

**WORK IMMERSION SUPPORT AND WORKPLACE SKILLS AMONG
HUMANITIES AND SOCIAL SCIENCES (HUMSS) STUDENTS
OF TACURONG NATIONAL HIGH SCHOOL**

A Quantitative Research
Presented to the
HUMSS Strand of the Senior High School
Tacurong National High School
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In Partial Fulfillment
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Inquiries, Investigation, and Immersion (3Is)

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ABSTRACT

The study determined the relationship between work immersion support and workplace skills among 210 Humanities and Social Sciences (HUMSS) Tacurong National High School students. The study utilized a quantitative research design using the descriptive-correlational technique. In terms of sampling method, the study employed a purposive sampling method. The questionnaire on work immersion support was adapted from the study of Mahaguay and Mahaguay (2020), while the questionnaire on workplace skills was adapted from the study of Dela Cruz and Permejo (2020). Data were analyzed using mean and Pearson Product Moment Correlation coefficients. Results showed that the level of work immersion support among HUMSS students is high, which indicates that it is often observed. The story of workplace skills among HUMSS students is very high, which suggests that it is always honored. Furthermore, the work immersion support and workplace skills of HUMSS students of Tacurong National High School are significantly correlated. By understanding the impact of work immersion support on the workplace skills of the students, the family, supervisors, and institutions can better help and provide a worthwhile experience to the work immersion students. It can also help them to apply the theories and lessons they have learned in classroom set-up to real-life situations during their work immersion.

Keywords: *education, students, work immersion support, workplace skills, correlation, Tacurong National High School*

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Chapter 1

INTRODUCTION

Rationale

In compliance with the R.A.10533, often known as "The Enhanced Basic Education Act," the Department of Education implemented the Work Immersion Program to improve the current curriculum and extend high school by two additional years. The work immersion program is one of the best aspects of the K–12 curriculum that enables students to apply their theoretical knowledge to real-world situations, according to DepEd's grade 12 curriculums (Catelo, 2020). Work Immersion allows students to grow professionally by replicating the working environment (Secuya et al., 2020). Ababa et al. (2019) stress the value of encouraging students to participate in work immersion programs to learn essential job skills, including communication, cooperation, and problem-solving.

Students participating in work immersion programs may run across several issues on the job in the future. They might need help adjusting to the demands and expectations of a professional job environment, which can be very different from a school setting, as one potential problem (McCallum, 2019). Poor teamwork and poor verbal communication are two instances of poor workplace communication. Misunderstandings, a lack of trust, and evil talks may also result in them (Sharma, 2023). Work immersion programs should help students prepare for these potential difficulties by giving them the necessary instruction, direction, and support. It can include instruction on workplace norms and expectations, communication and

teamwork skills, time management strategies, and mentorship and supervision from experienced professionals (Peralta, 2019).

In a study by Umali and Tamayo (2020), work immersion support significantly predicted the development of students' communication, teamwork, and problem-solving skills. During their work immersion programs, students who received more help and direction tended to have more excellent workplace competencies like critical thinking, problem-solving, and cooperation (Lao et al., 2021). It tries to better prepare seniors in high school for college, the workforce, or business. It also aims to assist them in developing life and career skills, attitudes, and a feeling of appreciation and respect for their employment. Additionally, it makes it possible for individuals to go from study to employment without difficulty after gaining valuable experience (Putri, 2021).

Vecino and Doromalhe (2020) said that there would be big problems if work immersion were implemented, such as a lack of partner industries, students' work habits, a lack of time for tracking students' progress, insufficient teacher supervision time, and a lack of sustainable financial assistance for learners. Dela Cruz and Permejo (2020) claim that employment immersion should be carried out because they claim that students who have access to job tasks related to their thread perform and show efficiency in finishing the tasks and give knowledge that will last a lifetime and ethics that may be utilized for a better life. Skill norms outline the expertise and skills required for success in each industry and profession. Cariño and Palma (2020) found out that while work immersion programs can develop students' employability skills, there is a need for further research to examine the specific factors that influence the effectiveness of work immersion programs, such as the level of support and guidance

provided to students during the program. Thus, The lack of research on the relationship between workplace skills and the indicators of teamwork, communication, attendance, punctuality, and productivity as well as supervisory support and family support, as well as initiative/proactivity, judgment/decision making, dependability/reliability, attitude, and professionalism, has motivated the researchers to carry out this study.

