

UTILIZATION OF WORK IMMERSION WORKBOOK

JOHN KELVIN SL. PANTALEON, PhD

Master Teacher II

DepEd Baras Sub-Office

Corresponding Email: johnkelvinsl.pantaleon@deped.gov.ph

Article Information

Received: 4th June, 2024

Accepted: 30th July, 2024

Published: 27th August, 2024

KEYWORDS: *effectiveness, Work Immersion, workbook*

Publisher: Empirical Studies and Communication - (A Research Center)

Website: www.cescd.com.ng

ABSTRACT

This study aimed to measure the level of effectiveness upon utilization of localized Work Immersion Student Workbook for Senior High School students of the Baras-Pinugay Integrated High School during the School Year 2023-2024.

The respondents of the study were Grade 12 students under Technical-Vocational-Livelihood Track Home Economics Strand. The study made use of the experimental design utilizing the pretest and posttest administered to two groups of respondents.

On the level of performance of experimental and control groups as revealed by the pretest and posttest in the different competencies in Work Immersion, the experimental group gained a very high performance as compared to the control group.

Hence, the validated Senior High School Localized Work Immersion Student Portfolio found to be effective on utilization as it improved the level of performance of the students.

INTRODUCTION

According to Republic Act 10533, also known as the Enhanced Basic Education Act of 2013, Section 5, "the Department of Education shall adhere to the following standards and principles in developing the enhanced basic education curriculum: (d) the curriculum shall be localized and global; and (h) the curriculum shall be flexible enough to enable all. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units."

The law requires the department to develop instructional materials that are aligned with the needs of the basic education curriculum, and it encourages every teacher to localize or contextualize instructional materials that are appropriate for each learner. This prompts the researcher, who is also a classroom teacher, to create and implement a Localized Work Immersion Workbook that is best suited to all of the learners.

One concerning issue is that some employers remain hesitant to hire K-12 graduates, despite the fact that the implementation of the K-12 program has not significantly increased their hiring prospects. A jobs portal reported on Jobstreet, which tracked job postings and the results of an employer survey, found that 35% of respondents were not ready to hire graduates of the extended basic education program. Forty-one percent of respondents said they were undecided about hiring K-12 graduates, while only 24 percent said "yes". Employers, however, "can only claim to have some knowledge" of the program based on a self-assessment, Job Street (2018).

The majority of employers reiterated that attitude/work ethic remained the most important hiring criteria, followed by communications skills and practical thinking, which replaced 2016's field of study and salary preferences. Willingness to learn, personal grooming, and teamwork were rated as the best qualities of recent graduates, while leadership skills were among those that require the most improvement.

The aforementioned qualities, characteristics, and traits are the top priority and focus competencies of the work immersion subject, compelling the researcher, a classroom teacher, to undergo and evaluate the effectiveness of a Workbook that will address and intensify the needs of honing the skills of K-12 students before they graduate.

The researcher was motivated to focus on this type of study because instructional materials such as a localized workbook would be extremely beneficial in making the teaching and learning process more interesting. This will be used as supplemental material to help students improve their work skills. The previously mentioned observation and constraints in the teaching-learning environment make this study extremely important. The researcher also believes that using a workbook during Work Immersion will help students perform better in the said learning area.

Action Research Questions

This study aimed to measure the effectiveness of utilization of Localized Work Immersion Workbook. Specifically, the study sought answers the following questions:

1. What is the level of performance of the two groups of respondents based on the result of the pretest and posttest with respect to the following competencies:

- 1.1 resume writing;
- 1.2 application letter writing;
- 1.3 job interview; and
- 1.4 work ethics?

2. Is there a significant difference on the level of performance of the experimental group based on the result of the pretest and posttest?
3. Is there a significant difference on the level of performance of the control group based on the result of the pretest and posttest?
4. Is there a significant difference on the level of performance of the experimental and control group as revealed in the posttest result with respect to the different competencies in Work Immersion?

Proposed Innovation, Intervention and Strategy

The study determined the level of effectiveness on utilization of Localized Work Immersion Workbook in the teaching and learning process under Work Immersion learning area for Grade 12 at Baras-Pinugay Integrated High School. The study was conducted during Third and Fourth Quarter of the school year 2023-2024.

