ Innovation	0	4	24	<b>2.9</b>	Very Important
Acting as a Team Player	0	0	28	<b>3.0</b>	Very Important
Time Management Abilities	0	0	28	<b>3.0</b>	Very Important
Ability to Accept and Learn from Criticism	0	1	27	<b>3.0</b>	Very Important
Working Well Under Pressure	0	0	28	<b>3.0</b>	Very Important
<b>Overall Mean</b>				<b>2.98</b>	Very Important

Table 1 presents the expressed degree of importance of skills and attitudes in work immersion of the Grade 12 students in terms of good communication skills, strong work ethic, positive attitude, self-confidence, flexibility/adaptability, resourcefulness/creativity/innovation, acting as a team player, time management abilities, ability to accept and learn from criticism and working well under pressure. It was revealed on the table that the expressed degree of importance of skills and attitudes in work immersion of the Grade 12 students in terms of good communication skills, strong work ethic, positive attitude, self-confidence, flexibility/adaptability, resourcefulness/creativity/innovation, acting as a team player, time management abilities, ability to accept and learn from criticism and working well under pressure has an overall mean of 2.9 which is interpreted as very important. This means that the Grade 12 students or trainees identifies that skills and attitudes are very important during their work immersion period. This implies that

all skills and attitudes addressed on the survey of the Grade 12 students during work immersion are all important in handling with their duties and responsibilities in the agency. This will help them in dealing with the company when they choose to work in the future.

**Table 2**  
**Partner Agency's Expressed Level of Improvement of the Skills and Attitudes of**  
**Grade 12 Students during Work Immersion (n = 28)**

Skills and Attitudes	Level of Improvement				Mean	Interpretation
	None	Little	Somewhat	To a Great Extent		
Good communication Skills	0	4	1	23	<b>3.7</b>	To a Great Extent
Strong Work Ethic	0	0	2	26	<b>3.9</b>	To a Great Extent
Positive Attitude	0	0	3	25	<b>3.9</b>	To a Great Extent
Self-confidence	0	1	11	16	<b>3.5</b>	To a Great Extent
Flexibility/ Adaptability	0	0	0	28	<b>4.0</b>	To a Great Extent
Resourcefulness/ Creativity/ Innovation	0	7	6	15	<b>3.3</b>	Somewhat
Acting as a Team Player	0	0	4	24	<b>3.9</b>	To a Great Extent
Time Management Abilities	0	0	2	26	<b>3.9</b>	To a Great Extent
Ability to Accept and Learn from Criticism	0	0	0	28	<b>4.0</b>	To a Great Extent
Working Well Under Pressure	0	0	1	27	<b>4.0</b>	To a Great Extent
<b>Overall Mean</b>					<b>3.81</b>	<b>To a Great Extent</b>

Table 2 presents the partner agency's expressed level of improvement of the skills and attitudes of the Grade 12 students during work immersion. It was revealed on the table that the partner agency's expressed level of improvement of the skills and attitudes of the Grade 12 students during work immersion has an overall mean of 3.81 which is interpreted as to a great extent. This means that the Grade 12 students can comply with the standards set by the agency, and they show positive attitude towards their work immersion. This implies that Grade 12 students are ready to engage in the workforce showing the positive attitude and their eagerness to learn manifest their readiness.

Moreover, the skills and attitude with the highest mean of 4.0 states that the Grade 12 students are flexible or adaptable to whatever circumstances or situations that may arise, they accept and learn from the criticisms from colleagues and agency, and they work well even under pressure. On the other hand, the skills and attitude on work immersion with the lowest mean of 3.3 states that the Grade 12 students are somewhat resourceful, creative, and innovative. This means that they are somewhat confide with what they know and on how they are going to use their knowledge. This implies that they need more input from the agency and school on how they are going to improve these skills.

