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Work Immersion Competencies of Humanities and Social Sciences (HUMSS) Students in Relation to their Readiness in Authentic Working Environment

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Abstract

This study aimed to determine the work immersion competencies of Humanities and Social Sciences (HUMSS) students in relation to the authentic working environment. A Questionnaire on Students' Self-Evaluation Before and After the Immersion, a 20-item Revised Questionnaire, was administered to 155 student respondents. Questionnaire No. 2, a 20-item Revised Questionnaire, was administered to the different service providers, and Questionnaire No. 3 was answered by the teacher respondents to determine the students' level of readiness. The levels of work competencies before and after immersion, the levels of work competencies based on the service providers' evaluation, and the level of students' readiness based on the teacher's evaluation were determined using the Mean Score. As interpreted, 1.01-1.75 for Needs Intervention, 1.76-2.50 for Needs Development, 2.51-3.25 as Proficient, and 3.26-4.00 as Exemplary. A T-test was used to determine the significant difference among the work immersion competencies of Humanities and Social Sciences (HUMSS) students when compared according to their self-evaluation before and after the immersion and the service providers' evaluation. A Z-test was used to test the significant relationship between the work immersion competencies of Humanities and Social Sciences (HUMSS) students when compared according to their self-evaluation before and after the immersion and the service providers' evaluation. The Pearson Moment of Coefficient was used to obtain the

relationship between the work immersion competencies of Humanities and Social Sciences (HUMSS) students before the immersion, after the immersion, and service providers' evaluation in relation to their readiness in an authentic working environment. The results revealed that the levels of work competencies of Grade 12 HUMSS students after the Immersion Program when grouped according to Concept and Principle Appreciation, Technical Skills and Skill Enhancement, Communication and Human Relations Skill Enhancement, Work Habits, Attitude, and Appreciation for Work Development were considered proficient. Based on the outcome of the study, there is a significant difference in the work immersion competencies of Humanities and Social Sciences (HUMSS) students when compared according to their self-evaluation before and after the immersion and the service providers' evaluation. Thus, the Immersion Program significantly contributed to the development of the Grade 12 HUMSS students. As a result of the research, there is a significant relationship among the work immersion competencies of Humanities and Social Sciences (HUMSS) students before the immersion, after the immersion, and service providers' evaluation in relation to their readiness in an authentic working environment. The results imply that the performances of the students inside the school can be correlated with their performances when it comes to the actual workplace.

Keywords: Work Immersion, Senior High School, Humanities and Social Sciences

1. Introduction

The K-12 Basic Education Program seeks to instill in students the skills, values, and work ethic necessary for seeking additional education and/or entering the workforce (DepEd Order No.30, series of 2017).

Work Immersion has been included as a requirement in order to better align the curriculum's core subjects with the country's development goals. Students are immersed in real-world work settings like offices, laboratories, and workshops where their prior knowledge is applicable (DepEd Order No.30, s. 2017).

In the Philippines, work immersion first emerged being termed as on-the-job training being implemented by higher education (CHED Memorandum Order No. 15 Series of 2002).

But there are various glitches in implementing the OJT program. The majority of college OJT students, if not all of them, are only given small work in a company (making coffee, photocopies, answering the phone, and similar tasks). Rarely are OJT students obliged to produce the same products as regular employees do (Dan Rafael Sebastian, 2017)^[6].

Based upon the existing situation, even though the Senior High Immersion Program has just started which is relatively new and comes with limited literature, it purports a very focus reason for scientific investigation.

It motivates the researcher to conduct the study to determine whether the said Immersion Program really contributes in molding a holistic Filipino youth and truly measures the competencies expected in that of a learner. It will determine the competencies that the learner must master or will have to improve to become an effective worker in the future. The results will serve as the basis for Instructional Development Program to avoid future inaccuracies that can be corrected early on.

1.1 Research questions

The purpose of the study was to determine the work immersion competencies of Humanities and Social Sciences (HUMSS) students in relation to their readiness in authentic working environment.

