

## Work Immersion Performance of Grade 12 TVL Students in the District of Bani, Pangasinan

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**Abstract:** *The study intended to determine and analyze the work immersion performance of the Grade 12 students in the district of Bani, Pangasinan. It described the profile of the students in terms of age, sex, strand and work immersion venue and the degree of seriousness of the problems they encountered, which affected their immersion performance. The study used the descriptive and utilized a set of descriptive-survey questionnaire as data collection tool. Data gathered were properly recorded, tallied, tabulated, interpreted and analyzed using frequency counts and percentage and multivariate analysis of variance (MANOVA).*

*Most of the TVL students under the Home Economics strand were aged 18-19 and male students were more in number than the female students. Majority of the TVL students had their work immersion in private establishments. The overall weighted mean of the work immersion performance of the Grade 12 TVL students was 4.02, corresponding to a verbal description of "Very Satisfactory" performance. The degree of seriousness of the problems encountered by the Grade 12 TVL students that affected their immersion performance was a little bit serious. There was a significant difference in the level of work immersion performance across student strand and type of work immersion while the level of work immersion across student age and sex had no significant difference.*

*Based on the conclusions, the study recommended that school heads and teachers should encourage more students to pursue other strands such as Agri-Fishery Arts, Industrial Arts and Information Communications and Technology through initiating information campaigns and strengthen career guidance programs; teachers should facilitate trainings and seminars for students especially the TVL students in order to maximize their potentials and competencies; the school should integrate leadership trainings not only for the student-officers but for all the students in order to enhance their confidence and leadership capabilities; further studies about work immersion performance of Grade may be conducted; and a training plan with a list proposed measures and actions to be taken should be observed.*

**Keywords:** *Work Immersion, Performance, TVL Students*

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## **INTRODUCTION**

The Department of Education had shifted to the K to 12 curriculum as it aspires to be relevant to the demands of the 21st century. This is pursuant to the Basic Education Sector Reform Agenda (BESRA), containing policies to improve critical regulatory, institutional, structural, financial, cultural, physical and informational conditions affecting basic education provision, access and delivery in all basic educational institutions. These policy reforms anticipate vital changes that will result in the acceleration, broadening, deepening and sustaining the Department's efforts in achieving desirable performance in National Achievement Test Results and other leveling tests [1].

Immersion experience is experiential learning involving intensive instruction and exposure to various social issues. Students will have the opportunity to learn outside of their comfort zones. In anticipation, a properly structured immersion has the potential in enabling positive influence to attitudes of students. It provides better impact on students, especially for those struggling to sustain changes in their attitudes and actions. They can carry this positive attitude in their future career employment [2].

## **OBJECTIVES OF THE STUDY**

It is interesting to note that despite the many efforts of the Department of Education to implement policies and guidelines that will ensure the benefits of the students, there is a need to analyze if work immersion has served its purpose of preparing students' transition from high school to real life. One of the possible ways to find out is through assessment of performance of the students in their work immersion. Hence, the conduct of this study is significant in determining the immersion performance of the Grade 12 TVL students in the district of Bani, Pangasinan. It also assessed the problems encountered by the students and how these problems affected their immersion performance [3].

The study was conducted to: (1) seek out the personal-related profile of the respondents, a.

Grade 12 TVL students, b. Work Immersion Supervisor; (2) find out the work immersion performance of the Grade 12 TVL students in the district of Bani, Pangasinan; (3) monitor the degree of seriousness of the problems encountered by the Grade 12 TVL students that affect their immersion performance; (4) test the significant difference in the level of work immersion performance of the Grade 12 students across the profile of student and immersion supervisor; (5) proposed intervention measures can be developed to improve the performance of the Grade 12 TVL students in their work immersion

## **MATERIALS AND METHODS**

The study made used the descriptive method in gathering, analyzing and interpreting data. Descriptive research design, describes and interprets what is and is concerned with conditions or relationships, practices that prevail, held points of view or attitudes, on-going processes, effects being felt or developing trends [4].

The method is most appropriate for this study as it involves the analysis and interpretation of the meaning or significance of what is being described as adopted by several researchers [12-13].