Statement of the Problem

The study aims to determine the relationship between Work Immersion Support and Workplace Skills Among Humanities and Social Science students of Tacurong National High School. Specifically, this study has the following objectives:

1. To assess the level of Work Immersion Support in terms of:
 - 1.1 Family support; and
 - 1.2. Supervisory support
2. To measure the level of Workplace Skills in terms of:
 - 2.1. teamwork;
 - 2.2. communication;
 - 2.3. attendance, punctuality, and productivity;
 - 2.4. initiative/proactivity;
 - 2.5. dependability/ reliability;
 - 2.6. attitude;and
 - 2.7. professionalism
3. To determine the relationship between Work Immersion Support and Workplace Skills.

Hypotheses

The following null hypotheses will be tested at a 0.05 level of significance:

1. There is no significant relationship between Work Immersion Support and Workplace Skills.

Review of Related Literature

The opinions, guiding principles, ideas, and concepts concerning work immersion support and workplace skills from many writers are summarized in this section. Additionally, it describes the gathering of publicly available data and information pertinent to this investigation. It concentrates on providing comparable studies that provide the background and information required in this study.

Work Immersion Support

According to the study by Mahaguay and Mahaguay (2020), work habits and competency are essential in explaining work immersion students and supervisors' challenges. There was slight variation among the various characteristics regarding monthly household income. By the conclusion of the implementation, students had completed the required results for the work immersion guide and portfolio thanks to the family's financial and emotional support as well as the assistance of work immersion supervisors. Unfortunately, some students ran into issues with their work habits, including a shaky internet connection, domestic noise distractions, time management, and trouble completing the learning job. Also, they get less parental help because their parents are busy at work, yet they are still expected to care for the house (Insorio et al., 2021). The supervisors for each student examined their performance review and

evaluation. The results showed that most students were regarded as exceptional, and their assignments exceeded the required standard (Acut D. et al., 2019).

Through work immersion, students get exposure to and familiarity with work-related situations relevant to their field of study, which enhances their competence, according to Malipot (2020). Also, students will have objectives by offering them the chance to collaborate with and be overseen by professionals and highly creative individuals; immersion teaches them how to accomplish these aims (Escalante, 2023). Consequently, the broader economy will benefit from everything mentioned. There is no doubt that participating in a work immersion program in the Philippines is a fantastic opportunity for all parties (Patino, 2023).

A study conducted by Arellano University in the Philippines in 2019 examined the factors affecting the work immersion experiences of Senior High School students. The study found that family support significantly influenced the students' attitude toward their work immersion and overall work immersion experience (De Dios et al., 2019). Buban et al. (2019) conducted a study and found that family support, particularly emotional support and encouragement, positively impacted the students' performance and motivation during their work immersion. Families participating in work immersion programs can increase the connection between the home and the workplace and give students a support system to assist them in dealing with the difficulties of the job (Department of Education, 2019).

Supervisory support, particularly regarding guidance and mentorship, significantly impacted student learning and development during work immersion (Lontoc et al., 2020). Supervisory support, particularly in providing feedback and

guidance, significantly impacted student performance and learning outcomes during work immersion (Sobrepeña, 2020). The Department of Education (DepEd) also emphasized the importance of supervisory support in the success of the work immersion program for Senior High School students. The guidelines state that supervisors should provide regular feedback and guidance to the students and ensure their safety and well-being in the workplace (Department of Education, 2019).

Workplace Skills

Workplace skills refer to the abilities, knowledge, and competencies an individual must possess to excel in a particular job or profession. According to the research of Montes and Pao (2020), both public and private schools require a range of soft and hard skills from immersion students and utilize these abilities as the basis for judging whether or not students are career ready. Among the soft qualities institutions seek are communication, collaboration, initiative/proactivity, professionalism, and dependability/reliability. The positive learning outcomes state that job immersion aids in developing the following abilities in students: professionalism, collaboration, communication, punctuality, productivity, resilience, initiative, and proactivity. The learners saw the opportunity as a chance to put their own to the test and apply what they had acquired in a situation outside of school where they could not only put what they had previously learned to use but additionally get an idea of social interactions that take place at work, according to Acut et al. (2019).