**Table 3**  
**Work Immersion Performance of Grade 12 Students in Terms of Selected Indicators**  
**(n=28)**

INDICATORS	Work Performance			Mean	Interpretation
	Needs Improvement	Satisfactory	Excellent		
<b>Preparing Dining Room / Restaurant Area for Service</b>				<b>2.88</b>	<b>Excellent</b>
Take table reservations	0	2	26	2.9	Excellent
Prepare service stations and equipment	0	3	25	2.9	Excellent
Set-up tables in the dining area	0	1	27	3	Excellent
Set the mood/ambiance of the dining area.	0	9	19	2.7	Excellent
<b>Welcoming Guests and Taking Food Orders</b>				<b>2.83</b>	<b>Excellent</b>
Welcome and greet guests	0	1	27	3	Excellent
Seat the Guests	0	4	24	2.9	Excellent
Take Food and Beverage Orders	0	2	26	2.9	Excellent
Liaise between kitchen and dining areas	0	14	14	2.5	Excellent
<b>Promoting Food and Beverage Products</b>				<b>2.73</b>	<b>Excellent</b>
Know the Product	2	1	25	2.8	Excellent
Undertake suggestive selling	0	5	23	2.8	Excellent
Carry out upselling strategies	1	9	18	2.6	Excellent
<b>Providing Food and Beverage Services to Guests</b>				<b>2.86</b>	<b>Excellent</b>
Serve food orders	0	0	28	3	Excellent
Assist the diners	3	2	23	2.7	Excellent
Perform banquet or catering food service	0	4	24	2.9	Excellent
Serve beverage orders	0	9	19	2.7	Excellent
Process payments and receipts	1	1	26	2.9	Excellent

Conclude food service and close down dining area	1	1	26	2.9	Excellent
Manage intoxicated persons	1	1	26	2.9	Excellent
<b>Providing Room Service</b>				<b>2.74</b>	<b>Excellent</b>
Take and process room service orders	7	0	21	2.5	Excellent
Set-up trays and trolleys	0	6	22	2.8	Excellent
Present and serve food and beverage orders to guests	0	3	25	2.9	Excellent
Present Room service account	3	3	22	2.7	Excellent
Clear away room service equipment	0	5	23	2.8	Excellent
<b>Receiving and Handling Guest Concerns</b>				<b>2.80</b>	<b>Excellent</b>
Listen to the Customer's Complaint	0	9	19	2.7	Excellent
Apologize to the customer	0	0	28	3	Excellent
Take proper action on the complaint	3	4	21	2.6	Excellent
Record complain	0	2	26	2.9	Excellent
<b>Overall Mean</b>				<b>2.81</b>	<b>Excellent</b>

Table 3 presents the work immersion performance of Grade 12 students in terms of preparing dining room or restaurant area for service, welcoming guests, and taking food orders, promoting food and beverage products, providing food and beverage services to guests, providing room service, and receiving and handling guest concerns. It was revealed on the table that the work immersion performance of the Grade 12 students in terms of preparing dining room or restaurant area for service, welcoming guests, and taking food orders, promoting food and beverage products, providing food and beverage services to guests, providing room service, and receiving and handling guest concerns has an overall mean of 2.81 which is excellent. This means that Grade 12 students excellently perform the work immersion indicators provided by TESDA to measure their work immersion performance. This implies that the teaching provided by the school as shown during their work immersion was successfully manifested by the students. They learn from the lessons given to them and they were able to apply the knowledge they gained in the work immersion they are engaged into. It was also shown on the table that all the indicators listed in the survey, they possess excellent performance.

**Table 4**  
**Spearman’s Correlations Between Students’ Work Immersion Attitude and Skills**  
**and Work Performance as Perceived by Partner Agency (n = 28)**

Indicators of Performance	$r_s$	Interpretation	P-value
Preparing Dining Room / Restaurant Area for Service	-.12	Low	.553 <sup>(ns)</sup>
Welcoming Guests and Taking Food Orders	.11	Low	.589 <sup>(ns)</sup>
Promoting Food and Beverage Products	.14	Low	.489 <sup>(ns)</sup>
Providing Food and Beverage Services to Guests	-.07	Negligible	.720 <sup>(ns)</sup>
Providing Room Service	.34	Low	.078 <sup>(ns)</sup>
Receiving and Handling Guest Concerns	.27	Low	.273 <sup>(ns)</sup>

ns – not significant

Table 4 presents the Spearman’s correlation between the work immersion attitude and skills and work performance as perceived by the partners agency. It was revealed on the table that the work immersion attitude and skills and work performance in preparing dining room or restaurant area for service has the value of r of -.12 which is low, so null hypothesis is accepted. The p value of .553 shows no significant relationship between the variables. This means that there is no significant relationship between the work immersion attitude and skills and work performance in preparing dining room or restaurant area for service. This implies that the very important attitude and skills and excellent work performance in preparing the dining room or restaurant area for service does not correlate each other.