The following questions were especially addressed by this research:

1. What is the level of work Immersion competencies of the Humanities and Social Sciences (HUMSS) students before and after the immersion program when taken as a whole and when classified according to:
 - a. Concepts and Theories Appreciation
 - b. Technical Knowledge and Skill Enhancement
 - c. Communications and Human Relations and Enrichment
 - d. Work Habits, Attitudes, Appreciation and Respect for Work Development
2. What is the level of work competencies of the Humanities and Social Sciences (HUMSS) students in the immersion program based on the service providers' assessment when taken as a whole and when grouped according to:
 - a. Concept and Principle Appreciation
 - b. Technical Knowledge and Skill Enhancement
 - c. Communication and Human Relation Skill Enrichment
 - d. Work Habits, Attitudes, Appreciation and Respect for Work Development
3. What is the level of student's readiness after the immersion based on the teacher's assessment when taken as a whole and when grouped according to:
 - a. Understanding the Workplace
 - b. Appreciation and Valuing of Credentials
 - c. Appreciation of Management Processes
 - d. Observation and Participation
4. Are there significant differences among the work immersion competencies of Humanities and Social Sciences (HUMSS) students when compared according to students' self-assessment before and after the immersion and service providers' assessment?
5. Are there significant relationships among the work immersion competencies of Humanities and Social

Sciences (HUMSS) students before the immersion, after the immersion and service providers' assessment in relation to their readiness in authentic working environment?

2. Literature review

2.1 Work Immersion

According to Richard Pfau (2005), most of the knowledge and skills that people use to do their jobs are learned at the workplace. Many attitudes are also formed at work. Much of this learning, however, occurs haphazardly and inefficiently. Rather than being carefully guided and shaped, learning at work often occurs accidentally, poorly, and sometimes in ways harmful to both the person and to the organization.

On-the-job training refers to the activities carried out at a person's workplace to develop work-related knowledge, skills and attitudes. The workplace may be someone's workstation or desk, but also includes areas that workers go to or use when they work, such as a boss's office, rooms where staff meetings are held, and toilet areas (Richard Pfau, 2005)^[5].

Noe (2005) defines on-the-job training as the process by which new or inexperienced employees learn by seeing coworkers or managers do their duties and attempting to mimic their actions. In addition, he suggests that on-the-job training can be helpful for preparing recently hired staff, upgrading the technical skills of seasoned staff when new technology is introduced, cross-training staff members within a department or work unit, and assisting transferred or promoted staff members in acclimating to their new roles. There are many different types of on-the-job training, such as apprenticeships and self-directed learning programs. It is a desirable training approach since, in comparison to other approaches, it requires less time or financial investment in materials, trainer salaries, or instructional design.

As cited in the study of Mathias (2013)^[4], Armstrong (2008) defines training as the deliberate and systematic alteration of behavior through learning experiences, activities, and instructions that helps people to reach the levels of expertise, competence, and knowledge required to perform their jobs successfully.

According to Bocodol (2008) as cited in the study of Bafaneli and Gosekwang (2015)^[2], when on the job training was introduced, its aim was to change the knowledge, attitude, skills and employee behavior patterns in relation to the accomplishment of a specific task or the objectives of the business. The publication also mentions that on-the-job training is not a novel idea, having been practiced during the Industrial Revolution. It also suggested that on-the-job training is not as widely used in Botswana as it is in developed nations like the United States, Japan, and China. This may be because the training takes time because it necessitates one-on-one interaction between the trainer and the employee.

Based on the K to 12 Education Curriculum of the Senior High School, Work Immersion is one of the course requirements for graduation. A senior high school student must participate in work immersion in a field that is directly related to their postsecondary objective. Students are exposed to and familiarized with the working world in their area of expertise through work immersion, which improves their competency. Specifically, the students are able to: (i) under the direction of professionals in the field and employees, acquire pertinent and useful industrial skills.; (ii)

respect the significance of and use of the concepts and theories taught in school; (iii) enhance their technical knowledge and skills; (iv) enrich their skills in communications and human relations; and (v) develop good work habits, attitudes, appreciation, and respect for work. These equip them to handle the demands and difficulties of job or further study following graduation.