Teamwork has been extensively researched in the literature and is considered a crucial element of organizational success (Decena III & Abellanos, 2022). For successful teamwork, academics have emphasized the significance of trust, clear roles

and duties, effective communication, and shared vision (Huang et al., 2021). According to research, the effectiveness of the team's leadership, the organization's degree of support, and the team's cohesiveness are all essential aspects that affect team performance (Kim et al., 2019).

A study by DeRue et al. (2019) stressed the value of team leadership in establishing productive teamwork. The study revealed that leaders needed to give their teams clear direction and support to foster collaboration and boost team performance. Hwang et al. (2020) examined how organizational culture affected teamwork in a comparable study. They discovered that high-performing teams were more prevalent in firms with a strong culture of collaboration and teamwork. Chinese employees' decision-making styles were examined in a study by Han et al. (2020) to see how they affected job performance. The researchers discovered that employees who made decisions rationally tended to do better than those who made decisions intuitively or based on dependencies.

Communication in human life has been extensively explored in several academic fields, including psychology, sociology, and communication studies. Effective communication is essential for establishing and maintaining connections, whether they be personal or professional, according to Chu and Choi (2021). Communication is crucial for promoting teamwork, problem-solving, and decision-making (Al-Saggaf, 2020). Clear and succinct communication can help prevent misunderstandings, disputes, and mistakes that could negatively influence output and morale (Eisenberg, 2019).

However, studies have also found difficulties with communication among employees, including poor listening abilities, a lack of empathy, and trouble communicating coherently (Morrison & Milliken, 2019). Also, the increased use of technology at work has posed new communication difficulties, such as the requirement for efficient communication in virtual or remote contexts (Barber & Santuzzi, 2020). In their 2020 research, Wu and Hu examined the relationship between Chinese workers' proactivity, job performance, and career success. According to the authors, proactivity is "the voluntary behavior of taking measures to change one's surroundings, oneself, or others to bring about a better future" (Wu & Hu, 2020). According to the study, being proactive was associated with job success and career advancement, indicating that proactive workers typically outperform their counterparts and advance their careers.

Attendance and punctuality are essential components of workplace productivity. Jawahar and Williams (2019) found that tardiness and absenteeism can lower profitability and productivity. Employees who are regularly missing or late are more likely to suffer higher stress and decreased job satisfaction, which can further affect their productivity, according to a different study by Meier and Gross (2020). In addition, employing temporary substitutes or paying overtime to cover absent personnel may result in significant costs for the firm (Kepner & Melloy, 2019).

According to a study by Aziri and Mahmoodi (2019), production is favorably correlated with attendance and timeliness. According to the authors, employers can enhance employee timeliness and attendance by implementing practices that encourage a healthy work-life balance, acknowledge, and reward regular attendance, and foster a supportive workplace environment. Attendance and punctuality are two

factors that can be used to gauge someone's dependability and trustworthiness. Workers that reliably show up for work on time and finish their work promptly exhibit dependability (Bureau of Labor Statistics, 2021). The capacity for commitment fulfillment and deadline observance is another sign of reliability. Ensuring that expectations are clear and attainable requires prioritizing work, managing time effectively, and interacting with others (Baumgartner & Zohar, 2019).

According to a study, employees with a growth mindset typically exhibit higher adaptability, innovation, and willingness to pick up new abilities (Finn & Rock, 2019). Similarly, proactive personalities show higher levels of initiative, perseverance, and self-efficacy, essential for success in today's fast-paced and dynamic workplaces (Acosta et al. III, 2019). Proactivity and initiative are crucial traits for success in the business. According to research, proactive workers are likelier to get promoted and experience greater job satisfaction (Klotz & Bolino, 2019).

Higher job performance and inventive conduct correlate with proactive behavior (Brislin et al., 2020). Professionalism also entails acting morally and making informed choices. According to a study by Lozano et al. (2019), professionalism heavily relies on ethical behavior. Integrity, honesty, and accountability are part of this. Ghorbanian et al. (2020) found in another study that ethical decision-makers are highly regarded in the workplace.

Conceptual Framework

This study generates a hypothesized model that may contribute to the Workplace Skills of Humanities and Social Science students. The independent

variable, Work Immersion Support, directly influences the dependent variable, Workplace Skills, as seen in the conceptual paradigm.

