IMPLEMENTATION AND COMPLIANCE OF WORK IMMERSION PROGRAM OF PUBLIC SECONDARY SCHOOLS IN SORSOGON CITY

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Abstract: **This study aimed to determine the implementation and compliance in Work Immersion Program (WIP) of public secondary schools in Sorsogon City for school year 2019-2020. It adopted the descriptive-survey method of research using the questionnaire as instrument of gathering the data needed. It also used personal interviews to the respondents to validate the accuracy and reliability of the data gathered. The respondents were the 28 work immersion teachers in public secondary schools offering TVL tracks in Sorsogon City. The statistical tools utilized were frequency, percentage, weighted mean, and ranking.**

The data revealed that the TVL tracks mostly offered by the schools are electrical installation (f=14) in rank 1 followed by the ICT-computer system services with 12 schools offering it. In rank 3 is the cookery with 11 schools offering it. Relative to the number of enrollees, there are 13 (46%) schools whose enrolment is 50 and below; 12 (43%) schools have 51 – 100 enrolled students.

Relative to partner institutions, the data showed that there are 9 (32%) schools with 0-1 institutions; 14 (50%) chools having 2-3 linkages; 5 (18%) schools with 4-5 partner institutions. In relation to number of specialized teachers of the schools, 15 (54%) schools have 0-1 teachers; 11 (39%) schools have 2-3 teachers; and 2 (7%) schools have 4-5 teachers.

Before work immersion, the schools implemented the provision of a checklist containing things to do and documents needed by the students with weighted mean of 2.97 and the conduct of pre-immersion orientation to students with weighted mean of 2.91. During immersion proper, the monitoring of student's progress and coordination with the establishment are implemented by the schools with weighted means of 2.92 and 2.84, respectively. After the immersion, the schools implemented the guidance given to students in presenting and discussing their portfolio with weighted mean of 2.96 and guiding the students in reflecting about their work immersion activities with weighted mean of 2.93.

The schools are compliant with the adherence to curriculum guide and the attainment of objectives of the program at the end of the semester with weighted mean of 3.0. In terms of delivery process, the preparation of the students before their actual work immersion and the channeling of student's personal goals for their knowledge, skills and values development in the work immersion are complied by the schools since the weighted means are 2.89 and 2.72, respectively. Relative to assessment, the schools are compliant with the orientation given to students on how their performance will be measured.

In terms of supervision, the clear monitoring plan before the start of the implementation of work immersion and proper coordination, planning and a feedback system are being enforced are complied by the schools with weighted means of 2.92 and 2.86, respectively. In relation to administrative concerns, the schools are compliant with the student's accomplishment of their parental consent prior to the actual work immersion with weighted mean of 2.94, the availability of the materials and relevant supplies for the students and teachers of work immersion with weighted mean of 2.89, and the duties and responsibilities are clearly defined with weighted mean of 2.96.

The top three problems encountered by the schools in the implementation of work immersion are fund for SHS student's transportation with sum of ranks of 82, availability of partner institutions for work immersion with sum of ranks of 82, and attendance of students in their work immersion with sum of ranks of 111.

Keywords: Implementation, Compliance, Work Immersion, Supervision, Sorsogon City.

1. INTRODUCTION

In the field of education quality and excellence of learning is of utmost importance. It is a must that schools should produce quality graduates, who will develop the social and economic components of nation building in order that the nation can achieve full development and progress. With all the aspects involved like economics, health and education, our country has been experiencing big challenges lately. For they say that change is only the constant thing in the world.

The Republic Act No.10533 known as the Enhanced Basic Education Act of 2013 was approved by Pres.Benigno Aquino III last May 15,2013. It stipulates that there will be additional two (2) more years in high school; hence it leads to the creation of senior high school. The act is geared to further improve the knowledge and skills of the senior high school students in order for them to face the challenges to be fully-equipped in any field they want to pursue be it in college education or entering the highly-competitive world of employment. Consequently, Work Immersion is part of the pre-requisites of before the commencement of the students. It was conceptualized in order to expose the students to workplace that will develop their skills in their chosen area or interest and to prepare them to the harsh realities they might encounter in the workplace. It also aims to enhance the work ethics of these students and to be more responsible being young adults.