Mamadra (2005) ^[3] as reflected in the study of Taladtad *et al.*, (2010) ^[7], also conducted a study to find out the impact of the on-the-job training programs on the skills and values development of students in the four areas of specialization such as automotive, electronics technology, computer technology and electrical technology as well as the students' values development in terms of work ethic, independence, self-control, discipline, creativity, integrity, and patience among selected vocational-technical tertiary institutions in Mindanao. According to the results of her research, the on-the-job training program's influence on students' values and skill development depends on how skilled mentors supplement students' classroom competence and how the school and the industry collaborate to prepare technological students for careers as industrial workers.

3. Research methodology

This study aimed to determine the work immersion competencies of Humanities and Social Sciences (HUMSS) students in relation to their preparedness in authentic working environment thus, the descriptive method of research was used for this study.

3.1 Participants

The subject and respondents of the study were the selected Grade 12 HUMSS students of the three secondary schools in the Division of La Carlota City during S.Y. 2017-2018 namely: Doña Hortencia Salas Benedicto National High School, La Granja National High School and Balabag Extension High School.

The other group of respondents were the service providers in the Immersion Program which is the Philippine National Police – La Carlota City Chapter, Precious Gems Student Center, La Carlota South Elementary School 1, La Carlota North Elementary School and Department of Social Welfare and Development of La Carlota City.

The third respondents were the immersion teachers of Doña Hortencia Salas Benedicto National High School, La Granja National High School and Balabag National High School.

3.2 Instruments of the study

The instrument that was used to measure the working competencies of the Humanities and Social Sciences (HUMSS) students' self-assessment before and after the immersion and the service provider's assessment is an adapted questionnaire from the Workforce Innovation and Opportunity Act (2009) which is a comprehensive youth employment program for serving eligible youth in the United States of America.

The questionnaire was revised by the researcher to suit the needs and understanding of an average Grade 12 Filipino student.

The questionnaire used for the teacher's assessment towards student's readiness after the immersion was patterned in DepEd Order No. 30, series of 2017. The objectives to be met by the immersion teachers were adapted by the questionnaire.

3.3 Procedures

This study is quantitative research that employs a descriptive method as a design. The study was conducted in La Carlota City from June 2017 – March 2018. There were one hundred fifty-five (155) HUMSS students represented the whole population as the sample size, five (5) service providers and fifteen (15) work immersion teachers. The sample sizes were determined using the Slovin's formula, Random Sampling Technique and Probability Sampling Method. Following each survey, the data were evaluated to fully acquaint the researchers with the information. All research operations incorporate ethical issues into the protocols.

3.4 Ethical Considerations

The following moral standards were established for the research period:

1. The wellbeing and dignity of the students were always upheld.
2. The researcher acquired the students' consent to use their true identities in the research report, and the research data were kept private throughout the study.

4. Results

Based on the foregoing data of this research study, The findings were as follows:

1. The level of the work immersion competencies of the Grade 12 HUMSS students before the immersion is considered proficient when taken as a whole with a mean of 2.68. It is also considered proficient even it is grouped according to Concept and Principle Appreciation with a mean of 2.69; Communication and Human Relation Skill Enrichment with a mean of 2.65 and Work Habits, Attitudes, Appreciation and Respect for Work Development with a mean of 2.95.
2. The level of the work immersion competencies of the Grade 12 HUMSS students before the immersion when grouped according to Technical Knowledge and Skill Enhancement was interpreted as needs development with a mean score of 2.43.
3. The level of the work immersion competencies of the Grade 12 HUMSS students after the immersion is considered proficient when taken as a whole with a mean of 3.03. It is also considered proficient even it is grouped according to Concept and Principle Appreciation with a mean of 3.07; Technical Knowledge and Skill Enhancement with a mean of 2.79; Communication and Human Relation Skill Enrichment with a mean of 3.03 and Work Habits, Attitudes, Appreciation and Respect for Work Development with a mean of 3.23.
4. The level of the work immersion competencies of the Grade 12 HUMSS students' based on the service providers' assessment is considered proficient when it is taken as a whole with a mean of 2.88 or when grouped according to Concept and Principle Appreciation with a mean of 2.95; Technical Knowledge and Skill Enhancement with a mean of 2.40; Communication and Human Relation Skill Enrichment with a mean of 3.06 and Work Habits, Attitudes, Appreciation and Respect for Work Development with a mean of 3.12.
5. The level of the work readiness of the Grade 12 HUMSS students based on the teacher's assessment is