Conceptualized by Mahaguay and Mahaguay (2020), the independent variable is work immersion support, which is measured by the following indicators: family support and supervisory support. Parental participation may be necessary for kids to succeed in family support because when they believe their parents are behind them, they become more driven and love to study. Also, identifying needs and objectives via cooperation with parents may be helpful. There can also be conversations about how parents can assist (Delgado, 2019). Supervisory support Supervisors may engage and disengage workers via their supportive style, including empathy, compassion, feedback, and advice. Employees may experience burnout due to a lack of support from their managers. The assistance of a supervisor is beneficial for employees who carry out responsibilities (Baqir, 2020).

The dependent variable is the Workplace Skills adapted from the study of Dela Cruz and Permejo (2020) with eight indicators: teamwork, communication, attendance, punctuality and productivity, initiative/proactivity, dependability/reliability, attitude, and professionalism. Teamwork occurs when individuals collaborate to achieve a shared objective (Waters, 2022). Communication is sharing information among workers in a work setting, including face-to-face meetings, emails, chat messaging, videoconferences, phone calls, and other means of communication (Coursera, 2023). Attendance, punctuality, and productivity are essential qualities for all workers. Because doing so negatively impacts employee morale and productivity, it is crucial for workers to routinely attend work and come on time (Purdue, 2020).

Initiative/proactivity means acting independently and based on research without waiting to be taught (Bummer, 2022). Being reliable and dependable helps demonstrate to employers and colleagues that they are adaptable, accept accountability for conduct, and speak the truth (Ariella, 2023). Attitude in the workplace relates to how inner thoughts about the job, coworkers, employer, and business affect conduct outside of it (Milano S., 2021). Professionalism has something with how an individual acts in a professional setting. A person who values professionalism will treat others with regard and respect (Schofield T., 2021).

Hypothesized model, as shown in Figure 1, illustrates the direct causal relation of independent variables toward the dependent variable. It is illustrated through a single-headed arrow connected with Work Immersion Support toward Workplace Skills.

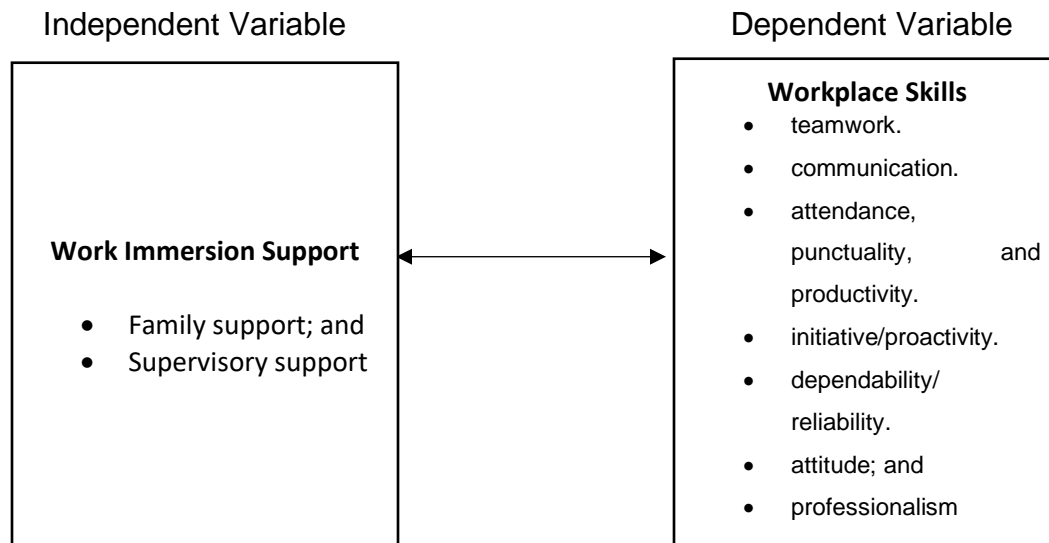


Figure 1. *The Conceptual Model Showing the Direct Relation of Independent Variable Towards Dependent Variable*

Significance of the Study

The findings of this research are significant since they may help explore how family support and mentoring/supervision support affect job skill performance. This research may help those in international secondary education evaluate whether or not supervisory and family support significantly impact the job competencies of work-immersion students.

Higher education institutions will gain from this research since they would manage the students who are the survey's responders in the future, developing their potential to be productive students and complete complicated work. The institutions will be able to determine how assistance from families and supervisors during the students' job immersion in senior high school influenced their professional abilities. They would also be able to know the capacity of the student to adapt to a workplace and how they developed their knowledge and skills for working effectively. Future researchers may also benefit from this study, for they can use it as a basis or related study.

