

COMPONENTS OF WORK IMMERSION PERFORMANCE AND STUDENTS' ACADEMIC ACHIEVEMENT IN SPECIALIZED SUBJECTS

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ABSTRACT

This descriptive research focused on the effects of academic achievement in specialized subjects to work immersion performance of Grade 12 Accountancy Business Management (ABM) students of a public senior high school in the Philippines, during the last quarter of School Year 2018-2019. Participants were selected through purposive sampling. A school-developed work immersion monitoring and evaluation tool was used to get the data on the work immersion performance. To get the data on academic achievement, the School Forms 9 & 10 were reviewed. Percentage distribution and mean and the Department of Education (DepEd) standard rating scale were utilized to describe the academic performance of learners. One-way analysis of variance (ANOVA) is utilized to identify the differences among the variables. Findings revealed that the Grade 12 students' academic achievement was satisfactory (M=82.00) in the specialized courses of their strand. Their work immersion performance was rated outstanding in the three components, personality (M=93.68), work ethics (M=91.84) and job skills (M=91.00). Generally, the components of work immersion performance are not affected by the academic performance in specialized subjects of ABM strand under academic track. Curriculum review on the competencies is recommended.

Keywords: Academic Achievement, Descriptive Study, Senior High School, Specialized Subjects, Work Immersion Performance.

1. INTRODUCTION

Work immersion, as stated in the Work Immersion curriculum guide is one of the academic requirements for graduation (DepEd, 2019). A senior high school (SHS) student has to undertake work immersion (WI) in a company which is related to the student's post-high school objective. Through WI, learners are immersed to and become familiar with work-related setting which is congruent to their field of discipline to improve their knowledge, skills and values. The Department of Education (DepEd) Order No. 39 (2018) states that WI intends to provide SHS learners with an avenue to become familiar with the actual work setting, simulate employment, and to use their skills in areas of specialized courses in actual work conditions.

The students can gain different benefits in undertaking WI. They can acquire relevant and responsive skills needed in the new industrial era. They can also value the significance and application of the fundamental tenets taught in school. Students are also able to improve their technical know-how and skills. Through WI, students are able to enhance their skills in communication and human relations and cultivate good work ethics and appreciation and respect for work. These skills could prepare the students to overcome the challenges of getting employed or getting accepted to college after graduation (DepEd, 2019). In January 2019, 31 of 97% of Grade 12- Accountancy Business Management (ABM) students undergone work immersion. This

meant that they have already taken up at least 4 specialized subjects while taking up 3 other specialized subjects relevant to the field where they were deployed.

WI performance has three components which include work ethics, work personality, and job skills. The SHS curriculum is expected to prepare learners not just for college and business but also in landing a job. The competencies set in the curriculum are designed especially for learners to acquire necessary life skills through specialized subjects.

Several studies have been done about senior high school in the Philippines. These studies focused on senior high school academic achievement (Abun, & Magallanes, 2018; Casinillo, & Aure, 2018; Estonanto, 2018; Mirabueno, & Boyon, 2019), career path (Aure, 2018; Estrada et al., 2018; Gestiada et al., 2017; Rafanan et al., 2020), digital literacy of SHS students (Baterna et al., 2020), development of SHS instructional materials (Aceron, & Gajiran, 2018; Magtolis, & Batomalaque, 2019; Mamolo & Wang, 2019; Rogayan & Dollete, 2019), and work immersion (Budomo, 2020; Catelo, 2020; Cruz & Permejo, 2020; Favila et al., 2019; Macalintal, & De Chavez, 2020; Matabang, & Quimson, 2019; Orbeta et al., 2019; Pamittan et al., 2019; Vecino & Doromal, 2020). However, few researches support that the academic achievement in specialized subject in senior high school affects work ethics, work personality, and job skills in the Philippine context.