The researcher used a set of descriptive-survey questionnaire as data gathering tool. The survey questionnaire was patterned from the performance evaluation tool but modified by the researcher to align with the problems presented in this study and the Work Immersion Appraisal provided by the Department of Education.

The questionnaire for the student-respondents was composed of three parts. Part 1 is about the personal-related profile of the students including the age, sex, strand of the student and type of work immersion venue and Part 3 will deal with the problems encountered by the Grade 12 TVL students that affect their immersion performance.

The survey questionnaire for the immersion supervisor comprised Part 2 of the questionnaire. It contains indicators of the work immersion performance of Grade 12 TVL

students. Findings on the problems encountered by students during work immersion, prompted the researcher to propose intervention measures to improve the work immersion performance of the students.

**RESULTS AND DISCUSSION**

The results presented include the profile of the students. It also presents the work immersion performance of the Grade 12 TVL students in the aspects of teamwork, communication, attendance and punctuality, productivity and resilience, initiative/proactivity, judgment/decision making, dependability/ reliability and professionalism. The Work Immersion Partner Institution Supervisor or the Work Immersion Supervisor which is the counterpart of the Work Immersion Teacher served as the rater of the TVL students in their work immersion performance. In coordination with the Work Immersion teachers, the immersion supervisor was responsible in implementing the agreed list of activities of the students.

Profile Variable	Category	Frequency	Percent
Age	16 -17	69	30.5
	18 – 19	149	65.9
	20 and above	8	3.5
	Total	226	100.0
Sex	Male	114	50.4
	Female	112	49.6
	Total	226	100.0
Strand	Agri-Fishery Arts	2	.9
	Home Economics	182	80.5
	Industrial Arts	42	18.6
	Total	226	100.0
Type of Work	Government/ Public	28	12.4

Immersion Private Venue	198	87.6
Total	226	100.0

The table presents the profile of the Grade 12 TVL students in the district of Bani, Pangasinan. It answers the problem number 1 which describes the profile of the students in terms of age, sex, strand and type of work immersion venue.

Age. Most of the TVL students are in the age group of 18-19 as depicted by the 65.9 percentage result. The age group 20 and above gained the smallest percentage as manifested by the 3.5%.

Sex. 50.4 percentage of the TVL students in the district of Bani are male as shown in the table. Female students, on the other hand, have gained 49.6 percentage.

Strand. As presented in table, the strand with the greatest number of students is Home Economics with 80.5 percentage. On the other hand, the strand with the least number of students is Agri-Fishery Arts with .9 percentage.

Type of Work Immersion Venue. Majority of the work immersion venue of the TVL students were private establishments with 87.6 percentage while the government or public sector obtained a 12.4 percentage.

**Table 2**

**Work Immersion Performance of the Grade 12 TVL Students in the Aspect of Teamwork**

Teamwork Indicators	N	F	S	V	O	WM	DE
1. Consistently works with others to accomplish goals and tasks.	0	9	39	87	91	4.15	VS
2. Treats all team members in a respectful courteous manner.	2	9	32	97	86	4.13	VS
3. Actively participates in activities and assigned tasks required.	3	11	40	78	94	4.10	VS
4. Willing to work with team members to improve team collaboration on a continuous basis.	3	10	38	82	93	4.12	VS
5. Considers the feedback and views of team members when completing an assigned task.	2	9	46	84	85	4.07	VS
Average Weighted Mean						4.11	VS

As illustrated in this table, teamwork has obtained an average weighted mean of 4.11 which depicts a very satisfactory performance. It implies that students were observing the importance of working towards common goals as shown by the result. The results shows that in terms of being flexible in work and in dealing with people under the aspect of personality wherein the interns have gained a “Very Good” performance rating [5].

