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RESEARCH ARTICLE

WORK IMMERSION PERFORMANCE, ALIGNMENT, AND EMPLOYABILITY AMONG SENIOR HIGH SCHOOL GRADUATES

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Abstract

This study described and correlated the performance, alignment to work immersion program, and employability of Senior High School graduates in the Division of Calamba City. To attain this descriptive-correlational research and a method known as Document Analysis of the adopted Work Immersion Evaluation form stipulated in the Dep Ed Order No. 30 s. 2017 on the Guidelines of Work Immersion, the 324 Immersion students who engaged from the partner industries were assessed in the aspects of work habits, work skills and social skills. Likewise, the on-line survey questionnaire through Google Forms was utilized for 298 Senior High School graduates to reveal the alignment and employability after the Immersion Program. Mean, standard deviation and Pearson r were used to analyze the data. The work habits, work skills, and social skills, Senior High School graduates met at least the minimum job requirements set by the Work Immersion partner institutions. Findings revealed that indicators pertaining to the alignment of Work Immersion program/experience in terms of personal skills, technical skills, and work applicability revealed as highly aligned. It was found out that the program is very useful in terms of work readiness, extent of use of the skills, status of employment, alignment of track, waiting time, and salary. This research found out that having greater personal skills, technical skills, and work applicability tend to have higher extent of students' employability. It is suggested that academic institutions are motivated to continuously look for industries that will suit and enhance the skills of the students for them to be productively immersed and prepared for future job landing.

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Introduction:-

The opening of school year 2017-2018 reported 1.4 million Grade 11 and 12 or Senior High School (SHS) enrollees nationwide pursuing different tracks, such as Academic, Technical-Vocational (TVL) track, Sports and Arts and Design. The same number would also participate in the SHS Work Immersion Program or a simulated workplace experience for the students to develop industry-based competencies to improve their employment prospects. According to the Philippines Statistics Authority, the youth unemployment continues to hamper meaningful economic development. The Labour Force Survey reports then in 2016 about 48.4 percent of the 2.4

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million unemployed were between 15 to 24 years old, with some level of high school education. The Department of Labor and Employment (DOLE) often cite jobs-skills mismatch as one of the reasons behind unemployment. Among the youth, their lack of knowledge and skills training or work experience puts them at a disadvantage. To improve their employment prospects, it is an advantage for students to develop relevant skills as early as high school.

The birth of K-12 Curriculum in 2012 which was a brainchild of former President Benigno Aquino which was launched to respond to what is being stated in the Enhanced Basic Education Act of 2013. It is one of the most brave upheaval in the educational system of the country aiming to enhance the quality of basic education and gave numerous options (college education, employability, entrepreneurship, middle-level skills development) to graduates of basic education to be productive or earn a living specially those who can't afford to go for College education [1].

Moreover, the program aims to make Philippine education at par with the rest of the world. According to experts, adding two years to the present 10-year basic education cycle is an absolutely essential reform to put the country's public education [2].

In order that the nation's development target will be realized through this K to 12 Curriculum and to achieve greater congruence with the basic education, work immersion (requiring of at least 80 hour) is a required subject that has been incorporated in the curriculum. It is in line with the issuance of Dep Ed Order No. 30, s. 2017 mandated academic institutions that offer Senior High School to implement Work Immersion Programs to develop in learners the competencies, work ethics and values relevant to pursuing further education and or joining the world of work.

Furthermore, partnership with different industries during Work Immersion Program would also enable graduates to strike a balance between theory and practice. It also help the students who soon to be stepping up in College which is considered to be one of the most effective ways to enhance students' skills in their chosen field of specialization.

Senior High School offers opportunities for students to choose from various options right after finishing their Grade 12. It can provide fundamental background knowledge and skills needed to pursue higher education for your chosen career or chase middle-level skills, land instantly on available jobs, or establish own business.

In 2015, as a response to the Enhanced Basic Education Act of 2013 (K-12) in making Philippine educational system at par with the international standard of 12- year basic education, there were twelve (12) secondary schools in the Division of Calamba City which offered Senior High School and became Integrated School then.

This study aimed to describe the status of Work Immersion Program as to performance, alignment, and employability of senior high school graduates which is the subject of today's educative forum would give pertinent data and information on the relevance of the program and propose further enhancement if ever there are bottlenecks in the successful implementation of the prevailing program.