To arrive at an empirical data on how well K-12 curriculum prepares learners in the field of work, there is a need to prove if there is a significant difference between the components of work immersion and academic achievement in specialized subjects of Accountancy Business Management strand of the academic track. Curriculum implementation needs to be evaluated frequently to confirm its “effectiveness, efficiency and its relevance to the needs of the students and of the industry” (Rogayan & Villanueva, 2019, p. 233).

This research study focused on the investigation of the effects of academic achievement in specialized subjects to the work immersion performance of Accountancy Business Management Students (ABM) of a public senior school during the last quarter of School Year 2018-2019. Specifically, the researcher sought answers to the following questions:

1. What is the academic achievement of Grade 12- Accountancy Business Management (ABM) students in the Specialized Subjects?
2. What is the level of performance of Grade 12- Accountancy Business Management (ABM) students in Work Immersion in terms of the following:
 - a. Work Ethics;
 - b. Work Personality; and
 - c. Job Skills?
3. Is there any significant difference among the components of the work immersion performance?
4. Is there significant difference in the work ethics of students when grouped according to academic achievement in specialized subjects of Accountancy Business Management strand?
5. Is there significant difference between the work personalities of students when grouped according to academic achievement in specialized subjects of Accountancy Business Management strand?
6. Is there significant difference between the job skills of students when grouped according to academic achievement in specialized subjects of Accountancy Business Management strand?

2. METHODS

Research Design

This research study is quantitative in nature for it utilized numerical data to describe the effects of academic performance in specialized subject of Accountancy Business Management Strand to the Work Immersion participants from a public senior high school in School Year 2018-2019. This in general a non-experimental research for neither of the two variables will be treated.

Non-Experimental research is a way of finding out truths about a subject by describing the collected data about such subject and determining their relationships or connections with one another (Baraceros, 2016). Specifically, this researcher used the descriptive research design because it sought to find out the effects of academic performance in specialized subjects of Accountancy Business Management strand to the components of work immersion performance.

Respondents and Sampling Technique

The participants of the study were the 31 Grade 12 Accountancy Business Management students of a public senior high school in the Philippines in School Year 2018-2019. Respondents of the study included the 4 partner-company supervisors. The study used non-probability sampling, specifically purposive sampling, because all work immersion participants from San Isidro High School, specifically the Grade 12- Accountancy Business Management (ABM) students were considered as the respondents. Purposive sampling, according to Baraceros (2016), is a sampling technique where you choose respondents whom you have judged as people with good background knowledge or with great enthusiasm about the research.

Research Instrument

To measure the work immersion performance of the participants, the researcher used the school-developed work immersion monitoring and evaluation tool for partner-company, which was approved by the Schools Division Office. It consists of three components, namely Work Ethics, Work Personality, and Job Skills. Each component consists of statement on work performance that the partner company supervisor will tick based on their observed work performance of the work immersion participants. A rating scale of 1-4 was included in determining the work immersion performance of the participants. 1 means, 2 means, 3 means, and 4 means.

To measure the academic performance of the participants in the specialized subjects of Accountancy Business Management strand, a document-based tool is used. The researcher used the School Form 10 of the learners to gather their grades in their specialized subjects.

Data Collection

The draft of the research was subjected to editing in both technical and content aspects, with the school principal, and two (2) other colleagues who are knowledgeable in research who checked and gave suggestions to improve the proposal.

A school-developed work immersion monitoring and evaluation tool for partner-company which was approved by the Schools Division Office was used to gather the data on the three components of work immersion performance namely Work Ethics, Work Personality, and Job skills. At the beginning of the work immersion process, the researcher who was also the Senior High School Work Immersion-Partnerships Focal Person gave the Partner-Company Supervisors the monitoring and evaluation tool of the work immersion participants. Then the learners went through work immersion for 80 hours as stipulated in the chosen work immersion model of the school.

That 80 hours became the observation phase of the research where the partner company supervisors based their ratings on the work immersion performance of the participants.