- considered ready when taken as a whole with a mean of 2.99. It is also considered ready when grouped according to Understanding the Workplace with a mean of 2.99; Appreciating Credentials with a mean of 3.05; Appreciating Management Processes with a mean of 3.07 and Observation and Participation with a mean of 2.86.
6. Based on the collected data, there is a significant difference among the work immersion competencies of Grade 12 HUMSS students before the immersion when compared to service providers' assessment with a t-value of -4.391 and a p-value of <0.001. Thus, the null hypothesis is rejected.
 7. Basing on the results of the study, there is a significant difference among the work immersion competencies of Grade 12 HUMSS students after the immersion when compared to service providers' assessment with a t-value of 3.020 and a p-value of 0.003. Thus, the null hypothesis is rejected.
 8. Based on the data gathered, there is a significant relationship between the work immersion competencies of Grade 12 HUMSS students before the immersion with an r-value of 0.99, t-value of 86.81 and t-critical value of 1.96; after the immersion with an r-value of 0.98, t-value of 60.91 and t-critical value of 1.96 towards the service provider's assessment in relation to their readiness in authentic working environment.
 9. Based on the collected data, there is a significant relationship between the work immersion competencies of Grade 12 HUMSS students before and after the immersion and the service providers' assessment, thus the null hypothesis was rejected.
 10. Based on the data gathered, there is a significant relationship between the work immersion competencies of Grade 12 HUMSS students and the level of students' readiness with an r-value of 0.97, t-value of 49.35 and t-critical value of 1.96 towards the service provider's assessment in relation to their readiness in authentic working environment. Since there is significant relationship between the work immersion competencies of Grade 12 HUMSS students and the level of students' readiness towards the authentic working environment, thus the null hypothesis was rejected.

5. Discussion

The research's principal goal is to evaluate the work immersion competencies of Humanities and Social Sciences students in relation to their readiness in authentic working environment. Thus, this analysis used the descriptive method of approach to define the respondents' work immersion competencies in terms of their concepts and theories appreciation, technical knowledge and skill enhancement, communications and human relations enrichment, work habits, attitudes, appreciation and respect for work development.

The study also determined the size of the interactions between and within the study's variables. Specifically, it established a substantial influence between the respondents' competencies towards their readiness in authentic working environment.

6. Conclusion

Based on the study conducted, the researcher concluded the following ideas:

1. The level of the work immersion competencies of the Grade 12 HUMSS students were further advanced after immersing in the Work Immersion Program especially in Technical Skills.
2. The Work Immersion Program successfully enhanced the technical knowledge and skills of Grade 12 HUMSS students which include their skills of writing communication letters, using computer software such as Microsoft Word and Excel and using office tools such as telephones, fax machines and photocopiers.
3. The senior high school educational institutions where the respondents came from did not fully equip the students with necessary technical skills before the respondents graduated. It is because of an ineffective implementation of the curriculum, lack of facilities to enhance learning, mismatch of immersion service provider and minimal hands-on experiences.
4. The different service providers in the Work Immersion Program had contributed to the development of the skills of the Grade 12 students in preparation to the authentic working environment that they will face after Senior High School. These skills include Concept and Principle Appreciation, Technical Skills, Communication Skills and Work Habits and Respect for Work Development.
5. The service providers involved in the Immersion Program effectively provided an authentic working environment for the Grade 12 HUMSS students which served as their training grounds to achieve experiential learning, much more than what they could learn from the concept being presented in a classroom setting.
6. The work competencies of the Grade 12 HUMSS students measured in this study served as determinants of the students' level of readiness in the future workplace.
7. The three educational institutions had successfully implemented the Immersion Program in its pioneer year.

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