Materials and Methods:-

This study employed the descriptive-correlational research design to discover relationship among variables and to allow the prediction of future events from present knowledge. The correlation between two variables is shown through correlation coefficient [3]. This approach intended to describe the performances of Second Batch of Senior High School during their work immersion program and correlate these performances to alignment and employability to the four curriculum exits. To attain this, a method known as Document Analysis of the Evaluation form of the Immersion students from the partner industry/institution were assessed. It is a systematic procedure for reviewing or evaluating document-both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge [4].

The respondents of the study were the 324 graduates who underwent their Work Immersion activity. They were selected using the proportional stratified random sampling technique based on their track preference. The adopted Work Immersion Evaluation form stipulated in the Dep Ed Order No. 30 s. 2017 on the Guidelines of Work Immersion that indicated the performance of the Senior High School graduates in terms of work habits, work skills, and social skills. and the researcher-made structured survey questionnaire facilitated through Online survey using the Google Forms were the main instruments used in this study. The instrument has three (3) parts: Part I consist the

profile of the respondents, Part II, the conveyed information regarding the degree of alignment of work immersion program, experiences on students' personal skills, technical skills, and work applicability using 4 Point Likert scale.

The instruments used were validated by four (4) work Immersion focal persons. Their expertise on work immersion provided relevant feedback and suggestion to make the sets of questions sound aligned, easy to comprehend for fast and easy transcription of the responses. After pilot testing, the overall reliability coefficient of Cronbach alpha = 0.91 was obtained which denotes an excellent reliability index.

Results and Discussion:-

This part contains the presentation, analyses and interpretation of data gathered from the respondents, how the data were treated to facilitate interpretation and relationship between and among variables in the study.

Table 1:- Demographic profile of the respondents.

Profile	Frequency (N = 298)	Percent
Age		
17 – 19	221	74
20 – 23	77	26
Sex		
Male	130	44
Female	168	56
Sibling Order		
Youngest	73	25
Middle	132	44
Eldest	93	31
Family Monthly Income		
10K and below	168	56
10001-20K	79	27
20001-30K	29	10
30001-40K	11	4
40001 and above	11	4
Academic Track		
Academics	198	66
Asrts and Design	1	1
TVL	99	32
National Certification		
NC II	199	67
None	99	33
Partner Institution		
Cooperative	10	3
NGO/LGU	161	54
Private Company	87	29
Government	29	10

Represented in the figure that majority of the respondents came from ages 17-19 years of age having 221 out of 298 (74%), female graduates slightly dominated the male graduates with 168 or 56% compared to latter of 130 or 44%. Many of the graduates are middle siblings with 132 responses (44%), followed by eldest siblings with 93 (31%), with a family income of Php10, 000 and below monthly salary with 168 responses (56%). Majority of the graduates pursued Academic Track with 198 or 67% while the remaining 33% of the respondents indicated the TVL Track which specifically classified into Electronic Product Assembly and Servicing (EPAS), Shielded Metal Arc Welding, Tech-Voc, Information, Communication and Technology (ICT) and Home Economics. There are 199 or 67% out of 298 graduates passed the National Certification II (NC II) and experienced their work immersion in the Local Government Unit of Calamba City with 161 or 54%, next in rank came from Private Company with 87 or 29%.

Table 2:- Work immersion performance of Senior High School graduates in terms of work habits.

Indicative Statement <i>The student...</i>	Mean	Standard Deviation	Descriptive Interpretation
1. Punctual	4.45	0.72	Fully met the training requirements
2. reports regularly	4.22	0.66	Fully met the job requirements
3. performs tasks without much supervision	4.40	0.53	Fully met the job requirements
4. practices self-discipline in his/her work	4.53	0.53	Exceeded the job requirements
5. demonstrates dedication and commitment to the tasks assigned to him/her	4.34	0.71	Fully met the job requirements
Composite	4.39	0.44	Fully met the job requirements

Table 2 shows that with regard to work habits, Senior High School graduates “fully met all the job requirements” set by the Work Immersion partner institutions. Work Immersion aims to expose the students in the actual working environment and hone their competencies in different learning areas. Also, it helps in shaping their work ethics and values as they are expected to act as professional in their respective host training establishment. Manalang, 2018[5]

Medenilla[6] cited data from job-search web site Jobstreet, the DOLE said companies tend to prioritize applicants who show willingness to learn, practice personal grooming, and capable of working in a team. Employers also value those who show punctuality; go beyond the call of duty; ability to handle stress; leadership potential; efficient in task management; exhibit customer empathy; and a sense of initiative. Evidently, these traits are being demonstrated by the students during their work immersion.