After the rating period of the partner company supervisors, the researcher collected the monitoring and evaluation tool and consolidated the data. The researcher then went over the School Form 10 of the students with the permission of the school principal in gathering the academic achievement of the learners in specialized subjects.

Data Analysis

To determine the academic performance of the participants in the specialized subjects of Accountancy Business Management strand of the Academic Track, Percentage distribution and mean were utilized. The Department of Education (DepEd) standard rating scale found in the School Form 9 and 10 were utilized to describe the academic performance of the participants.

The one-way analysis of variance (ANOVA) was used to identify the differences between the means of two or more independent groups. Also, it is essential to realize that the one-way ANOVA is an omnibus test statistic and cannot tell you which specific groups were statistically significantly different from each other; it only tells you that at least two groups were different. Since you may have three, four, five or more groups in your study design, determining which of these groups differ from each other is important (One-Way ANOVA, n.d.). ANOVA was used to determine the significant difference of work ethics, work personality, and job skills under 5% level of significance.

Ethical Considerations

The “principle of privacy, anonymity, and confidentiality was undertaken by the researcher to ensure the non-disclosure of the identity and the data gathered of and to those participating in the study” (Kaiser, 2009). The research protocol was likewise heeded as the researcher sought the school approval where the investigation was conducted.

3. RESULT AND DISCUSSION

Academic Achievement of Grade 12 ABM Students in the Specialized Subjects

Table 1. Academic Achievement in Specialized Subjects of Accountancy Business Management Strand of the Participants

Grade Interval	Frequency	Percent	Verbal Description
90-100	2	6.00	Outstanding Very
85-89	13	43.00	Satisfactory
80-84	14	45.00	Satisfactory Fairly
75-79	2	6.00	Satisfactory
Below 75	0	0.00	Did Not Meet Expectations
Mean: 82			

Table 1 shows the Academic Achievement of the participants in the specialized subjects of Accountancy Business Management strand of the Academic Track. It can be gleaned from the table that there are 2 or 6% of the respondents belong to Outstanding level of academic achievement. 13 or 43% of the respondents belong to Very Satisfactory level of Academic Achievement. 14 or 45% of the respondents belong to Satisfactory level of academic achievement. And, only 2 or 6% of the respondents belong to Fairly Satisfactory.

Generally, the Grade 12 ABM students had a satisfactory level of academic achievement in the specialized subject of their strand.

This indicates that the participants are performing satisfactorily in the specialized subject. Based on the claim of achievement goal orientation theory (Elliot and McGregor, 2001), when learners hold learning tasks, they set different personal goals and the types of their goals directly affect their scholastic achievement.

Level of performance of Grade 12 ABM students in Work Immersion

Table 2. Level of Work Immersion Performance

Components	Average	Verbal Description	Rank
Work Ethics	91.84	Outstanding	2
Personality	93.68	Outstanding	1
Job Skills	91.00	Outstanding	3

Table 2 shows the level of performance of the learners in work immersion. Rank 1 is Personality which has an average of 93.68 and described as outstanding, followed by work ethics that has an average of 91.84 and described as outstanding, while job skill is the third rank and being described as outstanding having an average of 91.00.

Learners’ personality has the greatest level while job skills has the least. Both are described as outstanding. Elroy and colleagues as cited in Catelo (2020) averred that the work immersion has important contributions to the enhancement of students’ fundamental skills, rational thinking skills, personal attributes and capabilities on resources, interpersonal, information, systems and technology.

Difference among the components of the work immersion performance

Table 3. Difference among the Components of Work Immersion

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	116.280	2	58.140	1.303	0.277
Within Groups	4016.968	90	44.633		
Total	4133.247	92			

Significant at $p < 0.05$

Table 3 shows the difference among the components of the work immersion. The computed significant value 0.277 is greater than ($>$) the alpha level of significant 0.05. Thus, null hypothesis is accepted, there is no significant difference on the work ethics, personality, and job skills. The preparation of 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 (Figueras & Mendoza, 2020).