The Philippines is the last country in Asia and one of the only 3 countries along with Angola and Djibouti worldwide, with a 10-year pre- university cycle years ago (Geronimo, 2013). During the presidency of Aquino III, Philippines is out of the old school and has now become one of the countries which has more years of education. The implementation of K to 12 program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School and two years of Senior High School [SHS]) to provide sufficient time for mastery of concepts and skills, develop lifelong learners and prepare the graduates for tertiary education, middle- level skills development, employment and entrepreneurship. (officialgazette.gov.ph).

The Department of Education issued the DepEd Order No. 30, s.2017, Guidelines for Work Immersion on June 5, 2017 which is the basis for the implementation of the of work immersion to all senior high schools. This order emphasized that Work Immersion is a key feature in the senior high school curriculum and it mentioned that the program can be conducted in different ways depending on the needs and purposes of the learners.

The Department of Education Division of City Schools Sorsogon City had planned the work immersion to enrich the K-12 experience, with its overall goal being to better prepare Senior High School Students for their future goals and career. Work immersion is a key feature in the Senior High School Curriculum and refers to the part of that consists of 80 hours of hands on experience or work simulation which Grades 11 and 12 students will undergo to expose them to the actual workplace setting and to enrich the competencies provided by the school under the supervision of the School head and the designated personnel of the Partner. Work Immersion is the counterpart of the internship programs in the tertiary level. Students undergo immersion, which may include earn-while – you – learn opportunities, to provide them relevant exposure and actual experience in their chosen track.

The preparation of the high school students has become more demanding in this unstoppable moving world in which most of the traditional practices have been redefined by contemporary ways and views. In order to sustain with these changes,

there is a need for students have exposure of the real world setting and be prepared for real work in order to survive. A better way to realize this is to expose the students to work immersion that serves as a platform towards a successful and productive life.

1.1 Statement of the Problem

The study aimed to determine the implementation and compliance in work immersion program (WIP) of public secondary school in Sorsogon City for school year 2019-2020.

Specifically, it sought answers to the following problems:

1. What is the profile of the respondent school along:

    a. Technical, vocational and livelihood (TVL)tracks Offered;

    b. Senior High School students enrolled in TVL tracks;

    c. Partner institutions; and

    d. Specialized teachers

2. What is the extent of implementation of the respondent school in WIP during:

    a. Pre- immersion;

    b. Immersion proper

    c. Post immersion?

3. How compliant is the respondent school in monitoring and evaluating the WIP in terms of:

    a. Curriculum implementation;

    b. Delivery process;

    c. Assessment;

    d. Supervision; and

    e. Administrative concerns?

4. What are the problems encountered by the school in the implementation of work immersion program?

5. What action plan could be proposed based on the results of the study?

1.2 Purpose of the study

The realization of this study is vital for senior high school students to achieve full awareness of the significance of work immersion and to the parents as major stakeholders for them to understand deeply the important contribution of the subject corresponding the two years additional in high school. And lastly, to the senior high school teachers and administrators in order to have a glimpse of the progression of the students and the lapses and challenges along the way that serves as basis for guidance and improving the implementation of work immersion for the upcoming batches.

2. RESEARCH METHODOLOGY

This made use of the descriptive-survey method of research since questionnaire was utilized in collecting the data. The respondents were the 28 School Heads/Principals and School Immersion Coordinators in different public secondary schools in Sorsogon City from East and West and Bacon Cluster Schools in Sorsogon City that offered TVL Tracks. Informal interviews of respondents were also undertaken to supplement the data gathered through questionnaires. The gather data were tallied, analysed and interpreted using the appropriate statistical tools such as frequency, percentage and weighted mean.