One functioning cause of utilization of localized Workbook is that, it is meant to make education learner-oriented and authentic. Therefore, if education can be made easier through taking independent and responsible with his own learning, those Workbook will teach us goals, rules, adaptation, problem solving and interaction, all as represented by a story. These steps must be analyzed and be given an opportunity to succeed.

Truly, the critical characteristics of authentic activities are the key to achieve authenticity. It must meet the level of the learners and not of that the teacher wanted to achieve for them. When students feel involvement and relevance on the matter at hand, they tend to become more involved in the discussion.

It is parallel with the study of Bonganciso (2021), he learned that producing and utilizing localized reading materials places the learners in a vivid and meaningful authentic situation. He concluded that localizing reading materials tasks of the learners has positive effects on their comprehension performance. Utilizing localized materials are recommended in helping learners improve their performance in reading.

And with this, teacher-researcher decided to utilize Localized Work Immersion Workbook on teaching grade 12 Senior High School students. The localized instructional material will be a ready-made printed output for the students to enhance their skills and knowledge; it is a material tend to create a personalized learning experiences for the students triggering life-long learning.

Action Research Methods

A. Participants and/or other Sources of Data and Information

The study focused on the effectiveness of utilization of the instructional material created by the teacher-researcher.

The participant of this study are those Grade 12 students taking Work Immersion subject under Technical-Vocational-Livelihood Track Home Economics Strand.

The major source of data in the study were the scores from the pretest and posttest from control (TVL HE – Aquinas) and experimental (TVL HE – Confucius) groups.

B. Data Gathering Methods

The researcher used experimental research design, since the researcher manipulates one variable, and controls/randomizes the rest of the variables. It has a control group, the subjects have been randomly assigned between the groups, and the researcher only tests one effect at a time.

The effectiveness on utilization of Localized Work Immersion Workbook was evaluated through the administration of test to the student-respondents.

Thirty test items were made based on the covered lessons of the subject. These items were then item analyzed by the researcher and face validated by the experts. Items were evenly distributed in the pretest and posttest for each lesson of the workbook.

The researcher used the performance of the experimental and control group as revealed by the pretest and posttest scores from the teacher-made-test to establish the effectiveness of the developed workbook. The said instrument was validated by ten (10) experts in the field. As such, the following scales were used:

SCORE	VERBAL INTERPRETATION
30 items	120 items
24 – 30	96 - 120
18 – 24.99	72 – 95.99
12 – 18.99	48 - 71.99
6 – 12.99	24 – 47.99
0 – 5.99	0 – 23.99

C. Data Analysis Plan

The data were analyzed using the following tool and/or technique:

To determine the level of performance of the respondents in Work Immersion as revealed by pretest and posttest results, mean was used.

To determine the significant difference on the level of performance of the respondents on Work Immersion as revealed by pretest and posttest, dependent t-test was employed.

Discussion of Results and Recommendation

Level of Performance of the Experimental and Control Groups on the Utilization of Localized Work Immersion Student Workbook based on the result of the Pretest and Posttest with Respect to the Different Competencies

Table 1 presents the mean and standard deviation on the performance of the experimental group and control group before and after exposure on the Localized Work Immersion Student Workbook as revealed by the pretest and posttest results with respect to the different competencies.

It can be seen on the table that on the pretest, the experimental and control groups obtained FS or Fairly Satisfactory on the mentioned competencies above. In the same vein, it is reflected that both groups have same difficulties for the said competencies in the beginning.

The table also shows that with the posttest administered, the experimental group obtained mean scores that were verbally interpreted as O or Outstanding on the other hand, the control group obtained a verbal interpretation of VS or Very Satisfactory on their posttest as revealed in the different competencies.

Table 1

Level of Performance of the Experimental and Control Groups based on the result of the Pretest and Posttest with respect to the Competencies

Competencies	Experimental						Control					
	Pretest			Posttest			Pretest			Posttest		
	Mean	Sd.	VI	Mean	Sd.	VI	Mean	Sd.	VI	Mean	Sd.	VI
Resume Writing	10.76	3.66	FS	26.76	1.90	O	11.09	3.71	FS	21.00	2.11	VS
Application Letter Writing	9.88	3.37	FS	26.91	2.38	O	9.48	3.56	FS	23.09	2.01	VS
Job Interview	10.58	3.79	FS	26.24	2.99	O	10.18	3.77	FS	22.64	2.26	VS
Work Ethics	10.00	3.25	FS	25.52	2.44	O	9.42	3.71	FS	21.42	2.57	VS
Total	41.21	10.84	FS	105.42	8.05	O	40.18	10.25	FS	88.15	5.75	VS

Legend: FS- Fairly Satisfactory

VS- Very Satisfactory

O- Outstanding

Achieving the mentioned computed mean from the posttest results for the two groups, it appears that the experimental group performed better than the control group.

