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Implementation of Work Immersion and Its Effects on the Social Development of Senior High School Graduates

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ABSTRACT

The study was performed to determine the actual implementation of the work immersion in Sultan Kudarat State University Laboratory High School and assessed its help in the social development of Senior High School graduates. The respondents are SHS graduates of the academic year 2018, 2019, and 2020. The result of the effectiveness of work immersion on the social development of senior high school graduates is perceived as highly effective in terms of leadership skills, self-efficacy, and communication skills. Based on the analyzed result, the purpose of this study was a correlation and relationship between work immersion and its effects on the social development of graduates. The result also showed that the respondents did not encounter negative issues or concerns about its implementation.

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1. INTRODUCTION

All over the globe, most countries have been particular with twelve years in basic education. This has been a trend to address global needs, especially in manpower. These skills are the basic foundation of today's educational system. The world demands competent workers with competent education (Urban et al., 2012). Part of the K to 12 educational system is the component (SHS) program is composed of 80 hours of actual work in the different fields that students will perform under the guidance of the teacher in charge and the partner agency (Deng et al., 2020). Work Immersion helps assess whether learners are skilled enough to develop. In general, it refers to the kids' overall social development.

This research was conducted to determine the effects of work immersion and assess its contributions to the social development of Sultan Kudarat State University Senior High School Graduates. The study aimed to determine and assess the effects of work immersion on the social development of Senior High School graduates. Specifically, we answered the following questions:

- (i) What is the extent of implementation of the SHS work (job) immersion in Sultan Kudarat State University Laboratory High School?
- (ii) What is the level of effectiveness of work (job) immersion in enhancing their social development in terms of leadership skills, self-efficacy, and communication skills?
- (iii) Is there a significant relationship between the implementation of work (job) immersion and the social development of senior high school graduates?
- (iv) What are the issues and concerns they encountered during their work immersion?

2. METHOD

2.1. Respondents of the Study

This study's respondents were the SHS graduates of Sultan Kudarat State University - Laboratory High School for the academic years 2018, 2019, and 2020. They are enrolled in the different college programs of the University particularly in the three big campuses of Tacurong, ACCESS, and Isulan, and have engaged in job immersions during their senior high school.

2.2. Data Gathering Procedure

The researchers proposed and presented the outline of the study to the panel members. After its approval, they sought permission from the authority to conduct the study. Once permitted to proceed with the research, the researchers will prepare the survey questionnaires, which are essential for the data gathering of the study. The survey questionnaires will then be distributed to the intended sample individuals in a google form made by the researchers. After that, data collection will begin right away. As a result of the research, the data will be quantified, evaluated, and summarized.

2.3. Statistical Treatment

The mean and standard deviation were used to determine the extent of implementation of the SHS work (job) immersion in Sultan Kudarat State University Laboratory High School and the level of effectiveness of work (job) immersion in enhancing the social development of the graduates in terms of leadership, self-efficacy and communication skills. To determine the significant relationship between the extent of implementation of the work (job) immersion and its effects on the social development of the graduates, correlation or Pearson r was utilized. The frequency counts and percentile rank were utilized to determine the issues

and concerns in the implementation of the work immersion as part of the senior high school curriculum.

3. RESULTS AND DISCUSSION

Based on the result in **Table 1**, the implementation of SHS work immersion is moderately implemented. It can be seen on the grand mean of 4.04 with a standard deviation of 0.92, described as moderately implemented with an interpretation of the work (job) immersion of the school among the SHS students was moderately implemented and strictly monitored.

Table 1. Extent of implementation of senior high school work (job) immersion.

n	Grand Mean	Grand SD	Verbal Description	Interpretation
87	4.04	0.92	Moderately Implemented	The work immersion of school among senior high school students was moderately implemented and strictly monitored.

Table 2 shows the level of effectiveness of senior high school work (job) immersion of SHS graduates in terms of leadership skills. Based on the gathered and analyzed result, the work (job) immersion is highly effective and highly contributed to enhancing the social development of the graduates in terms of leadership skills (Alcantara , 2019 ; Nghia , 2017 ; Lovelace et al., 2007). It can be justified on the grand mean of 3.86 and a standard deviation of 0.96, described as highly effective and with an interpretation of the work immersion is highly effective and highly contributed to enhancing the social development of the graduates.

Table 2. Effectiveness of senior high school work (job) immersion in the social development of senior high school graduates in terms of leadership skills.

n	Mean	SD	Verbal Description	Interpretation
87	3.86	0.96	Highly Effective	Work immersion is highly effective and highly contributed to enhancing the social development of the graduates.

Table 3 shows the level of effectiveness of senior high school work immersion of senior high school graduates in terms of self-efficacy. Based on the gathered and analyzed result, the work immersion is highly effective and highly contributed to enhancing the social development of the graduates as reflected in the grand mean of 3.56 and a standard deviation of 1.03, described as highly effective with an interpretation of the work immersion is highly effective and highly contributed in enhancing the social development of the graduates.