**Table 3**

**Work Immersion Performance of the Grade 12 TVL Students in the Aspect of Communication**

Communication Indicators	NI	F	S	V	O	WM	DE
1. Actively listens to supervisor and/or co-workers.	4	6	35	81	100	4.18	VS
2. Comprehends written and oral information.	1	20	63	74	68	3.83	VS
3. Consistently delivers accurate information both written and oral.	2	17	72	61	74	3.83	VS
4. Reliably provides feedback as required, both internally and externally.	0	18	59	81	68	3.88	VS
<b>Average Weighted Mean</b>						<b>3.93</b>	<b>VS</b>

Moreover, the average weighted mean gained in the communication is 3.93 with descriptive equivalent of very satisfactory as shown in this table. It means that the communication ability of the TVL students was not lagging behind and that interns comprehend/follow instructions easily. This means that trainees have adapted the latest trends of service and could easily understand instructions.

**Table 4**

**Work Immersion Performance of the Grade 12 TVL Students in the Aspect of Attendance and Punctuality**

Attendance and Punctuality Indicators	NI	F	S	V	O	WM	DE
1. Is punctual on a regular basis.	3	12	33	75	103	4.16	VS
2. Maintains good attendance.	3	14	35	67	107	4.15	VS
3. Informs supervisor in a timely manner when absenteeism and tardiness may occur.	1	13	41	73	98	4.12	VS
<b>Average Weighted Mean</b>						<b>4.14</b>	<b>VS</b>

In Table 4, the average weighted mean obtained in the attendance and punctuality of the students is 4.14 which manifest a good attendance and punctuality among the TVL students. This showed that interns were rated as “Very Good” in reporting to the office with regular punctuality and finished the duty as scheduled.

**Table 5**

**Work Immersion Performance of the Grade 12 TVL Students in the Aspect of Productivity/Resilience**

Productivity/Resilience Indicators	NI	F	S	V	O	WM	DE
1. Consistently produces quality results.	1	8	39	104	74	4.07	VS
2. Meets deadlines and manages time well.	1	11	46	87	81	4.04	VS
3. Can do multitasking.	1	12	65	86	62	3.87	VS
4. Can work under pressure and delivers the required tasks.	1	15	68	86	56	3.80	VS
5. Effective and efficient in time management.	2	17	54	82	71	3.90	VS
6. Efficiently informs supervisor of any challenge or hindrance related to given task or assignment.	4	17	56	73	76	3.88	VS
<b>Average Weighted Mean</b>						<b>3.93</b>	<b>VS</b>

As gleaned from Table 5, data shows that students’ performance manifested an average weighted mean of 3.93 in productivity and resilience which is very satisfactory. It implies that students have coped with the challenges and demands of work immersion. This showed that the interns made productive use of resources (e.g.

terminals and workstation assigned to him/her which has gained a “Very Good” performance rating.

**Table 6**

**Work Immersion Performance of the Grade 12 TVL Students in the Aspect of Initiative/ Proactivity**

Initiative/ Proactivity Indicators	N	F	S	V	O	WM	DE
1. Completes assignments with minimum supervision.	2	5	32	94	93	4.20	VS
2. Completes tasks independently and consistently.	0	9	35	102	80	4.12	VS
3. Seeks support as need arises.	1	9	51	89	76	4.02	VS
4. Recognizes and takes immediate action to effectively address problems and opportunities.	2	9	57	98	60	3.91	VS
5. Engages in continuous learning	1	41	50	59	75	3.73	VS
6. Contributes new ideas and shares skills to improve the department/organization.	1	19	70	53	83	3.88	VS
<b>Average Weighted Mean</b>						<b>3.98</b>	<b>VS</b>

The average weighted mean obtained by the TVL students under initiative and proactivity is 3.98. It showed that TVL students have learned to be initiative and proactive in their work immersion. This is similar with a certain study [9] wherein he interns gained a “Very Good” rating in the delivers the required amount/volume of work output within the allotted time.

**Table 7**

**Work Immersion Performance of the Grade 12 TVL Students in the Aspect of Judgment / Decision Making**

Judgment / Decision Making Indicators	N	F	S	V	O	WM	DE
1. Analyzes problems effectively.	1	10	76	93	46	3.77	VS
2. Has the ability to make creative and effective solutions to problems.	2	9	72	92	51	3.80	VS
3. Demonstrates good judgment in handling routine problems.	8	10	89	74	45	3.61	VS
<b>Average Weighted Mean</b>						<b>3.73</b>	<b>VS</b>

As illustrated in Table 7, TVL students gained an average weighted mean of 3.73. It means that student has the ability to make decisions and demonstrate good judgment when they are given opportunity and provided with proper guidance.