The findings of this study negated the concepts of Orbeta et.al[7] described Work Immersion students as playful at work, were often caught using their cell phones. There is still a need to work in values on students. Because of their young age, they lack maturity and perseverance in performing work. Most of them are not yet assertive.

Though, it seems immature because of age preference of the graduates, it is not a basis for claiming that they do not demonstrate positive attitude and behaviour as to being responsible, adaptive and open to continuous learning [8].

Table 3:- Work Immersion performance of Senior High School graduates in terms of work skills.

Indicative Statement <i>The student...</i>	Mean	Standard Deviation	Descriptive Interpretation
1. demonstrates the ability to operate machines/equipment/materials needed for the job	4.47	0.64	Fully met the job requirements
2. handles the details of the work assigned to him/her	4.28	0.70	Fully met the job requirements
3. shows flexibility (whenever the need arises) in the process of going through his/her task	4.11	0.81	Fully met the job requirements
4. manifests thoroughness and precise attention to details of work assigned	3.79	0.95	Met the normal job requirements
5. fully understands the linkage or connection between his/her tasks to previous intervening and subsequent tasks	2.99	1.07	Met minimum job requirements
6.usually comes up with sound suggestions to problems	2.94	1.16	Met the normal job requirements
Composite	3.76	0.88	Met the normal job requirements

Represented in table 3 is the performance of the Grade-12 students in Work Skills during their Work Immersion in partner institution. For the indicators 1, 2, and 3, students were evaluated as “fully met the job requirements”, meaning they exhibited exemplar performance in the said aspects of work skills while indicators 4 and 6 evaluated as “met normal job requirements”.

Grant [9] explained that scholars have long recognized that job performance depends heavily on how employees perceive their jobs. Job design and social information processing theories accentuate a common mediating mechanism for explaining the consequences of task significance. Both perspectives propose that when employees perceive their jobs as high in task significance, they experience their work as meaningful and increase job performance.

Montemayor [10] quoted what DepEd Secretary Leonor Briones reported about Senior High School or K-to 12 program graduates that are competent and ready to land jobs after graduation, especially those who took the tech-voc track and had on-the-job (OJT) training in business, manufacturing, and commercial industries.

Table 4:- Work Immersion performance of Senior High School in terms of social skills.

Indicative Statement <i>The student...</i>	Mean	Standard Deviation	Descriptive Interpretation
1. shows tack in dealing with different peoples that he/she comes in contact with	4.71	0.46	Exceeded job requirements
2. shows respect and courtesy in dealing with peers and superiors	4.61	0.49	Exceeded job requirements
3. willingly helps others (whenever necessary) in the performance of their assigned tasks	4.63	0.55	Exceeded job requirements
4. capable of learning from and listening to co-working	4.67	0.55	Exceeded job requirements
5. shows appreciation and	4.72	0.46	Exceeded job requirements
6. shows poise, self-confidence and good grooming	4.82	0.41	Exceeded job requirements
7. shows emotional maturity	4.79	0.48	Exceeded job requirements
Composite	4.71	0.37	Exceeded job requirements

Table 4 reveals the Work Immersion performance of Senior High School graduates with regard to Social skills which are marked “exceeded job requirements” with a composite mean of 4.71.

Soliveres&Villegas[11] said during the interview on Work Immersion, that the Immersion will mold students’ social skills in interacting with other people. The benefits of having this work immersion are very much helpful because it helps one to be prepared for future work. It gives knowledge to enhance skills, and most of all it gives a lot of learning.

Table 5:- Degree of alignment of work immersion program/experiences on students’ personal skills.

Indicative Statement <i>The Work Immersion Program...</i>	Mean	Standard Deviation	Descriptive Interpretation
1. gives an opportunity to explore new ideas in relation to the existing theories in the field of discipline	3.79	0.50	Highly aligned
2. motivates the person to pursue high level of learning	3.78	0.49	Highly aligned
3. supports work experiences with fundamentals and theories coming from formal education set-up	3.66	0.55	Highly aligned
4. comprehends the big and clearer picture of what is being expected.	3.70	0.56	Highly aligned
5. realizes the strength of the skills are aligned in specialization to be pursued in college.	3.69	0.60	Highly aligned
6. realizes that existing skills and knowledge are needed to be reinforced with college theorem.	3.71	0.54	Highly aligned
Composite	3.72	0.41	Highly aligned

Indicated in table 5 that the indicators pertaining to the alignment of Work Immersion program/experience on Grade-12 students’ personal skills revealed as “highly aligned” with 3.72 mean score.