Definition of Terms

The following terms are defined operationally to establish a clearer understanding of the study.

Work Immersion Support comprises two supports: family support and supervisory Support. It is the Support from family and supervisor that a work immersion student receives before, during, and after the work immersion. This Support can be both moral and financial Support.

Workplace Skills may be assessed using these eight competencies: professionalism, dependability, dependability, collaboration, communication, attendance, punctuality, productivity, initiative, and proactivity. It is the skills and qualities that a work immersion student should have and perform during the 80 hours of work immersion.

Family Support refers to the Support that family members provide the work-immersion student on an emotional, social, and practical level.

Supervisory Support refers to the assistance, guidance, and resources a supervisor provides to the work immersion student provides to help them perform well and achieve their work immersion objectives.

Teamwork in a workplace is to combine the unique skills and perspectives of work immersion students to achieve common goals and enhance overall productivity and effectiveness.

Communication in a workplace is the effective collaboration, coordination, and information-sharing among team members to achieve common goals.

Attendance, punctuality, and productivity in a workplace ensure the organization's efficient and effective functioning by maximizing the time, resources, and efforts of the work immersion students.

Proactivity/initiative in the workplace is essential skills that enable work immersion students to take responsibility, be self-motivated, and anticipate and address potential issues before they become problems.

Dependability/reliability in a workplace is to ensure consistent and trustworthy performance.

Attitude in workplace skills is one's perspective and behavior towards work, colleagues, and the overall environment.

Professionalism in a workplace is to maintain high standards of behavior, ethics, and competence and to create a positive and productive work environment.

Chapter 2

METHOD

This section discusses the investigation's pertinent methodologies. It covers the research design, setting, sample, instrument, data collecting methods, statistical methods, and ethical issues for the project.

Research Design

This study used a descriptive-correlational method with a quantitative research methodology. In descriptive research, a particular element of a group of people's responses is constant data described, and simple means on the average level are shown (Gill, 2013).

Panda (2022) mentioned in its study that descriptive correlational design is utilized in studies that seek to identify the connection between various variables and provide static representations of events.

Research Locale

The study was conducted at Tacurong National High School in New Isabela, Tacurong City, Sultan Kudarat.

The survey was conducted among Grade 12 Humanities and Social Science students of Tacurong National High School. In the students, survey questionnaires were distributed.

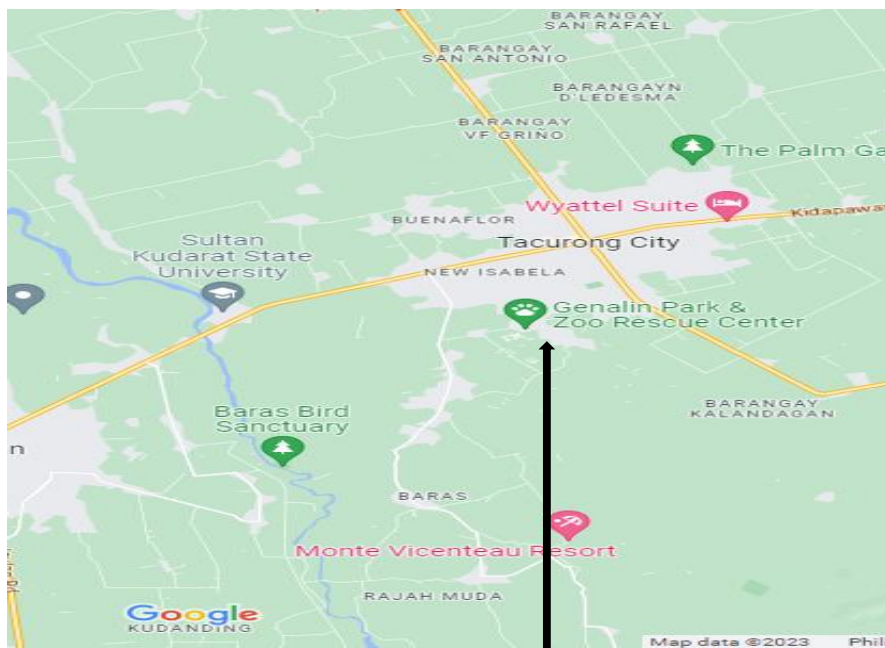


Figure 2. The Map of the Research Locale

Population and Sample

The scientific method was used to choose the respondents. Using purposive sampling, the respondents will be selected. The non-probability sampling approach known as purposeful sampling often referred to as judgmental or selected sampling, is frequently employed in qualitative research. It entails choosing participants or cases based on specific traits or attributes pertinent to the study's goals.

