

Difficulties Encountered By TVL-ICT Computer Programming Students in Work Immersion

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Abstract:

This paper aims to determine the difficulties encountered by the students in their work immersion concerning family support, supervisory support, work habit, and competence. The research was conducted during the academic year 2018-2019 in Vicente Madrigal National High School. Descriptive research is employed since its purpose is to determine the difficulties encountered by the students in their work immersion. The study employed the learning theory of Thorndike on the Law of Exercise and Law of Effects. There are 50 respondents further, questionnaire checklist is the instrument used while data were treated using percentage, rank, weighted mean, and two-way ANOVA. The study revealed that the difficulties encountered by work immersion students with work immersion supervisors have no relationship with their sex, while work habit and competence were significant. In terms of monthly family income, there was no significant difference in the different aspects. The study concluded that the majority of the respondents were male and belonged to 9,000-below family income. Work immersion students received financial and emotional support from the family; work immersion supervisors guided the students in accomplishing tasks. However, visitation on the venue is limited and tasks given were not all strand related. The value of volunteerism is not very evident from the respondents as well as the knowledge on basic troubleshooting of hardware and software, monthly family income and sex were not a determining factor of difficulties.

Keywords: students, immersion, ICT,

Introduction

Education has been given great value and acknowledgment all over the world. It is regarded as a pillar of all national growth and development and at the same time a panacea to uncountable problems every country is facing. This becomes an instrument in improving the welfare and alleviating the well-known problems of poverty. Education is seen to have great benefits to a country towards enhancing the skills of its citizen and eventually improving the quality of human capital and social mobility. Mahaguay (2018) claimed that the greatest challenge of every educational thinker is to look for an educational principle which will bring development to the country and its citizen. The Philippine Government on the otherhand is always trying new system of education that will make Filipino students globally competent. Since 2011, the Department of Education

embraced the big changes in Philippine education, replacing 10-year basic education to K-12 Curriculum. The new curriculum required kindergarten as pre-requisite to elementary and an additional two years for high school.

This ensured a lengthy stay in school; however, this paradigm shift opens an opportunity for students who do not plan to go to college to be well equipped and be employed in a blue-collar job.

In connection to this, the new curriculum served as a perfect vehicle in real experiences in the real world of works.

According to DepEd Order 30, s. 2017, Section 1

“One of the goals of the K to 12 Basic Education Program is to develop in learners the competencies, work ethic, and values relevant to pursuing further education and/or

joining the world of work. To achieve greater congruence between basic education and the nation's development targets, Work Immersion, a required subject has been incorporated into the curriculum. This subject will provide learners with opportunities:"

- 1. to become familiar with the workplace;*
- 2. for employment simulation; and*
- 3. to apply their competencies in areas of specialization/applied subjects in authentic work environments.*

Meaning, work immersion can be the best avenue in honing and developing skills of the students. This practice exposes students to different fields and authentic operations of companies, institutions, and businesses. Likewise, this will serve as their stepping stone in gaining new knowledge on their specialization and later be of great assistance in their chosen curriculum exits.

On the other hand, student's work immersion is not seamless, complications may arise in many forms such as work attitude, family support, competence, and the like. These problems may greatly contribute to their performances both positive and negative. In this line of thinking, the researcher would like to determine difficulties students may encounter during work immersion to look at ways and address the problems concerning work immersion of TVL-ICT Computer Programming.

Review of Related Literature

Visioning the success of Senior High School students after their chosen curriculum exit is something worth to think of. This vision is a great challenge for the Department of Education and teachers due to the continuous and prompt changes the world is facing, thus, preparing them in the actual world is to uncover them in the real world of works through work immersion. According to Victory Christian International School (2016), work immersion programs concretize the ideas, lessons, and opinions learned in school, consequently, these involvements can turn into real work experiences and apprehensions that last a lifetime.

Moreover, the study of Guimba (2018) revealed that when respondents have a high level of self-efficacy their confidence was developed thus, they become aware of their duties and responsibilities that are expected on them. Additionally, the high level of work immersion satisfaction implies that the respondents

enjoy the learning experiences in the work venue that made them worthy resulting in the opportunity of seeing their career path ahead.