Basically, soft skills which are recognized as personal skills play an important role in a successful career as well as during social interaction in the society. These skills are also highly sought after by employers recruiting fresh graduates [12].

Employees, who consistently get along with colleagues, are cooperative, and who communicate well are more effective in completing work tasks compared to persons without these qualities. Moreover, employees whose personal characteristics are compatible with the work they do are more likely to remain on the job [13].

Similarly, in a national survey of employers in the US on hiring of graduates, the important skills evaluated and sought after are the soft skills. About 60% to 80% place importance on soft skills such as “ability and willingness to learn new skills, “critical thinking and problem solving”, collaboration/teamwork skills, “interpersonal communication” and the ability to analyse and synthesize information [14].

Stewart et.al. [15] described soft skills as most valuable as the level of preparedness in recent College graduation from the perspective of both employer and College students towards employment. Finding showed that there was a positive correlation between soft skills and preparedness of students for employment after graduation.

Finally, recent study emphasized the importance of developing social skills early in the students’ academic careers. Those who scored high in social skills were four times as likely to complete college. Therefore, social skills are a strong indicator of students’ future success [16].

Table 6:- Degree of alignment of work immersion program/experiences on graduates’ technical skills.

Indicative Statement <i>The Work Immersion Program...</i>	Mean	Standard Deviation	Descriptive interpretation
1. gives advantage to further enhance the technical skills.	3.67	0.59	Highly aligned
2. creates avenue to discover new techniques in processing and executing technical skills.	3.64	0.55	Highly aligned
3. guarantees that skills develop are able to operate facilities and equipment such Microsoft Office , Manipulative tools, and interact with various group of people having discourse competence skill.	3.72	0.55	Highly aligned
4. strengthens interest in maximizing skills-related toward specific responsibilities.	3.75	0.51	Highly aligned
5. sharpens students acquire knowledge which is suitable to the tasks to be performed.	3.77	0.52	Highly aligned
Composite	3.71	0.42	Highly aligned

Table 6 further reveals that when it comes to graduates’ technical skills, they perceived that immersion experience is “highly aligned” with a composite mean of 3.71.

Masterson [17], there are 6 skills that needed to be successful in manufacturing job. Drawing from experience, the following are some of the skills needed for prospective employees such as: attention to detail, critical thinking, interest and aptitude for technology, dependability and ability to be cross-trained were some of the essential technical skills in any field of employment.

Ali et.al [18] argued that having good credentials and appropriate degree program does not guarantee employment as present industries today are looking for technical expertise or “hard skills at the same time they are counting candidates “employability skills” or “soft skills”.

Table 7:- Degree of alignment of work immersion program/experiences on graduates’ work applicability.

Indicative Statement <i>The Work Immersion Program...</i>	Mean	Standard Deviation	Descriptive interpretation
1. allows to socialize and interact with different class / group of people.	3.81	0.46	Highly aligned

2. discovers ideas on developing/ marketing approaches which is essential in promoting products.	3.72	0.58	Highly aligned
3. realizes confidence in interpersonal and interpersonal communication skills in persuading clienteles	3.78	0.50	Highly aligned
4. appreciates ways on how to start a sustainable business.	3.69	0.69	Highly aligned
5. innovates methods on converting liabilities into assets.	3.65	0.69	Highly aligned
6. guarantees on operating and manipulating technological facilities and equipment like Microsoft Office.	3.68	0.63	Highly aligned
7. appreciates ways existing properties /possessions/ assets can be maximized its usage in terms of its function and availability for its effectiveness.	3.73	0.54	Highly aligned
Composite	3.72	0.48	Highly Aligned

Table 7 illustrates that Work Immersion program/experiences on graduates' work applicability are "highly aligned" with mean of 3.72.