Respondents of the study were among Grade 12 Humanities and Social Sciences students from Tacurong National High School who had accomplished their 80 hours of work immersion. Students that have yet to finish the 80 hours of work immersion will not be included in this study. For the school year 2022-2023, there are 450 Grade 12 Humanities and Social Sciences students in Tacurong National High School. Out of the total population of Grade 12 HUMSS students, the researcher will survey 210 Grade 12 HUMSS students, a valid number based on Raosoft with a 95% confidence level.

Students from different grade levels, strands, and outside the school will be excluded. If the respondents of the study experience discomfort on a mental, emotional, physical, physiological, or emotional level, they may withdraw from the study.

Data gathering was conducted from April to June.

Research Instrument

The study gathered primary data about the constructs, including work immersion support and workplace skills. The survey questionnaires derived from

various related studies, with some adaptations and contextualization to fit the study's respondents.

The survey on work immersion support was adapted from Mahaguay and Mahaguay (2020). The said instrument is designed to measure the work immersion support of students based on two factors: family support and supervisory support. The responses of the respondents were interpreted using the scale below:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that work immersion support is always observed.
3.40 – 4.19	High	This means that work immersion support is oftentimes observed.
2.60 – 3.39	Moderate	This means that work immersion support is sometimes observed
1.80 – 2.59	Low	This means that work immersion support is rarely observed.
1.00 – 1.79	Very Low	This means that work immersion support is not observed.

The survey instrument for workplace skills was adapted from Dela Cruz and Permejo's (2020) study. The instrument is designed to measure students' workplace skills based on eight factors: teamwork, communication, attendance, punctuality and productivity, initiative/proactivity, dependability/reliability, attitude, and professionalism. Responses of the study respondents were interpreted using the scale:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that workplace skills are always achieved.
3.40 – 4.19	High	This means that workplace skills are oftentimes achieved.
2.60 – 3.39	Moderate	This means that workplace skills are sometimes achieved.
1.80 – 2.59	Low	This means that workplace skills are rarely achieved.
1.00 – 1.79	Very Low	This means that workplace skills are not achieved.

Data Collection

Numerous methods were used to collect the data required for the investigation. The school administrator permitted the research to be conducted, which is the first step. Professional validators validated the questionnaire. After the questionnaire had been validated, the researcher performed a pilot test with several Humanities and Social Sciences students at Tacurong National High School. The Cronbach alpha was used to test the questionnaire's reliability. The Cronbach alpha consistency coefficient is usually between zero and one. The coefficient, on the other hand, had a limit. The greater the internal consistency of the scale's items, the lower the Cronbach alpha coefficient (Gliem & Gliem, 2003). Furthermore, Darren and Mallery (1999) proposed the following rule of thumb for determining the questionnaire's reliability using Cronbach's alpha: if the result is greater than or equal to 0.9, it is excellent; greater than or equal to 0.8 is good; greater than or equal to 0.7 is acceptable; greater than or

equal to 0.6 is questionable; greater than or equal to 0.5 is poor; and greater than or equal to 0.4 is unacceptable.

For pilot testing, a total of 30 questionnaires were distributed. By counting the replies, the survey's dependability was determined. The surveys and authorized request letters, signed by the principal of Tacurong National High School, were given to the chosen Humanities and Social Science students. Data was administered and tabulated, with data careening performed to reduce outliers during the analysis. Finally, there was data analysis and interpretation, in which the results were evaluated and explained.

Statistical Tools

The following statistical tools were used to tail and handle the data collected from the questionnaires:

Mean. This was used to determine the level of work immersion support and workplace skills among Humanities and Social Sciences (HUMSS) Students of Tacurong National High School.

Pearson product-moment correlation. This was applied to establish the significance of the relationship between Work Immersion Support and Workplace Skills. Pearson Correlation Interpretation Table of Parvez Ahammad, presented by Jaadi (2019).