**Table 8**

**Work Immersion Performance of the Grade 12 TVL Students in the Aspect of**

Dependability /Reliability Indicators	N	F	S	V	O	WM	DE
1. Has the ability to follow through and meet deadlines.	2	9	43	96	76	4.04	VS
2. Has commitment for his/her action.	0	10	46	94	76	4.04	VS
3. Can adjust easily to changes in workplace.	2	8	46	86	84	4.07	VS
4. Displays high level of performance at all times.	1	12	66	105	42	3.77	VS
<b>Average Weighted Mean</b>						<b>3.98</b>	<b>VS</b>

**Dependability /Reliability**

The average weighted mean obtained by the TVL students is 3.98 as shown in Table 8. It shows that the students have adjusted well in their assigned workplace as depicted by the performance rating “Very Satisfactory”. The study showed that interns have obtained “Very Good” in the indicators enjoys comfortable working relationship with his/her superior or peers, positive attitude towards criticism and towards superiors and comfortable in presenting recommendations, suggestions and criticisms to his/her supervisor/peers and open to accommodate them with objective and positive point of view.

**Table 9**

**Work Immersion Performance of the Grade 12 TVL Students in the Aspect of Attitude**

Attitude Indicators	N	F	S	V	O	WM	DE
1. Offers assistance willingly.	0	6	31	88	101	4.26	VS
2. Shows a positive work attitude.	1	5	33	66	121	4.33	VS
3. Shows sensitivity to and consideration for other's feelings.	3	4	40	76	103	4.20	VS
4. Accepts criticism positively.	0	12	58	85	71	3.95	VS
5. Shows pride in work.	3	21	68	83	51	3.70	VS
<b>Average Weighted Mean</b>						<b>4.09</b>	<b>VS</b>

The average weighted mean gained under the aspect of attitude is 4.09 as shown in Table 9. It implied that the students have demonstrated a positive attitude during their immersion as manifested by the “Very Satisfactory” rating.

This data shows that attitude of the interns is considered to be very good that interns have positive attitude towards criticism and towards superior. Interns are believed to be enjoying a comfortable working relationship with their superior or peers as shown by the “Very Good” rating [6].

**Table 10**

**Work Immersion Performance of the Grade 12 TVL Students in the Aspect of Professionalism**

Professionalism Indicators	NI	F	S	V	O	WM	DE
1. Respects persons in authority.	1	2	11	71	141	4.54	VS
2. Uses all tools, equipment and facilities responsibly.	2	5	45	85	89	4.12	VS
3. Follows all policies and procedures when issues and conflict arises.	3	6	49	105	63	3.97	VS
4. Physical appearance conforms with the workplace and placement rules.	2	6	17	74	127	4.41	VS
<b>Average Weighted Mean</b>						<b>4.26</b>	<b>VS</b>

Note: Highest frequencies are in boldface; WM = Weighted Mean; DE=Descriptive Equivalent

Legend: **NI**– Needs Improvement; **F** – Fair; **S** –Satisfactory; **VS**–Very Satisfactory; **O** – Outstanding

As shown in results in Table 10, professionalism gained the highest average weighted mean as manifested by the 4.26 weighted mean. This implies students have learned to act as professionals when they are in the workplace.

Moreover, the work immersion performance of the Grade 12 TVL students has gained an overall weighted mean of 4.02 which means a very satisfactory performance.

With attitude, it illustrates the commitment they had in their endeavors because it will allow the individual personalities to shine without compromising the professional presence of the person and through attitude interns can show respect towards others.