3.   RESEARCH FINDINGS AND DISCUSSIONS

Based on the data collected, the following are the findings of the study:

1. The TVL tracks mostly offered by the schools are electrical installation (f=14) in rank 1 followed by the ICT-computer system services with 12 schools offering it. In rank 3 is the cookery with 11 schools offering it. Relative to the number of enrollees, there are 13 (46%) schools whose enrolment is 50 and below; 12 (43%) schools have 51 – 100 enrolled students.

Relative to partner institutions, the data showed that there are 9 (32%) schools with 0-1 institutions; 14 (50%) schools having 2-3 linkages; 5 (18%) schools with 4-5 partner institutions. In relation to number of specialized teachers of the schools, 15 (54%) schools have 0-1 teachers; 11 (39%) schools have 2-3 teachers; and 2 (7%) schools have 4-5 teachers.

2. Before work immersion, the schools implemented the provision of a checklist containing things to do and documents needed by the students with weighted mean of 2.97 and the conduct of pre-immersion orientation to students with weighted mean of 2.91. During immersion proper, the monitoring of student's progress and coordination with the establishment are implemented by the schools with weighted means of 2.92 and 2.84, respectively. After the immersion, the schools implemented the guidance given to students in presenting and discussing their portfolio with weighted mean of 2.96 and guiding the students in reflecting about their work immersion activities with weighted mean of 2.93.

3. The schools are compliant with the adherence to curriculum guide and the attainment of objectives of the program at the end of the semester with weighted mean of 3.0. In terms of delivery process, the preparation of the students before their actual work immersion and the channeling of student's personal goals for their knowledge, skills and values development in the work immersion are complied by the schools since the weighted means are 2.89 and 2.72, respectively. Relative to assessment, the schools are compliant with the orientation given to students on how their performance will be measured.

In terms of supervision, the clear monitoring plan before the start of the implementation of work immersion and proper coordination, planning and a feedback system are being enforced are complied by the schools with weighted means of 2.92 and 2.86, respectively. In relation to administrative concerns, the schools are compliant with the student's accomplishment of their parental consent prior to the actual work immersion with weighted mean of 2.94, the availability of the materials and relevant supplies for the students and teachers of work immersion with weighted mean of 2.89, and the duties and responsibilities are clearly defined with weighted mean of 2.96.

4. The top three problems encountered by the schools in the implementation of work immersion are fund for SHS student's transportation with sum of ranks of 82, availability of partner institutions for work immersion with sum of ranks of 82, and attendance of students in their work immersion with sum of ranks of 111.

The action plan may be proposed to enhance the implementation and compliance of the schools in Work Immersion Program

4.   CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the researcher arrived at the following conclusions:

1. Most of the schools offered the electrical installation TVL track, have enrolment of 1-100 students, have 2-3 partner institutions, 0-3 specialized teachers.

2. The schools have implemented the pre-immersion, during immersion, and after immersion activities.

3. The schools are compliant with monitoring and evaluating of the curriculum implementation, delivery process, assessment, supervision, and administrative concern in Work Immersion Program.

4. There were problems encountered by the schools in the implementation of Work Immersion Program (WIP).

5. The action plan was proposed to enhance the implementation and compliance of the schools in Work Immersion Program.

Recommendations

In the light of foregoing conclusions, the following recommendations were offered:

1. The school head may reinforce the readiness of the school in the offering of TVL tracks with emphasis on the hiring of additional teachers who will handle the program.

2. The Work Immersion teacher may review the DepEd guidelines that will intensify the implementation of the WIP before, during, and after immersion.

3. The school head may strengthen the compliance to the WIP by revisiting the criteria in the monitoring and evaluation of the program by convening the Joint Working Group (JWG).

4. The foremost problems may be addressed by allotting the appropriate budget for work immersion expenses in the MOOE.

5. The action plan may be submitted to the Division Office for possible implementation. If found feasible, may be adopted by the other schools.

6. Further study may be conducted that will include the other schools in the province and the inclusion of variables not covered in the study.

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