Diaz (2018) [19] emphasized that on the job-training or internship is a big part in the practical experience opportunity for the students. They will acquire the technical knowledge and the practical experience that puts them on the go. Furthermore, it plays an important role in preparing them to understand the real business world. It is an opportunity for applying, elevating and enhancing the acquired knowledge in the school in their respective field of specialization and it is usually realistic experiential activity which they cannot learn within the borders of their classrooms.

Table 8:- Extent of graduates' employability in terms of work readiness.

Indicative Statement <i>The Work Immersion Program...</i>	Mean	Standard Deviation	Descriptive interpretation
1. prepares the students holistically in meeting the demands and expectations of the employer / companies.	3.70	0.59	Very useful
2. adheres to existing standard which gives the students sense of pride.	3.62	0.59	Very useful
3. employs basic computer literacy skills like Microsoft Office in filling, coding, and analyzing essential information.	3.64	0.61	Very useful
4. students receive substantial amount of training, symposium, and alike on becoming an effective employee in workplace.	3.70	0.53	Very useful
Composite	3.66	0.47	Very useful

Table 8 shows that graduates of the Senior High School found Work immersion program as "very useful" to work readiness with 3.66 weighted mean for all the indicators.

Caballero & Walker, (2010)[20] said that work readiness is, therefore, viewed as the level at which graduates are perceived as possessing attitudes and attributes that will enable them to be prepared for success in the workforce.

Table 9 reveals that Work Immersion significantly contributed to widest extent of using skills to the chosen curriculum exits of the students as shown in 3.70 mean score which means that the program is "very useful".

Palafox et.al [21] described the extent of use of skills of ABM students of Malacampa National High School during work immersion as significant. They are competent in their employability skills and relevance of each employability skills in their career development.

Table 9:- Extent of graduates' employability in terms of use of the skills.

Indicative Statement <i>The Work Immersion Program...</i>	Mean	Standard Deviation	Descriptive interpretation
1. hones the skills of the students suited for the job offer.	3.72	0.56	Very useful
2. utilizes student's skills to be competent enough in addressing the needs of clients/employers in terms of communication and technical skills.	3.71	0.54	Very useful
3. assures students wherein knowledge can be manifested into technological and interpersonal communication skills.	3.73	0.53	Very useful
4. allows the students to work smart having the same level of quality output but with lesser time and meager resources.	3.65	0.61	Very useful
5. guarantees that the students have the skills to operate facilities and equipment, manipulate tools and interact with various group of people having a discourse competence skill.	3.69	0.57	Very useful
Composite	3.70	0.46	Very useful

Table 10:- Extent of graduates' employability in terms of status of employment.

Indicative Statement <i>The Work Immersion Program...</i>	Mean	Standard Deviation	Descriptive interpretation
1. equips students the needed skills which are easily employed.	3.71	0.55	Very useful
2. gives the benefits for the students to find an accessible work.	3.66	0.60	Very useful
3. gives an opportunity to choose a leverage decision among job's offer.	3.70	0.58	Very useful
4. advances the process of employment.	3.64	0.62	Very useful
Composite	3.68	0.50	Very useful

Based on the results in table 10, it is clearly evident that Work Immersion really works "very useful" among students after the Senior High School program with 3.68 weighted mean with regard to status of employment.

Philippine Institute for Development Studies revealed what transpired during the interview with 26 firms in the National Capital Region (NCR), Region IV-A and Cebu. According to them, they believed that Work Immersion was very useful and effective and they would hire senior high school graduates. They also added that skills of these students can be further enhanced and knowledge can be expanded if they would be trained further in their field of specialization.

Table 11:- Extent of graduates' employability in terms of alignment of track.

Indicative Statement <i>The Work Immersion Program...</i>	Mean	Standard Deviation	Descriptive interpretation
1. promotes awareness of track alignment to the enrolled / preferred strand.	3.70	0.53	Very useful
2. realizes that knowledge and skills synchronize to the need and expectations of the employer / company.	3.67	0.56	Very useful
3. skills, knowledge, and interest of the students gained are aligned to demand of the workforce.	3.69	0.57	Very useful
4. students skills are vertically and horizontally aligned in realizing certain outputs.	3.65	0.57	Very useful

5. sharpens students' acquire knowledge which is suitable to the tasks to be performed.	3.72	0.54	Very useful
6. training receives matches the particular tasks that need to be accomplished	3.68	0.53	Very useful
Composite	3.69	0.45	Very useful

Table 11 strengthens the significance of Work Immersion among graduates of Senior High Schools in the Division of Calamba City. The descriptive interpretation of "very useful" in all indicators with 3.69 weighted mean in the alignment of track.