**Table 11**

**Summary Table of Work Immersion Performance of the Grade 12 TVL Students**

INDICATORS	WM	DE
A. Teamwork	4.11	VS
B. Communication	3.93	VS
C. Attendance and Punctuality	4.14	VS
D. Productivity/Resilience	3.93	VS
E. Initiative/ Proactivity	3.98	VS
F. Judgment / Decision Making	3.73	VS
G. Dependability/Reliability	3.98	VS
H. Attitude	4.09	VS
I. Professionalism	4.26	VS
<b>OVERALL WEIGHTED MEAN</b>	<b>4.02</b>	<b>VS</b>

**Degree of Seriousness of the Problems Encountered by the Grade 12 TVL Students that Affect their Immersion Performance**

The data on Table 12 presents the degree of seriousness of the problems encountered by the Grade 12 TVL students that affect their immersion performance.

**Table 12**

**Degree of Seriousness of the Problems Encountered by the Grade 12 TVL Students that Affect their Immersion Performance**

Indicators	NS A	A L B	S	V	E	W M	R a n k

1. I am not competitive enough to do the job or task assigned.	55	<b>103</b>	38	24	6	2.	1
2. I am not confident enough to present recommendations, suggestions and criticisms to my supervisors/co-trainees.	39	<b>123</b>	43	18	3	2.	1
3. I lack knowledge and skills in performing my job or task assigned.	72	<b>86</b>	41	19	8	2.	2
4. I cannot manage my time that resulted to unfinished volume of work output within the allotted time.	<b>91</b>	77	43	12	3	1.	6
5. I find it difficult to work with my superior and co-trainees.	<b>82</b>	77	35	20	12	2.	3
6. I lack interest and pride with the tasks assigned to me.	<b>100</b>	67	28	25	6	1.	5
7. I am afraid of the tasks and responsibilities that superior will assign to me.	60	<b>106</b>	37	15	8	2.	2
8. Our work immersion superior rarely coach and mentor us while undertaking immersion.	<b>108</b>	44	26	33	15	2.	3
9. I have too many responsibilities at home that lead to tardiness in reporting to my office assignment.	<b>106</b>	50	36	22	12	2.	4
10. My parents' lack encouragement and support with regards to work immersion.	<b>138</b>	35	27	9	17	1.	7
<b>Average Weighted Mean</b>						2.	<b>A</b>
						<b>0</b>	<b>L</b>
						<b>7</b>	<b>B</b>

Note: Highest frequencies are in boldface; DE=Descriptive Equivalent

Legend: **NSA**– Not Serious at all; **ALB** – A Little Bit Serious; **S** –Somewhat Serious; **V**-Very Much Serious; **E** – Extremely Serious

The indicator “I am not confident enough to present recommendations, suggestions and criticisms to my supervisors/co-trainees” gained the highest frequency of 123 and considered as one of the problems that is a little bit serious. It was followed by “I am afraid of the tasks and responsibilities that superior will assign to me” and “I am not competitive enough to do the job or task assigned” with frequency of 106 and 103 respectively.

In addition, Table 12 shows the overall average weighted mean of 2.07 which implies that the degree of seriousness of problems encountered by the Grade 12 TVL students that affect their work immersion performance were a little bit serious.

The result reflects one of the goals of the K to 12 Basic Education program which is to develop competencies, work ethic and values among learners. Because of the features of the senior high school curriculum that aims to produce graduates who are holistically developed and equipped with 21st century skills, students are ready in their work immersion that provide them the opportunities to familiarize themselves with the workplace, employment simulation and apply/test their competencies/skills work environment [7].

Moreover, it that demonstrated the positive impact of immersion experiences indicated by the numerous changes that students have experienced significant increases in the aspect of interpersonal and problem solving skills and social justice attitudes. The findings suggest that civic action and interpersonal dialogue are challenging for students to sustain beyond their immersion experiences but given the depth of opportunity that most immersions have led to an unexpected outcome. The type of civic life and engagement patterned on immersion experiences endures well beyond the more normative levels of the day-to-day experience of the students. The kind of “civic life” and engagement that is patterned on immersion experiences stands well beyond the more normative levels students experience on a day-to-day basis. Many students struggle with the complexity and apparent enormity of the social issues they have confronted during immersion that upon their re-entry to normal life, the students are often struggling with the best way they can to move forward.