Table 3. Effectiveness of senior high school work (job) immersion in the social development of senior high school graduates in terms of self-efficacy.

n	Mean	SD	Descriptive Description	Interpretation
87	3.56	1.03	Highly Effective	Work immersion is highly effective and highly contributed to enhancing the social development of the graduates.

Table 4 shows the level of effectiveness of senior high school work immersion of senior high school graduates in terms of communication skills. Based on the gathered and analyzed result, the work immersion is highly effective and highly contributed to enhancing the social development of the graduates in terms of communication skills (Baker & MacIntyre, 2000; Jin, 2023). It can be justified on the grand mean of 3.65 and a standard deviation of 0.91, described as highly effective and with an interpretation of the work immersion is highly effective and highly contributed to enhancing the social development of the graduates.

Table 4. Effectiveness of senior high school work(job) immersion in the social development of senior high school graduates in terms of communication skills.

n	Grand Mean	Grand SD	Verbal Description	Interpretation
87	3.65	0.91	Highly Effective	Work immersion is highly effective and highly contributed to enhancing the social development of the graduates.

Table 5 reveals the relationship between the extent of implementation of SHS work (job) immersion and the effectiveness in the social development of SHS graduates. Based on the analyzed result, there was a correlation between the implementation of SHS work immersion and its effects on the social development of the graduates.

Table 5. Relationship of program implementation and its effectiveness in the social development of shs graduates.

Pair of Variables	N	df	Computed r	p-value	Decision on Ho @ 0.05 alpha	Interpretation
The extent of Implementation of Senior High School Work Immersion						
Effectiveness of Senior High School Work Immersion in the Social Development of SHS Graduates	87	85	0.7030	3.07E- 14	Reject Null	High Correlation

Table 6 presents the highest frequencies and top 5 ranking distribution of the issues and concerns among senior high school graduates during their work immersion. Based on the gathered result, work immersion helped me to acquire new skills and knowledge tops the issues and concerns in work immersion with thirty-three responses, or equivalent to 17.19% of respondents (Robinson, 2018; Dorahy et al., 2017; Rafi et al., 2008). It is followed by work immersion , which relates to experiencing the real work setting with thirty responses , or equivalent to 15.63% of respondents.

We have no difficulty in going to work rank third with twenty-two responses or equivalent to 11.46% of respondents. It was followed by I did not struggle to manage my time during work immersion with twenty-one responses or equivalent to 10.94% of respondents. Work immersion prepared me for future employment rank fifth with twenty responses or equivalent to 10.42% of respondents.

Table 6. Issues and concerns in work immersion among senior high school graduates.

Issues and Concerns	Frequency	%	Rank
Work immersion helped me to acquire new skills and knowledge	80	25	1
With work immersion, I experience the real work setting	73	23	2
I have no difficulty going to work	71	22	3
I did not struggle to manage my time during work immersion	59	19	4
Work immersion prepared me for future employment	41	13	5

4. CONCLUSION

The implementation of SHS work (job) immersion in Sultan Kudarat Laboratory High School was found to be moderately implemented and strictly monitored. Further, with regards to the effectiveness of SHS work (job) Immersion in the social development of SHS graduates, it was revealed that it is highly effective and highly contributed to enhancing the social development of the graduates in terms of leadership skills, self-efficacy, and communication skills.

Moreover, on the correlation analysis on the extent of implementation of SHS job immersion and the effectiveness in the social development of SHS graduates, significant relationships were found between the extent of implementation and the highly effective in the social development of SHS graduates in terms of leadership skills, self-efficacy and communication skills. Lastly, issues and concerns among SHS graduates during their work (job) immersion include: the work immersion helped the learners acquire new skills and knowledge, on work immersion, the learners experience the real work setting, the learners have no difficulty in going to work, the learners did not struggle to manage their time during work immersion, and the work immersion prepared the learners for future employment.

The following are the recommendations:

- (i) The extent of implementation of SHS work (job) immersion is moderately implemented and strictly monitored. It is recommended that the Work Immersion teacher may review the department of education guidelines that will intensify the implementation of the work immersion program before, during, and after immersion to make the implementation of senior high school work immersion fully implemented.
- (ii) It was also revealed that senior high school work immersion is highly effective in enhancing the social development of senior high school graduates. It is recommended that the program must be sustained and welcome enhancement if necessary.
- (iii) It is recommended that the Department of Education must make the work immersion program interesting to the learners, such as giving the learners enough allowance that can fulfill their basic needs during the work immersion program.
- (iv) The school should always look into the work assignments of the students who will undergo the immersion sure to it that these workplaces and works are aligned on their strands.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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