Further, Lozada (2017) stated that work immersion must be viewed as a vital point of providing students a place to improve through simulation thus giving them knowledge and experiences to grow as professionals. She highlighted the value of experience as the greatest teacher hence inspiration can be drawn as students gain proficiency in their specific fields.

Rex Bookstore (2018) mentioned that as one of the leading learning solutions providers in the Philippines, they have always aimed to be at the forefront of supporting and leading initiatives. People believe that work immersion is important to the holistic growth of each learner. This is through creating learning materials that are aligned with the K to 12 curriculum and by providing educators an avenue to continually learn and excel in their fields. All these are done for their shored vision, to help build the nation through engaging and enhancing partners in education. Upon realizing the importance of the Senior High School Work Immersion Initiative not just to the academe industry but to the future of the country as well, Rex Book Store recently have been collaborating with different schools and industries to create better and more meaningful experiences for students undergoing the program.

The aforementioned studies and literature revealed the importance of work immersion and its essential benefits, thus, in the same way, difficulties encountered by the students in work immersion must be given attention and be given solution to ensure that students will have worthwhile real work experiences that will help them acquire a job after graduation.

Scope and Limitation

This study is limited in determining the extent of difficulties encountered by the TVL-ICT Computer Programming 12-Alcantara of Vicente Madrigal National High School in their work immersion for the academic year 2018-2019. The study covered one hundred percent of the total population of 12-Alcantara. It includes 18 female and 32 male with a total of 50. The analysis of this study concentrated on using the researcher-made-questionnaire in gathering the data which are focused on the following variables: sex, monthly family income, with respect to family support, supervisory support, work habit, and competence.

Theoretical Framework

The study is anchored on the theory of the Law of Exercise and Law of Effect by Thorndike. The Law of Exercise stated that behavior is powerfully proven through recurrent connections of stimulus and response. This implies that learning takes place when done with repetition. Meanwhile, the Law of Effect stated that responses that produce a rewarding effect tend to be done or occur again in the same situation, and responses that give unsatisfying effects are likely to be stopped. This means that once learner's actions or behavior received positive feedback, they feel motivated to do it again, and if not they were discouraged to do it. In this line of thought, teachers and supervisors of work immersion students should create environment and experiences that are pleasant and rewarding so work immersion students would be motivated to learn. Further, since work immersion is designed for them to be aware of the real world of works, it is necessary that they will learn by doing coupled with repetition to developed mastery of competencies needed.

Methodology

This research is descriptive since its purpose is to determine the difficulties encountered by the students in their work immersion focusing on various variables. Thus, a questionnaire checklist was developed focusing on two parts. The first part covered the profile of the respondents which is composed of sex and monthly family income. Meanwhile, the second part focused on the difficulties encountered by the TVL-ICT Computer Programming 12-Alcantara students in their work immersion with the following variables: family support, supervisory support, work habit, and competence.

After the development of the questionnaire, it was validated by five (5) experts to ensure its validity. Then, it was distributed and retrieved for tallying and data analysis. Moreover, to analyze and interpret the gathered information, the following statistical treatments were utilized. In order to determine the profile of the respondents, percentage and rank distribution were used while weighted mean and rank distribution were employed in determining the extent of difficulties encountered by the TVL-ICT Computer Programming 12-Alcantara students in terms of sex, and monthly family income. Lastly, F-test (two way ANOVA) was utilized to determine the significant difference in the difficulties encountered by the students.

Sampling

The study used the purposive sampling technique since TVL-ICT Computer Programming 12-Alcantara is the researchers' advisory class thus, the researcher served as the Work Immersion teacher of these students. One hundred percent of the population was covered, having 18 female and 32 boys for a total of 50 students enrolled in the academic year 2018-2019.

a. Data Collection

The researcher's made questionnaire was the main instrument in gathering the needed information coupled with an unstructured interview.

b. Ethical Issues

The researcher followed the process of submitting a proposal and waiting for the approval of the office of the principal before the study was conducted. Similarly, the respondents were informed that they will be part of the research.