Rating	Interpretation
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±0.91 - above	Denotes high correlation, mark relationship.
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±0.61 - ±0.90	Moderate correlation, denotes substantial relationship.
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±0.31 - ±0.60

Slight correlation, definite but small relationship

Ethical Consideration (past tense)

In conducting the study, the researcher adhered to all ethical principles and standards and followed the study protocol assessments and standardized criteria, notably in the management of the population and data, as follows:

Voluntary Participation. The respondents in this study had the option to participate or not participate at their discretion. The study's objective was explained to the respondents, and their rights to participate were carefully examined and observed. In addition, respondents who initially agreed to participate in the study were notified of their right to withdraw at any time and to decline to answer any single question or participate in a particular set of procedures.

Privacy and Confidentiality. The personal and private information collected from respondents in this survey was kept private and confidential. The researcher included a signed note with the questionnaire informing responders that the information obtained would be kept private and used solely for academic purposes.

Recruitment. The respondents in this study were identified using the researcher's standards and criteria. Only those recognized as appropriate for the research will be allowed to participate. As a result, students not in the Grade

12 Humanities and Social Sciences strand were not considered. The study's knowledge and comprehension are considered.

Risks. Despite the current pandemic, the study does not include high-risk scenarios, so respondents will not face psychological or socioeconomic risks. If the respondents were absent or unavailable, the researcher first inquired about the most convenient time to perform the survey or the questionnaires were left with the respondents and collected only after they were completed. The researcher is adhering to the bare minimum health standards for COVID-19 prevention.

Benefits. The research considerably aids in how students' support during work immersion affects their workplace skills. The students, as well as their families and supervisors, benefit from the findings of this study since it advises them and provides some insights that can be used to help them provide better support for work immersion students, which can lead them to perform their skills efficiently.

Plagiarism. There is no evidence that the researcher misrepresented someone else's study as their own. To avoid accusations of plagiarism or irregularity, all sources in the research shall be appropriately acknowledged and credited. The usage of plagiarism detector will be used.

Fabrication. The research will be based on several accurate and dependable investigations. It was assured that the researcher does not fabricate a story from the literature but states the writers' ideas based on their ideas and comprehension. There was no falsification of data or outcomes nor any

deliberate presentation of conclusions. The paper was properly anchored, and references were cited.

Falsification. The research does not embellish the data or make false claims to fit it in.

Conflict of Interest (COI). This study does not rely on data collection methods that might lead to a conflict of interest. The study was unaffected by any secondary interests, concentrating solely on the core interest, such as the respondents' health and the validity of the analysis results.

Deceit. The respondents will be assured that the information they submit does not damage them. The researcher is not deceived the respondents by deception or dishonesty.

Permission from Organization/ Location. Before the survey, the researcher gets written authorization and a formal letter approved by the research adviser and the principal.

Chapter 3

RESULT AND DISCUSSION

This chapter presents the data and analysis of findings based on the respondents' responses to the survey conducted on the HUMSS Strand students in Tacurong National High School. According to the following sub-headings, the discussions were sequenced: work immersion support, workplace skills, and the significant relationship between work immersion support and workplace skills.

Level of Work Immersion Support

Table 1 shows the level of work immersion support of HUMSS Strand students at Tacurong National High School. The overall mean score obtained on work immersion support is 4.4, described as high. It means that the work immersion support of HUMSS Strand in Tacurong National High School students is often observed. Specifically, the two indicators got a very high description, and the mean ratings are disclosed as follows: Family support garnered a mean rating of 4.36, and Supervisory support obtained a mean rating of 4.43.

Table 1. Level of Student Engagement

Indicator	Mean	Descriptive Level
<i>Family Support</i>	4.36	Very High
<i>Supervisory Support</i>	4.43	Very High
Section Mean	4.4	High

The result shows that the HUMSS Students of Tacurong National High School obtained high support from their family and supervisor during their work immersion. The family provided material and emotional support for work immersion students. Work immersion supervisors helped the students' complete tasks, and the students completed the required outputs for the work immersion guide and portfolio by the end of the implementation (Mahaguay & Mahaguay, 2020).

It also supports the study of De Dios et al. (2019) study at Arellano University in 2019, where they found that family support significantly influenced the students' attitude towards their work immersion and overall work immersion experience. Also, this proves that supervisory support significantly impacts the student's performance and learning outcomes during their work immersion (Sobrepeña, 2020). To this, the Department of Education (DepEd) also emphasized the importance of supervisory support in the success of the work immersion program for Senior High School students.