The role of teachers also plays an important factor with their performance. A study [10] found out that there is a high level of manifestation of professional characteristics of teachers in Pangasinan. Further, a study [11] also revealed that the acquisition level of information literacy competency standards among the students in Pangasinan is high.

**Difference in the Level of Work Immersion Performance of the Grade 12 Students across Profile Variables**

Table 13 presents the multivariate analysis on the difference in the level of work immersion performance of the grade 12 students across profile variables.

Profile Variable	Wilk's Lambda	F	Df	Sig	Partial Eta	Observed Power
Strand	.81	2.5	1	.0	.09	.997
Age	.91	1.0	1	.3	.04	.771
Sex	.93	1.8	9	.0	.07	.799
Type of Work	.86	3.6	9	.0	.13	.991
* Significant at .05 level						

The table shows that there is a significant difference across the students' strand and type of work immersion venue on the combination of all categories of work immersion performance as revealed by the values of the multivariate Wilk's Lambda with corresponding significance values (p=.000) less than the .05 level of significance. The partial eta squared shows that 9.7 percent in the variation on the work immersion performance is attributed to the differences on the type of strand the student belong. Moreover, 13.3 percent in the variation on the work immersion performance is attributed to the differences on the type of immersion work venue of students. The observed power shows that the probability of rejecting the

null hypothesis is 99.7 percent for students' strand and 99.1 percent for type of work immersion venue. On the other hand, there is no significant differences were observed along students' age and sex.

This shows that the examined the perceptions of young adults regarding the effects of an approximately month-long immersion experience abroad in which they have participated when they were still adolescents. It has indicated that participants believed that the trip combined with other experiences have contributed to their search for other international experiences, pursuing international careers or careers that required intercultural skills and establishing significant intercultural relationships. They also described an increased cultural awareness, empathy, global understanding, linguistic competence, tolerance for ambiguity as well as becoming more mature, independent and self-confident. It implies that whatever the age and sex of the students is, the immersion performance an individual is based on their work experiences acquired from their work immersion venue [8].

**Difference Between Subjects in the Level of Work Immersion Performance across Student's Strand and type of Work Immersion Venue**

**Table 14**

**Difference in the Level of Work Immersion Performance of the Grade 12 Students across Profile Variables**

Profile Variables	Work Performance	F	Sig	Partial Eta Squared	Observed Power
Strand	Teamwork	1.01	.3	.00	.163
		4	6	9	
			5		



	Communication	.493	.612	.004	.738
	Attendance/Punctuality	.509	.602	.005	.226
	Productivity/Resilience	.376	.687	.003	.130
	Initiative / Proactivity	<b>3.174*</b>	<b>.044</b>	<b>.028</b>	<b>.133</b>
	Judgment	1.458	.235	.013	.110
	Dependability	2.446	.089	.021	.604
	Attitude	.418	.659	.004	.310
	Professionalism	1.888	.154	.017	.489
Type of Work Immersion Venue	Teamwork	3.681	.056	.016	.480
	Communication	<b>12.495*</b>	<b>.000</b>	<b>.053</b>	<b>.941</b>
	Attendance/Punctuality	<b>4.638*</b>	<b>.032</b>	<b>.020</b>	<b>.573</b>
	Productivity/Resilience	<b>10.025*</b>	<b>.002</b>	<b>.043</b>	<b>.883</b>

	Initiative / Proactivity	2.049	.154	.009	.297
	Judgment	1.221	.270	.005	.196
	Dependability	3.016	.084	.013	.409
	Attitude	.144	.705	.001	.067
	Professionalism	2.366	.125	.010	.334

*\* Significant at .05 level*

The difference in the level of work immersion performance across student's strand and type of work immersion venue is presented in Table 14. It reveals that a significant difference across students' strand was found along initiative aspect of work performance based on the value of F – computed (3.174) with significance value of .044.

The table further shows that a significant difference across students' type of work immersion venue was found along communication, attendance/punctuality and productivity/resilience aspect of work performance based on the computed F-values of 12.495, 4.638 and 10.025 respectively, with significance values less than .05 level of significance.