Findings

The following are the results gathered from the analysis of the data through the questionnaire checklist administered to the respondents. It specifically shows the interpretation and analysis from the application of various statistical treatments.

The Profile of the Respondents in Terms of Sex and Monthly Family Income

The table presents the frequency, percentage, and rank distribution of the respondents' profile.

Table 1
Frequency, Percentage and Rank Distribution of the Respondents' Profile

Variables	Frequency	Percentage	Rank
Sex			
Male	32	64%	1
Female	18	36%	2
Monthly Family Income			
20,000-above	5	10%	4
15,000-19,000	9	18%	3
10,000-14,000	10	20%	2
9,000-below	26	52%	1

The table shows that out of 50 respondents, 32 or 64 percent are male and first in rank. Next in rank is 18 or 36 percent are female respondents.

In terms of monthly family income, 9,000- below rank first having a frequency of 26 with a percentage of 52. This was followed by 10,000-14,000 having a frequency of 10 with a percentage of 20.

Next is 15,000-19,000 having a frequency of 9 with a percentage of 18. Last is 20,000- above having a frequency of 5 or 10 percent.

This means that majority of the respondents are male and belonged to 9,000 and below monthly family income.

The Extent of the Difficulties Encountered by TVL-ICT Computer Programming Students in Work Immersion by TVL-ICT Computer Programming Students in Work Immersion

Table 2 presents the computed mean on the difficulties encountered by TVL-ICT Computer Programming students in their Work Immersion with Respect to Family Support.

Table 2

Computed Mean on Difficulties Encountered by the Respondents with Respect of Family Support

Family Support	Mean	SD	VI	R
1. My parents/family attended conferences in school with regard to work immersion.	4.32	1.03	Always	3
2. My parents/family provided my financial needs so I can attend in my work immersion, pay insurance and accomplish my portfolio.	4.50	1.11	Always	1
3. My parents/family prepared meals for me so I have food while attending my work immersion.	3.84	1.23	Often	4
4. My parents/family was very much concern about content of the parent consent before signing it.	4.44	1.03	Always	2
5. My parents/family asked about my days' accomplishment in my work immersion.	3.68	1.12	Often	5
Average	4.16		Often	

It can be gleaned from the table that family support obtained an average mean of 4.16 verbally interpreted as “Often”. The table shows that item number 2 “My parents/family provided my financial needs so I can attend in my work immersion, pay the insurance and accomplish my portfolio”, got a mean of 4.10 which is first in rank, followed by item number 4 “My parents/family were very much concern about the content of the parental consent before signing it” with a mean of 4.44 both are verbally interpreted as “Always”.

Last is item number 5 “My parents/family asked about my days’ accomplishment in my work immersion”, with obtained computed mean of 3.68 and verbally interpreted as “Often”.

The result shows that the respondents’ family supported them to comply with the requirement of work immersion. The parents do their best to provide financial needs as well as showing great concern with the safety of their children by scrutinizing the content of parental consent. This just established that the respondents were supported by their family. Parents did their responsibility in providing for their children to accomplish work immersion as their children’s requirement before graduation. The findings of the study revealed that parents’ contribution to their children’s education has a consistent and positive effect on academic achievement and the self-concept.

Chohan & Khan (2010) asserted that the parent’s contribution to their children’s education has a consistent and positive effect on academic achievement and the self-concept.

Table 3 presents the computed mean on the difficulties encountered by the respondents with respect to Supervisory Support from the Work Immersion Teacher.