Level of Workplace Skills

Table 1 shows the level of workplace skills of HUMSS Strand students at Tacurong National High School. The overall mean score obtained on workplace skills is 4.46, described as very high. It means that the workplace skills of HUMSS Strand in Tacurong National High School students are always observed. Specifically, the seven indicators got a very high description, and the mean ratings are disclosed as follows: Teamwork garnered a mean rating of 4.47, Communication obtained a mean rating of 4.41, Attendance, Punctuality, and Productivity attained 4.42, Initiative/ Proactivity garnered a mean rating of 4.47, Dependability/ Reliability obtained a mean rating of

4.4, Attitude attained a mean rating of 4.5, and Professionalism got a mean rating of 4.52.

Table 2. Level of Workplace Skills

Indicator	Mean	Descriptive Level
<i>Teamwork</i>	4.47	Very High
<i>Communication</i>	4.41	Very High
<i>Attendance, Punctuality and Productivity</i>	4.42	Very High
<i>Initiative/ Proactivity</i>	4.47	Very High
<i>Dependability/ Reliability</i>	4.4	High
<i>Attitude</i>	4.5	High
<i>Professionalism</i>	4.52	Very High
Section Mean	4.46	Very High

The results show that the HUMSS students of Tacurong National High School possess very high workplace skills, which they have shown during their work immersion. It supports the study of Montes and Paño (2020), where they found that the positive learning outcomes of work immersion are that it helps students to learn and improve the following skills: teamwork, communication, punctuality, productivity, initiative, proactivity, dependability, attitude, and professionalism.

In addition, this also complimented the study of Acut et al. (2019) where they emphasized that with work immersion, students saw their experiences as a chance to put themselves to the test and use what they had learned in a situation outside of the classroom where they could not only put their prior training to use but also get a taste of the social interactions that take place at work. Thus, this proves the Experimental Theory (Kolb, 1984) which states that a higher emphasis should be placed on work-

related learning activities that will improve the student's knowledge and abilities necessary for learning to occur. An example is the work immersion component of the K–12 curriculums which are mainly based on the notion of experience learning that David Kolb (1984) had worked on, out of all the prevalent practices in the workplace and education.

Significant Relationship between Work Immersion Support and Workplace Skills

Table 3 presents a moderate positive correlation between work immersion support and workplace skills among HUMSS students of Tacurong National High School, with an R-value of 0.623 and a p-value of 0.00. The study's null hypothesis is accepted, indicating no significant relationship between the two variables.

Table 3. Significant Relationship between Work Immersion Support and Workplace Skills of HUMSS Students at Tacurong National High School

Category	P-Value	R-Value	Significant
Work Immersion Support vs Workplace Skills	p<0.00	0.623**	Moderate Positive Correlation

It was supported by the study of Umali and Tamayo (2020), which indicated that work immersion support significantly predicted the development of students' communication, teamwork, and problem-solving skills. In addition, Lao et al. (2021) also found that during work immersion programs, students who received more help and direction tended to have greater levels of workplace competencies like critical

thinking, problem-solving, and cooperation. Therefore, it is proved that work immersion support and workplace skills of HUMSS Students in Tacurong National High School are significantly correlated. However, the findings in Table 3 were only applicable to the students of Tacurong National High School and did not represent all the schools nationwide or globally.

Chapter 4

CONCLUSION AND RECOMMENDATION

Conclusions

- The level of student work immersion support is high, indicating that the Humanities and Social Sciences students of Tacurong National High School often observe work immersion support.
- The level of workplace skills is very high, indicating that Humanities and Social Sciences students of Tacurong National High School always observe workplace skills.
- Work immersion support significantly correlates to Humanities and Social Sciences students' workplace skills at Tacurong National High School.

Recommendations

- Based on the results of the study, the researchers proposed the following recommendations:
- Family and supervisors should continue to support work immersion students to maintain their high level of work immersion support and to promote and improve it to increase to a very high level.
- Students should continue to sustain their high level of workplace skills.
- Work immersion support should always be present because it significantly affects students' workplace skills.

- Further research can explore other variables, and indicators will be explored intensively and discussed more thoroughly.

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