The findings proved that the utilization of Localized Work Immersion Student Workbook is helpful and effective in uplifting the level of performance of the students.

This was supplemented by the study of Robles (2021) that a developed module can aid to progress the level of academic performance evident in the increase in posttest results.

Significant Difference on the Level of Performance of the Experimental Group based on the Result of the Pretest and Posttest with Respect to the Different Competencies in Work Immersion.

Table 2 shows the result of the pretest and the posttest of the experimental group before and after exposure to the Localized Work Immersion Student Workbook with respect to the different competencies.

As gleaned from the table, it was found out that there is a significant difference on the result of the experimental group on their pretest and posttest results in the different competencies. Since the probability values of .000 in all competencies do not exceed the 0.05 alpha level of significance, null hypothesis which states that there is no significant difference on the level of performance of the experimental group before and after exposure to the workbook is rejected and found to be significant.

This implies that the level of performance of the experimental group before and after exposure to the student workbook reinforced improvement on the academic performance.

Table 2

Significant Difference on the Level of Performance of the Experimental Group based on the Result of the Pretest and Posttest with Respect to the Different Competencies in Work Immersion

Competencies		Mean	Sd.	Mean Diff.	t	df	Sig.	Ho	VI
Resume Writing	Pretest	10.76	3.66	16.00	23.02	32	.000	R	S
	Posttest	26.76	1.90						
Application Letter Writing	Pretest	9.88	3.37	17.03	22.73	32	.000	R	S
	Posttest	26.91	2.38						
Job Interview	Pretest	10.58	3.79	15.67	17.47	32	.000	R	S

	Posttest	26.24	2.99						
Work Ethics	Pretest	10.00	3.25	15.52	22.28	32	.000	R	S
	Posttest	25.52	2.44						
Total	Pretest	41.21	10.84	64.21	27.44	32	.000	R	S
	Posttest	105.42	8.05						

The comparison between the pretest and the posttest confirms a significant difference. More likely, after the exposure of the students to the developed and validated student workbook in work immersion, a remarkable increase in their academic is noted as seen in the posttest and it proves that indeed utilizing the validated student workbook in teaching work immersion is an effective means of enhancing the academic performance of the students.

It conforms in the study of Santiago (2020), learning is easier when content and procedures of physical skills to be learned and organized into meaningful sequences. Students will understand and remember material longer when it is logically structured and carefully sequenced. Thus, when appropriate learning strategies are employed together with the teachers' competencies, success in teaching-learning process is ensured.

Significant Difference on the Level of Performance of the Control Group based on the Result of the Pretest and Posttest with Respect to the Different Competencies in Work Immersion.

Table 3 shows the result of the pretest and the posttest of the control group before and after exposure to the Localized Work Immersion Student Workbook with respect to the different competencies.

As depicted in the table, it is found out that there is a significant difference on the pretest and posttest scores in the different competencies in work immersion, since the obtained probability values of .000 in all competencies do not exceed at 0.05 alpha level of significance, the null hypothesis is rejected and found to be significant. The performance of the control group increased as revealed by their posttest results.

The results refuted that Socratic Method of teaching is also effective in improving the level of performance of the students in understanding different competencies in work immersion.

Table 3

Significant Difference on the Level of Performance of the Control Group based on the Result of the Pretest and Posttest with Respect to the Different Competencies in Work Immersion

Competencies		Mean	Sd.	Mean Diff.	t	df	Sig.	Ho	VI
Resume Writing	Pretest	11.09	3.71	9.91	14.36	32	.000	R	S
	Posttest	21.00	2.11						

Application Letter Writing	Pretest	9.48	3.56	13.61	19.14	32	.000	R	S
	Posttest	23.09	2.01						
Job Interview	Pretest	10.18	3.77	12.46	18.67	32	.000	R	S
	Posttest	22.64	2.26						
Work Ethics	Pretest	9.42	3.71	12.00	18.85	32	.000	R	S
	Posttest	21.42	2.57						
Total	Pretest	40.18	10.25	47.97	30.53	32	.000	R	S
	Posttest	88.15	5.75						

As stated in the study of Santos (2018), modern instructional device will serve as a medium in the learning and teaching style of the students and instructors respectively.