Table 3

Computed Mean on the Difficulties Encountered by the Respondents with Respect to Supervisory Support from the Work Immersion Teacher

Supervisory Support	Mean	SD	VI	R
Work Immersion Teacher				
1. My work immersion teacher guided me well on the process of work immersion that I will undergo.	3.96	1.11	Often	1
2. My work immersion teacher helped me find a good working venue for my work immersion.	3.80	1.02	Often	3
3. My work immersion teacher visited us in our venue in order to know the difficulties or problems we experienced with our working supervisor.	2.40	1.04	Sometimes	5
4. My work immersion teacher was friendly and accommodating.	3.76	1.08	Often	2
5. My working supervisor rendered his/her time in assisting us in the different tasks given to us so we can do it correctly.	3.48	1.10	Often	4
Average	3.48		Often	

The table revealed that supervisory support from immediate supervisor obtained a computed average mean of 3.48. with a verbal interpretation of “Often”.

The table also showed that item number 1 “My work immersion teacher-guided me well on the process of work immersion that I will undergo” obtained a mean

of 3.96 which is first in rank, followed by item number 2 “My work immersion teacher helped me find a good working venue for my work immersion” got a mean of 3.76 both are verbally interpreted as “Often”. Last in rank is item number 3 “My work immersion teacher visited us in our venue in order to know the difficulties or problems we experienced with our working supervisor” having a mean of 2.40 verbally interpreted as “Sometimes”.

It means that the work immersion teacher properly guided students on what to do in work immersion through orientation. Further, the immersion teacher also assisted students in finding a good working venue for them, considering the distance and ability of the students. However, the table also showed that visitation in the work immersion venue is only limited. This may be due to the large number of students dispersed in different places here in Rizal.

Ariani (2015) revealed in her study that a decent working relationship would direct an individual to feel that the other members of the organization provide responsiveness to them upkeep them and contribute to them.

Table 4 presents the computed mean on the difficulties encountered by the respondents with respect to Supervisory Support from the Working Supervisors.

Table 4

Computed Mean on the Difficulties Encountered by the Respondents with Respect to Supervisory Support from Working Supervisor

Supervisory Support Working Supervisor	Mean	SD	VI	R
1. My working supervisor was friendly and accommodating.	4.24	1.25	Always	3
2. My working supervisor gave us activities related to our strand/track.	3.82	1.10	Always	1
3. My working supervisor tend not to give negative words if I did the given task incorrectly.	4.00	1.31	Often	4
4. My working supervisor avoided favoritism among his/her work immersion mentee.	3.96	1.18	Always	2
5. My working supervisor commended and praised us for a job well done	4.12	1.10	Sometimes	5
Average	4.03		Often	

It can be seen from the table that the supervisory support from working supervisors has the computed average mean of 4.03 verbally interpreted as “Often”.

The table shows that item number 1, “My working supervisor was friendly and accommodating” with a computed mean of 4.24 ranked first, meanwhile next in rank is item number 5 “My working supervisor

commended and praised us for a job well done” got a mean of 4.12 both are verbally interpreted as “Always”. Last in rank is item 2, “My working supervisor gave us activities related to our strand/track”, obtained a mean of 3.82 with a verbal interpretation of “Often”.

It means that the respondents working supervisors are very accommodating and knew the value and effect of appreciating one's good work. This also further strengthens the idea that the school has sent work immersion students to good partner industries. Further, the annual Immersion Summit of the school to partner industries can be the reason for this. However, based on the informal interview conducted by the researcher, the task provided for them are not all related to their track, it only focuses on typing, encoding, and photocopying of documents. This may be due to the seriousness and confidentiality of information. Another reason may be due to a limited number of industries catering computer-related tasks.

Table 5 presents the computed mean on the difficulties encountered by the respondents with respect to Work Habit.

Table 5

Computed Mean on the Difficulties Encountered by the Respondents with Respect to Work Habit

Work Habit	Mean	SD	VI	R
1. I tried not to be absent or late in my work immersion venue.	3.98	1.02	Often	4
2. I took initiative to do tasks even if my working supervisor did not ask us to do so.	3.04	1.14	Sometimes	5
3. I was polite to the people around me (working venue)	4.30	1.17	Always	1
4. I was open minded to the suggestions and ideas of my working supervisor.	4.14	1.04	Always	3
5. I made sure that I accomplished the task given to me correctly, neatly and on time.	4.36	1.20	Always	2
Average	3.96		Often	

It can be seen from the table that the computed average mean of the difficulties encountered by the respondents in terms of work habit is 3.96 verbally interpreted as “Often”.