Moreover, the table also shows the Spearman’s correlation between the work immersion attitude and skills and work performance on welcoming guests and taking food orders as perceived by the partners agency. It was revealed on the table that the work immersion attitude and skills and work performance in preparing dining room or restaurant area for service has the value of r of .11 which is interpreted as low, so null hypothesis is accepted. The p value of .589 shows no significant relationship between the work immersion attitude and skills and work performance on welcoming guests and taking food orders as perceived by the partners agency. This means that there is no significant relationship between the work immersion



attitude and skills and work performance on welcoming guests and taking food orders as perceived by the partners agency.

Furthermore, the table presents the Spearman's correlation between the work immersion attitude and skills and work performance on promoting food and beverage product as perceived by the partners agency. It was revealed on the table that the work immersion attitude and skills and work performance on promoting food and beverage product has the value of  $r$  of .14 which is interpreted as low, so null hypothesis is accepted. The  $p$  value of .489 shows no significant relationship between the work immersion attitude and skills and work performance on promoting food and beverage product as perceived by the partners agency. This means that there is no significant relationship between the work immersion attitude and skills and work performance on promoting food and beverage product as perceived by the partners agency.

Additionally, the table presents the Spearman's correlation between the work immersion attitude and skills and work performance on providing food and beverage services to guests as perceived by the partners agency. It was revealed on the table that the work immersion attitude and skills and work performance on providing food and beverage services to guests has the value of  $r$  of -.07 which is negligible, so null hypothesis is accepted. The  $p$  value of .720 shows no significant relationship between the work immersion attitude and skills and work performance on providing food and beverage services to guests as perceived by the partners agency. This means that there is no significant relationship between the work immersion attitude and skills and work performance on providing food and beverage services to guests as perceived by the partners agency.

Likewise, the table presents the Spearman's correlation between the work immersion attitude and skills and work performance on providing room service as perceived by the partners agency. It was revealed on the table that the work immersion attitude and skills and work performance on providing room service has the value of  $r$  of .34 which is low, so null hypothesis is accepted. The  $p$  value of .078 shows no significant relationship between the work immersion attitude and skills and work performance on providing room service as perceived by the partners agency. This means that there is no significant relationship between the work immersion attitude and skills and work performance on providing room service as perceived by the partners agency.

Finally, the table presents the Spearman's correlation between the work immersion attitude and skills and work performance on receiving and handling guest concerns as perceived by the partners agency. It was revealed on the table that the work immersion attitude and skills and work performance on receiving and handling guest concerns has the value of  $r$  of .27 which is negligible, so null hypothesis is accepted. The  $p$  value of .273 shows no significant relationship between the work immersion attitude and skills and work performance on receiving and handling guest concerns as perceived by the partners agency. This means that there is no significant relationship between the work immersion attitude and skills and work performance on receiving and handling guest concerns as perceived by the partners agency.

#### **IV. Conclusion**

The data revealed that there is no significant relationship between work immersion attitude and skills and work performance of Grade 12 students taking Technical-Vocational and Livelihood (TVL) track as perceived by the partners' agency. Thus, the work immersion performance of the grade 12 students does not affect on the attitude and skills arises during work immersion period. Though barriers surfaced on the skills and attitude of the Grade 12 students in work immersion, it differs on showing their work performances to the partners' agency. These help them meet the standard operating procedure of the partners' agency and being able to perform their duties and responsibilities effectively and efficiently as work immersion trainees.

#### **V. Recommendations**

1. The proposed intervention plan formulated should be utilized.
2. Grade 12 students should perform well on the competencies set by the partners' agency.
3. Grade 12 students should have a growth mindset towards their performances in the work immersion period and surpass challenges and obstacle arises.
4. Necessary resources and relevant trainings should be provided among grade 12 students to successfully deliver the work immersion.
5. Engaging real world venues is a great help for the grade 12 students in performing the standard operating procedure of the partners' agency in dealing with the work immersion; and
6. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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He is currently teaching at Don Mariano Salvacion Memorial National High School, Capoocan I1 District, Leyte Division, Region VIII Philippines as Senior High School Teacher II handling Technical-Vocational-Livelihood (TVL) specialized subjects and Work Immersion Coordinator. He attended series of trainings and seminars conducted in Region, Division, District, and school.