Difference in the work ethics of students when grouped according to academic achievement in specialized subjects

Table 4. Difference on the Work Ethics when Grouped According to Academic Achievement

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	79.886	3	26.629	0.642	0.595
Within Groups	1120.308	7	41.493		
Total	1200.194	10			

Significant at $p < 0.05$

Table 4 shows the difference on the work ethics when grouped according to academic achievement. The computed significant value 0.595 is higher than ($>$) the alpha level of significance of 0.05. Thus, the null hypothesis is accepted, there is no significant difference on the work ethics when grouped according to academic achievement.

The result shows that academic achievement does not affect the work ethics of the learners. Matabang and Quimson (2019) found out in their study that the SHS students' work immersion prepared them to the actual workplace and developed their competencies, work ethics and values.

Difference between the work personalities of students when grouped according to academic achievement in specialized subjects

Table 5. Difference in the Work Personality when Grouped According to Academic Achievement

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	617.983	3	205.994	5.602	0.004
Within Groups	992.791	7	36.770		
Total	1610.774	10			

Significant at $p < 0.05$

Table 5 shows the difference of work personality when grouped according to academic achievement of the learners. The computed significant value 0.004 is less than ($<$) 0.05 alpha level of significance. Thus, the null hypothesis is rejected, there is a significant difference in the work personality when grouped according to academic achievement. Students with fairly satisfactory

performance obtained a mean of 99.00 while students with outstanding performance achieved the lowest mean of 82.50.

This concludes that the academic achievement of the learners in the specialized subjects affects their level of personality. This also shows that students with the lowest academic achievement have the best personality while students with the highest academic achievement have the least work personality.

Some companies provide the experiential training programs to applicants such as personality enhancement, core values, and confidence-building. In other agencies, new employees are equipped with specific tasks before giving them specific assignments such as in front office and guest assistance, phone operation or housekeeping (Orbeta et al., 2019).

Difference between the job skills of students when grouped according to academic achievement in specialized subjects

Table 6. Difference in the Job Skills when Grouped According to Academic Achievement

Source of Variation	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	146.566	3	48.855	1.245	0.313
Within Groups	1059.434	27	39.238		
Total	1206.000	30			

Table 6 shows the difference in the job skills of the learners when grouped according to academic achievement. The computed significant value 0.313 is greater than (>) 0.05 alpha level of significance. Thus, the null hypothesis is accepted, there is no significant difference in the job skills of the learners when grouped according to academic achievement.

The result shows that academic achievement does not affect the job skills of the learners.

Where students have an option to continue schooling, one motivation for staying is the expectation of better job and career opportunities with a better education. This longer-term prospect is compared with the more immediate returns from working rather than continuing with their education (Orbeta et al., 2019).

4. CONCLUSIONS AND RECOMMENDATIONS

The study determined the effects of academic achievement in specialized subjects to the work immersion performance of ABM students. Generally, the Grade 12 students had a satisfactory level of academic achievement in the specialized subject of their strand. The level of students' work immersion performance in the three components, personality, work ethics and job skills, were rated very outstanding. There is no significant difference among the components of the work immersion performance. There is no significant difference on the work ethics of students when grouped according to academic achievement in specialized subjects of Accountancy Business Management strand. There is a significant difference between the work personality of students

when grouped according to academic achievement in specialized subjects of Accountancy Business Management strand. There is no significant difference between the job skills of students when grouped according to academic achievement in specialized subjects of Accountancy Business Management strand. Generally, the components of Work Immersion Performance are not affected by the Academic Performance in Specialized subjects of Accountancy Business Management strand of the Academic Track.

The study recommends that a review of the competencies set in the curriculum of Accountancy Business Management (ABM) strand be done. Monitor and evaluate the implementation of ABM curriculum. Work Readiness Assessment Scale is recommended to be used to ensure that the competencies mastered are really relevant to the field where the work immersion

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