The table revealed that item number 5 “I made sure that I accomplished the task given to me correctly, neatly and on time”, obtained a computed mean of 4.36 followed by item number 3 “I was polite to the people around me (working venue)”, with a computed mean of 4.30, both are verbally interpreted as “Always”. Last in rank is item number 2 “I took initiative to do tasks even

if my working supervisor did not ask us to do so” with a mean of 3.04 verbally interpreted as “Sometimes”.

This only means that work immersion students are equipped with good work habit before going out to different partner industries. On the other hand, the value of volunteerism must be given importance for them to take initiative.

Henderson & Mapp (2002) reported evidence that volunteers can be noteworthy possession in creating a compassionate and hospitable atmosphere in a school setting. It helps facilitates students’ conduct and performance.

Table 6 presents the computed mean on the difficulties encountered by the respondents with respect to Competence.

Table 6
Computed Mean on the Difficulties Encountered by the Respondents with Respect to Competence

Competence	Mean	SD	VI	R
1. As a Computer ICT student, I am knowledgeable about basic use of Microsoft office like excel, word, PowerPoint, and the like.	4.00	1.08	Always	1
2. As a Computer ICT student, I am knowledgeable how to troubleshoot some problems in the hardware and software of the computer.	3.24	1.16	Sometimes	5
3. I was able to communicate well to the people in my work immersion venue using both English and Tagalog words.	3.48	1.17	Often	4
4. I can easily understand instructions given to me by my working supervisor both verbal and written.	3.76	0.92	Often	2
5. I can navigate different commands in the computer.	3.72	1.15	Often	3
Average	3.64		Often	

The table revealed the computed average mean of the difficulties encountered by the respondents with respect to competence is 3.64 verbally interpreted as “Often”.

It can also be gleaned from the table that item number 1 “As a Computer ICT student, I am knowledgeable about basic use of Microsoft office like excel, word, PowerPoint, and the like”, obtained a mean of 4.00 ranked first with a verbal interpretation of “Always”. It was followed by item number 4 “I can easily understand instructions given to me by my working supervisor both verbal and written” with a mean of 3.76 verbally interpreted as “Often”. Last in rank is item number 2 “As a Computer ICT student, I am knowledgeable on how to troubleshoot some problems in the hardware and software of the

computer”, with a mean of 3.24 verbally interpreted as “Sometimes”.

This means that the respondents are knowledgeable about the basic use of Microsoft Office which is expected on them since they are ICT-Computer Programming students. In addition, they also have good skills in comprehending instructions both verbal and written words. However, attention must be focused on the basics of troubleshooting the software and hardware of computer since it is the last in rank.

Table 7 presents the composite table on the extent of difficulties encountered by the respondents in work immersion with respect to the different aspects.

Table 7

Composite Table on the Extent of Difficulties Encountered by the TVL-ICT Computer Programming Students in Work Immersion with Respect to the Different Aspects

Factors	Mean	Verbal Interpretation
A. Family Support	4.10	Often
B. Supervisory Support from Work Immersion Teacher	3.38	Often
C. Supervisory Support from Working Supervisor	4.03	Often
D. Work Habit	3.96	Often
E. Competence	3.64	Often
Average Mean	3.82	Often

It can be viewed from the table that the extent of difficulties encountered by the respondents in their work immersion with respect to different aspects obtained a computed average mean of 3.82 verbally interpreted as “Often”. Specifically, family support and supervisory support from working supervisors have the mean of 4.10, and 4.03 while work habit got 3.96, followed by competence with a mean of 3.64 and lastly, supervisory support from work immersion teacher obtained a mean of 3.38. All are verbally interpreted as “Often”.

It only implies that the family of the respondents and the partner industries are indeed in honing and helping the respondents in accomplishing the requirement for work immersion. Further, the competence of the students in their major subjects particularly learning the basics of troubleshooting of hardware and software must be strengthened even more. The same is true with the supervisory support from work immersion teacher.