Initial report from Coalition for Change (CfC) Reform Story No. 8[22] that Central Visayas Region that 60% of the Senior high school graduates are now employed, those with plans to proceed to higher education also now have the advantage armed with the knowledge and experience from the work immersion.

Table 12:- Extent of graduates' employability in terms of waiting time.

Indicative Statement <i>The Work Immersion Program...</i>	Mean	Standard Deviation	Descriptive interpretation
1. minimizes students waiting time in finding suitable job / career offer.	3.58	0.62	Very useful
2. able to look for alternative choices that best illustrated by the demand on the workplace.	3.62	0.59	Very useful
3. resources are moderately utilized since students are able to find job within limited amount of time.	3.62	0.58	Very useful
4. develops attitudes and disciplines while in the process of waiting.	3.68	0.59	Very useful
Composite	3.63	0.49	Very useful

Table 12 indicates the waiting time of students to have their first job after graduation. It is greatly apparent that Senior High School graduates rated all the indicators herein as "very useful" with 3.63 weighted mean.

Based on JobStreet.com [23] report indicates that fresh graduates can expect an abundant job market right after graduation. If the skills and competencies jive the need of the industries there is an ease in applying for jobs available.

Table 13:- Extent of graduates' employability in terms of salary.

Indicative Statement <i>The Work Immersion Program...</i>	Mean	Standard Deviation	Descriptive interpretation
1. has salary that is in accordance to DOLE's set of minimum standards for each job classification.	3.58	0.65	Very useful
2. gives reasonable amount of remuneration in accordance to the work performance of the graduates.	3.63	0.64	Very useful
3. contributes to productivity of the worker resulting to good compensation	3.68	0.58	Very useful
4. has a salary that meets the current cost of living of the family.	3.65	0.63	Very useful
5. has a salary that can be used for other relevant venues for personal growth.	3.67	0.62	Very useful
Composite	3.64	0.53	Very useful

Table 13, reveals that with regard to salary, having immersed in the work immersion made them agreed that the program is "very useful" to them with 3.64 weighted mean.

In terms of salary, K-12 graduates may find themselves sufficiently paid, as 50% of the respondents (out of 503 employers) from various parts of the country said that they are willing to pay K to 12 fresh graduates hires more than the minimum wage. (JobStreet.com,2018).

Table 14:- Test of significant difference on students' work immersion performance when they are grouped according to their profile.

Profile	Work Habits	Work Skills	Social Skills
Track	F = .876	F = 3.556*	F = .533

*Significant at $p < .05$

Table 14 shows no significant difference on the students' work immersion performance when grouped according to age, sex, sibling order, family income, track, national certification, and partner institutions. These connote that these demographic profiles do not determine their performance in work immersion.

However, performances of the student-respondents particularly in their work skills differ when grouped according to track with computed F value of 3.556 at 0.05 level of significance.

It can be assumed that training they got from the institution is one of the most pervasive methods for enhancing individual productivity and for improving job performance in the work environment [24]

Table 15:- Correlation analysis between work immersion performance and alignment of skills and work immersion performance and employability skills of the senior high school graduates.

	Work Performance		
	Work Habits	Work Skills	Social Skills
Alignment	r-value	r-value	r-value
Personal Skills	.032	-.062	-.042
Technical Skills	-.021	-.064	-.089
Work Applicability	-.063	-.112	-.021
Employability			
Readiness	.020	-.032	.035
Extent of Use of Skills	.039	.005	.118*
Status of Employment	.062	-.026	.061
Alignment of Track	.057	-.007	.078
Salary	.060	-.016	.063

*Significant at $p < .05$

Students' work immersion performances in terms of work habits, work skills and social skills have no significant relationship with the learners' personal skills, technical skills and work applicability as well as with the extents of students' employability in terms of readiness, use of the skills, status of employment, alignment of track, waiting time, and salary.

Table 16:- Correlation analysis between alignment of skills and work immersion performance and employability skills of the senior high school graduates.