The study implied that students' internship performance is not affected by their performance in school because the evaluation of their actual performance was based on the training/orientation and the daily tasks given by the business establishment where they have been assigned. This explains the result that there is a significant difference across students' strand was

found along initiative, communication, attendance/punctuality and productivity/resilience aspect of work performance. A student's initiative, communication, attendance/punctuality and productivity/resilience is different from another student even if they have the same strand and training venue because these aspects of work performance lies on the student performance towards work immersion.

**Mean Comparison in the Level of Work Immersion Performance across Student's Strand and type of Work Immersion Venue**

**Table 15**

**Mean Comparison in the Level of Work Immersion Performance across Student's Strand and type of Work Immersion Venue**

Work Performance	Variables Compared	Mean Difference	Sig
Initiative / Proactivity	Agri-Fishery Arts vs Home Economics	-.2083	.923
	Agri-Fishery Arts vs Industrial	.1207	.974
	Home Economics vs Industrial	.3290*	.034
Communication	Government/ Public vs Private	-.5842*	.000
Attendance and Punctuality	Government/ Public vs Private	-.3859*	.032
Productivity/Resilience	Government/ Public vs Private	.4885*	.002

The multiple comparison table shown in Table 15 reveals that students having immersion on private agencies had significantly higher work immersion performance along communication and attendance/punctuality compared to students in government/public agencies. However, along productivity/ resilience, students having immersion in government/public agencies had

significantly higher work immersion performance than in private agencies.

The multiple comparison table below reveals that there is a significant difference between Home Economics and Industrial Arts strand (F=3.174, p=.044) indicating that those students in Home economics strand had significantly higher work immersion performance along initiative aspect compared to Industrial Arts strand.

The study showed that there is no significant difference in the interns' academic performance across training performance, thus the interns' grades do not affect their training performance in the areas of knowledge, skills, attitude and personality. The students still have the opportunity to get higher performance rating during their work immersion even though they have low academic grades in their subjects. Academic performances do not have relationship or effects in the performance evaluation of the interns because manager or immediate supervisors' basis for the evaluation was the actual output or performance they possess during the duration of training. Academic performances do not have relationship or effects in the performance evaluation rating of the interns because the actual output or performance that the interns possess during the duration of training was the basis for the evaluation by the manager or immediate supervisors [9].

**CONCLUSION AND RECOMMENDATION**

Most of the TVL students were in the age group of 18-19 under the Home Economics strand. There were more male students than female students. Majority of the work immersion venue of the TVL students were in private establishments.

The overall weighted mean of the work immersion performance of Grade 12 TVL students was 4.02, which mean a "Very Satisfactory" performance. This means that the

performance of the grade 12 TVL students were enough to accomplish goals and tasks.

The degree of seriousness of the problems encountered by the Grade 12 TVL students that affected their immersion performance was a little bit serious. Therefore, the researcher proposes intervention measures to improve the performance of the Grade 12 TVL students in their work immersion.

There was a significant difference in the level of work immersion performance across students' strand in initiative/proactivity indicator and there was no significant difference in terms of teamwork, communication, attendance/punctuality, productivity/resilience, judgment, dependability, attitude and professionalism. The level of work immersion across students' age and sex had no significant difference.

Based on the results of the study, the proposed measures to improve the students' work immersion performance are: a) aligning specializations to the work immersion partner institution. b) preparing Work immersion activities of the students based on the competencies and preparing students before the actual work immersion.

School heads and teachers should encourage more students to take up other strands such as Agri-Fishery Arts, Industrial Arts and Information Communications and Technology through initiating information campaigns and strengthen career guidance programs. Teachers should facilitate trainings and seminars for students, especially the TVL students, in order to maximize their potentials and competencies. The school should integrate leadership trainings not only for the student-officers but for all the students in order to enhance their confidence and leadership capabilities. Recommend further studies about work immersion performance of Grade 12 TVL students in the district of Bani,

Pangasinan. A training plan with a list proposed measures and actions to be taken should be observed.

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