Table 8 presents the Computed F-value on the extent of difficulties encountered by the respondents in

their work immersion with respect to the different aspects in terms of sex.

The table showed that in terms of sex with respect to family support and supervisory support from work immersion teacher, it obtained p-values of .77 and 0.64 which are greater than the .05 level of significance, thus the study failed to reject the null hypothesis and therefore found not significant.

Table 8
Computed F-Value on the Extent of Difficulties Encountered by the Respondents in their Work Immersion with Respect to Different Aspects in terms of Sex

	Sum of Squares	Df	Mean Square	F	Sig.
A. Family Support Between Groups	.084	1	.084	.081	.777
Within Groups	258.316	248	1.042		
Total	258.400	249			
B. Supervisory Support from Work Immersion Teacher Between Groups	3.620	1	3.620	3.458	.064
Within Groups	259.616	248	1.047		
Total	263.236	249			
C. Supervisory Support from Immediate Supervisor Between Groups	8.342	1	8.342	8.773	.003
Within Groups	235.822	248	.951		
Total	244.164	249			
D. Work habit Between Groups	3.461	1	3.461	5.447	.020
Within Groups	157.583	248	.635		
Total	161.044	249			
E. Competence Between Groups	14.440	1	14.440	21.741	.000
Within Groups	164.716	248	.664		
Total	179.156	249			

This means that sex has nothing to do with whether the parent will support or not their children. Regardless of sex, parents of the respondents are supportive. The same is true with work immersion teacher who supported the students irrespective of the respondents' sex. It follows that there is gender fairness in the treatment of both parents and the work immersion teacher.

Moreover, supervisory support from the working supervisor, work habit, and competence obtained p-values of .003, .020, and, .000 respectively. These are all less than the .05 level of significance, thus the study accepted the null hypothesis therefore found it significant. This implies that since the respondents were sent to different partner industries, they have a different working supervisor. Consequently,

attitude and the way the working supervisor treated them also differ.

Further, work habit has a significant difference with regard to sex since boys and girls are somewhat contrasted when it comes to routine and practice. Nasser (2016) concluded that Modern neuroscience and brain research has visibly confirmed that male and female brains are dissimilar in structure, and thus are bound differently. Girls are good in the verbal-emotive part, while boys are motivated in kinesthetic and visual-spatial activities.

The same idea applies with regard to the competence of boys and girls. A study conducted by M. Samuelsson & J. Samuelsson (2016) revealed that girls have difficulties in decision making while found it hard to work individually. This only strengthens the notion that boys and girls have different strengths, needs, and weaknesses concerning competence.

Table 9 presents the Multivariate Analysis Between Monthly Income and the Difficulties Encountered by the TVL-ICT Students in Work Immersion in terms of the Different Aspects

Table 9
Multivariate Analysis Between Monthly Income and the Difficulties Encountered by the TVL-ICT Students in Work Immersion in terms of the Different Aspects

Effect	Value	F	Hypothesis df	Error df	Sig.	
Intercept	Pillai's Trace	.999	3214.99 ^g	5.000	12.000	.000
	Wilks' Lambda	.001	3214.99 ^g	5.000	12.000	.000
	Hotelling's Trace	1339.583	3214.99 ^g	5.000	12.000	.000
	Roy's Largest Root	1339.583	3214.99 ^g	5.000	12.000	.000
	Pillai's Trace	1.157	1.757	15.000	42.000	.076
Monthly Income	Wilks' Lambda	.134	2.396	15.000	33.528	.018
	Hotelling's Trace	4.388	3.120	15.000	32.000	.003
	Roy's Largest Root	3.879	10.860 ^c	5.000	14.000	.000
	Pillai's Trace	1.157	1.757	15.000	42.000	.076

The table revealed the comparison of the mean of the responses based on the family monthly income for the four aspects of difficulty encountered by the students, namely: family support, supervisory support from work immersion teacher and work immersion supervisor, work habit, and competence.