Significant Difference on the Level of Performance of the Experimental and Control Group as Revealed by the Posttest Result.

Table 4 shows the significant difference on the performance of the students in the posttest after the exposure to the validated student workbook in work immersion.

Table 4

Significant Difference on the Level of Performance of the Experimental Group and Control Group as Revealed by the Posttest Result

Competencies	Group	Mean	Sd.	Mean Diff.	T	df	Sig.	Ho	VI
Resume Writing	Experimental	26.76	1.90	5.76	11.65	64	.000	R	S
	Control	21.00	2.11						
Application Letter Writing	Experimental	26.91	2.38	3.82	7.05	64	.000	R	S
	Control	23.09	2.01						
Job Interview	Experimental	26.24	2.99	3.61	5.53	64	.000	R	S
	Control	22.64	2.26						
Work Ethics	Experimental	25.52	2.44	4.09	6.63	64	.000	R	S
	Control	21.42	2.57						

Total	Experimental	105.42	8.05	17.27	10.03	64	.000	R	S
	Control	88.15	5.75						

It can be gleaned from the table that the performance of the experimental group in all lessons is better than the level of performance of the control group as revealed by the posttest mean scores since the obtained probability values of 0.000 in all competencies do not exceed at 0.05 level of significance which resulted to the rejection of the null hypothesis.

The experimental group consistently got higher in their posttest mean scores in all competencies as compared to the control group.

The result implies that using the developed and validated student workbook in teaching work immersion really helped the students to learn more than only listening to the traditional lecture discussion method. It means that the workbook significantly improved the performance of the students.

This is supported by the study of Reyes (2019) which revealed that the students who were exposed to the enhancement activities in History performed better than the students who did not utilize the material.

Conclusions

Based on the findings of the study, exposure of the students to the localized workbook indicates a positive effect in enhancing the level of performance of the learners; the experimental group upon exposure to the localized workbook effectively acquired the competencies required of the subject; the experimental group performed better as compared to the group who were not exposed to the use of localized workbook.

Recommendations

In the light of the foregoing results of the study, the following recommendations were hereby forwarded:

1. The Localized Work Immersion Workbook may be used by teachers who handle the same subject.
2. The validated workbook may be published, disseminated and used by teachers in work immersion to enhance students' academic performance and to elicit feedback for the improvement of the instructional materials.
3. The developed workbook can still be revised in the future to fit the skills and needs of the students.

Another study on the effectiveness on the utilization of the Workbook in work immersion may be conducted for the improvement of the workbook.

REFERENCES

1987 Philippine Constitution Article XIV, Section 1. Retrieved March 5, 2018, from <http://www.officialgazette.gov.ph/constitutions/the-1987-constitution-of-the-republic-of-the-philippines>

Bautista, A. (2020). *Lessons and Activities 101*. Retrieved from https://www.researchgate.net/profile/Azli_Nawawi/publication/263679592

Bonganciso, N. (2021). *Overing Students' Preference for Classroom Activities and Teachers' Frequency of Activity Use*. Retrieved from <https://www.researchgate.net/publication/318022101>

Cayabyab, E. (2022) "Development and Validation of Module in Science VI Using Exploratory Approach" *Unpublished Master's Thesis*, University of Rizal System Morong

Jobs in Philippines – SHS graduate employment - news / JobStreet. (2021). JobStreet. <https://www.jobstreet.com.ph/>

Manapat, L. (2021). Modules on *The Elements of Résumé Style. Career Planning and Adult Development Journal*, 33(3), 47.

Perez, E. (2022). *Are students (and businesses) really learning on the job? On module?*. The Manila Times.

Republic Act No. 10533 / GOVPH. (2013, May 15). Official Gazette of the Republic of the Philippines. <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>

San Andres, T.S. (2021). *The Impact of Using Filipino Workbook 11*. Published Research. ISSN-0730-3084

Soriano, H. L. (2021). *Improving the skills of college students using based instructional materials*. Journal of applied behavior analysis, 50(3), 495-510.

Work Immersion Curriculum Guide. Retrieved from March 13, 2023, from <http://www.deped.gov.ph>