	Alignment of Skills		
	Personal Skills	Technical Skills	Work Applicability
Employability	r-value	r-value	r-value
Readiness	.360**	.557**	.570**
Extent of Use of Skills	.347**	.500**	.559**
Status of Employment	.273**	.431**	.479**
Alignment of Track	.337**	.490**	.519**
Salary	.303**	.460**	.519**

** . Correlation is significant at the 0.01 level (2-tailed).

The alignment of skills of the senior high school graduates and the employability of the senior high school graduates are significantly correlated among the variables. To wit, personal skills of the students is significantly correlated with students' readiness, extent of use of skill, status of employment, alignment of track, waiting time and salary all at 0.01 level of significance. These mean that having greater personal skills tend to have higher extent of students' employability.

Also, technical skills of students is significantly correlated with students' readiness, extent of use of skill, status of employment, alignment of track, waiting time and salary all at 0.01 level of significance. These follow that having technical skills produce higher extent of student's employability.

Moreover, work applicability is significantly correlated with students' readiness, extent of use of skill, status of employment, alignment of track, waiting time and salary all at 0.01 level of significance. Hence, it can be said that the perception of the student-respondents is directly followed by a high extent of students' employability.

These findings show that as the partner institution gives acquired skill-related works/job, students display the necessary skills expected of them to do with high extent.

The study of Acar[25]attested that the performance of the students during immersion with the grand mean of 3.95% interpreted as "Very good" and "Outstanding" with their performance that exceeds the required standard. The aspects of professionalism, productivity and work behaviour are rated "high" by the assigned supervisors in the companies. Furthermore, he added that the immersion students are polite and most of all they can follow and even exceed expectation of the supervisors when they are given tasks.

Similarly, in the study of Acut et.al [26]showed that most of the students were evaluated outstanding and that their performance exceeds the required standard. The positive learning gains suggest that work immersion enables the students to acquire and develop skills of teamwork, communication, attendance and punctuality, productivity and reliability, attitude and professionalism.

Furthermore, personal skills, technical skills and work applicability have significant correlation among each other. This follows that personal skills affects the students' technical skills and work applicability. Likewise, technical skills affects the personal skills and work applicability.

Moreover,[27]Williams (2018) employers require employees with technical and vocational training to fill vocational career because they are prepared to job market.

Likewise, acquire technical knowledge and the practical experience that puts them on the go plays an important role in preparing them to understand the real business world. It is an opportunity for applying, elevating and enhancing the acquired knowledge in the school in their respective field of specialization and it is usually realistic experiential activity which they cannot learn within the borders of their classrooms [28].

In addition, students' work immersion performance variables such as work habits, work skills and social skills are also significantly correlated to each other. These connote that if students acquire the necessary work skills and made these habits, students will be able to perform their task/job very well with quality. It follows that if student-workers feel at ease with and love what they are working with, they will have less frustration that might improve their socialization skills.

Besides, if there is a high level of work immersion satisfaction would mean that the students enjoy learning experience in the workplace that made them worthwhile. They got the chance to see the career path in the near future [29].

Finally, work immersion program would help learners to trust their own ability and develop their self-confidence. Thus, learning would be encouraged and satisfied to be active and motivated in pursuing post-secondary ambitions. The satisfaction that the learners' experienced, the knowledge, skills and attitude they acquired from the actual work environments would inspire them to beyond their expectations.

Conclusions and Recommendations:-

Performances of the student-respondents particularly in their work skills differ when grouped according to academic track.

There is a significant relationship between personal skills, technical skills, and work applicability of the students is significantly correlated with students' readiness, extent of use of skill, status of employment, alignment of track, waiting time and salary. It means that having greater personal skills, technical skills, and work applicability tend to have higher extent of students' employability

The academic community, students and partner industries may continue to show strong support through continuous recognition of one's responsibility in the development of students' knowledge, skills and attitudes in order to prepare them in their chosen curriculum exits.

The curriculum planner may recognize the vital role of industry partners in providing needed information about skill gaps in the key industrial work areas. Possibly, they may establish mechanism for active, structured and meaningful consultation with the latter on regular basis to ensure meaningful collaboration.

The second batch of graduates of K to 12 Program are competent and armed with the essential personal skills, technical skills and work applicability, it may be properly and clearly communicated with various industries so that they would not have second thought of hiring these graduates.

Proposed institution-based training may be given to students preferably before graduating in the Senior High Program to further enhance the students work skills prior to their actual job.

Academic institutions are motivated to continuously look for industries that will suit and enhance the skills of the students for them to be productively immense and prepare for future job landing. Schools offering SHS Program may adopt the proposed improvement plan on Work Immersion of Senior High School.

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