This shows that there was no statistically significant difference in the different aspects of difficulty encountered by the respondents as a group based on their family monthly income as revealed by

the Pillai's Trace having a p-value of .076 which is greater than 0.05 level of significance thus it failed to reject the hypothesis.

This gives the notion that the monthly family income of the respondents has nothing to do with the respondents' family support, supervisory support from work immersion teacher and working supervisor, work habit, and competence. Despite the fact, that majority of the respondents came from monthly family income belonging to 9,000- below family still manage to support their children both in financial and emotional aspects. Furthermore, the support coming from work immersion teacher and working supervisors do not vary regardless of the family income, still, they manage to help and assist the respondents. Additionally, the work habit and the competence of the respondents are not influenced by the income they received monthly.

Summary of Findings

From the analysis and interpretation of data, the following were summarized.

1. The Profile of the Respondents

1.1 In terms of sex out of 50, 32 or 64% are male and 18 or 32% are female.

1.2 In terms of monthly family income out of 50, 26 or 52% belongs to 9,000-below, 10 or 20% to 10,000-14,000, 9 or 18% to 15,000-19,000 and 5 or 10% were from 20,000-above bracket.

2. On the Extent of Difficulties Encountered by the TVL-ICT Computer Programming Students in Work Immersion with Respect to Family Support, Supervisory Support from Work Immersion teacher and working supervisors, work habit and competence.

2.1 With respect to family support, the computed average weighted mean is 4.10 with a verbal interpretation of Often.

2.2. With respect to supervisory support from work immersion teacher, it obtained a computed average weighted mean of 3.48 with a verbal interpretation of Often.

2.3. With respect to supervisory support from working supervisors, it obtained a computed average weighted mean of 4.03 verbally interpreted as Often.

2.4 With respect to work habit, the computed average weighted mean is 3.96 with a verbal interpretation of 3.96 verbally interpreted as Often.

2.5. With respect to competence, the computed average weighted mean is 3.64 with a verbal interpretation of Often.

3. On the Significant Difference on the Extent of Difficulties Encountered by the TVL-ICT students in Work Immersion with Respect to the Different Aspects in terms of their Profile.

3.1 In terms of sex, the computed p-values obtained in family support and supervisory support from work immersion teacher were .77 and .064 which are greater than 0.05 level of significance, thus the hypothesis failed to reject and therefore it was found not significant. Further, supervisory support from working supervisors, work habit, and competence got .003, .020, and .000 respectively. These are all less than 0.05 level of significance and therefore it rejected the null hypothesis thus, were found significant.

3.2 In terms of monthly family income,

it shows that there was no statistically significant difference in the different aspects of difficulty encountered by the respondents as a group based on their family monthly income as revealed by the Pillai's Trace having a p-value of .076 which is greater than 0.05 level of significance thus it failed to reject the hypothesis.

Conclusions. Based on the summary of findings, the following conclusions were drawn.

1. The majority of the respondents were male and belonged to a 9,000-below monthly family income bracket.
2. The work immersion students received support from the family both financial and emotional. Furthermore, the work immersion teacher and working supervisors guided and assisted the students in accomplishing tasks. However, visitation to work immersion venue of work immersion teacher is limited, further, tasks given to students were not all related to their strand as ICT-Computer Programming students. In addition, work immersion students' work habits are good but the value of volunteerism should be honed. Similarly, with regard to competence students found difficulties in troubleshooting software and hardware of computers.

3. Monthly family income was not a determining factor in the difficulties encountered by the students in work immersion. The same is true with sex which was found not significant to family support and supervisory support from work immersion teacher. However, there is a significant relationship between sex to supervisory support from working supervisors, work habit, and competence.

Recommendations

Based on the summary of findings and conclusions the following recommendations were offered.

1. Administrators should set a standard number of visitations in monitoring work immersion students which is achievable in the part of the work immersion teacher.
2. Rigid sourcing of partner industries that offer tasks that are in congruence to the strand taken by the work immersion students.
3. Teachers should conduct orientation on work ethics particularly the value of volunteerism.
4. At least train ICT-Computer Programming students with the basics of troubleshooting of hardware and software of computers.

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