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**INCREASING THE WORK IMMERSION PROGRAM READINESS  
OF GRADE 12 TVL-ICT STUDENTS THROUGH  
INTERVENTION ACTIVITIES**

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**ABSTRACT**

This study aimed to increase the work immersion program readiness of grade 12 TVL-ICT students through intervention activities in terms of work ethics, safety in the workplace, workplace rights and responsibilities, confidentiality in the workplace, and effective conflict resolution and teamwork skills. A quantitative approach using a descriptive design was proposed for this study with questionnaires used as data collection method and no sampling was performed as all forty-one students from TVL-ICT Grade 12 GUI class were surveyed. Students from of Grade 12 TVL ICT “agree” that they are ready for Work Immersion Program. However, the findings revealed that the students experienced challenges in their readiness in Work Immersion Program. These are lack of pre-work Immersion training/symposium, insufficient ideas on the concept of Work Immersion, considering a Work Immersion Program as a non-valuable subject, lack of interest in Work Immersion Program, lack of motivation from the Immersion teacher, and unfamiliarity on the nature of work. The intervention activities to increase the Work Immersion Program readiness of grade 12 TVL-ICT students through intervention activities can contribute to meet the challenges. These activities are: Ethics Tactics, Safety Smart Symposium (SSS), Rights Or/And Responsibility Symposium (ROAR Symposium), Secure and Repeat Training (SECRET), School Learning Action Cell (SLAC), and Informed, Keen, and Nimble Optimized for Work (IKNOW) The enhancement plan

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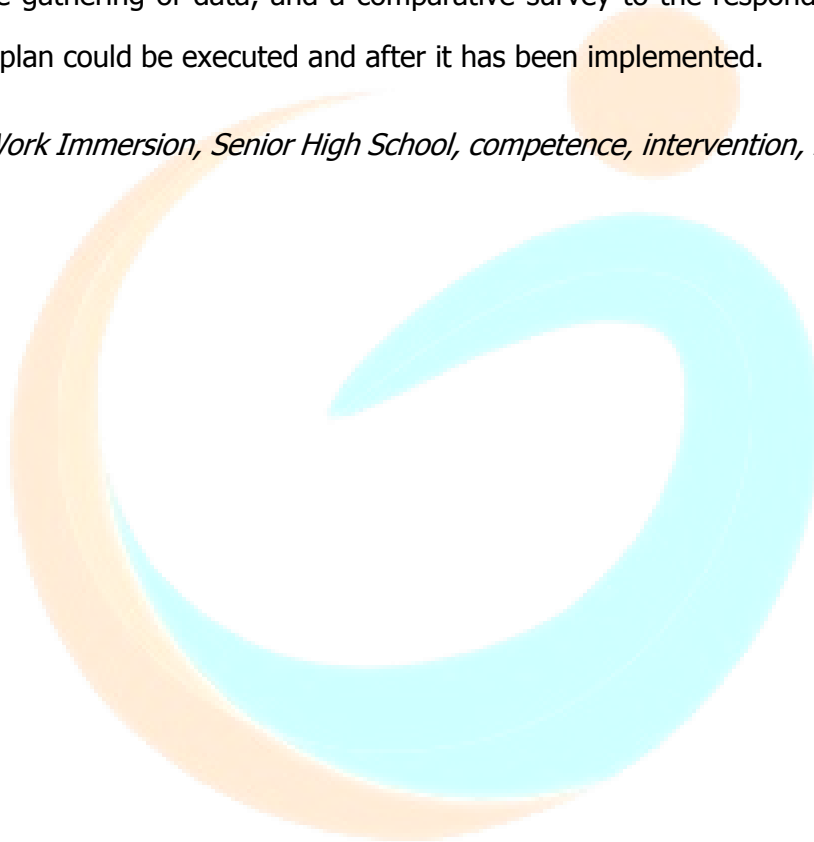
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increased the Work Immersion Program readiness of Grade 12 TVL-ICT students through intervention activities. It is recommended that all sections from TVL-ICT students should be used as respondents. Also, there could be more variables/indicators to better assess the Grade 12 TVL-ICT students in their Work Immersion Program readiness. Teacher's assessment and opinion about the Grade 12 TVL-ICT students' readiness towards Immersion should also be included in the gathering of data, and a comparative survey to the respondents before the enhancement plan could be executed and after it has been implemented.

**Keywords:** *Work Immersion, Senior High School, competence, intervention, human relations*



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## Introduction

Republic Act 10533 also known as the Enhanced Basic Education K to 12 Curriculum is now implemented in Grade 12. It is an act enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes. It refers to the part of the Senior High School Immersion Curriculum consisting to conduct the Pre-Immersion orientation, helping the students in securing and accomplishing forms, validating the accomplished forms, providing a checklist containing things to do and documents needed for Pre-Immersion, during, and after Immersion. Through Work Immersion, Grade 12 students are exposed to and become familiarized with work-related environment which is related to their field of specialization to develop their competence. The students are able to gain appropriate and practical industrial skills under the dance of industry supervisors, experts and workers. They also learn to appreciate the significance and application of the principles and theories taught by their teachers in school, especially when the pre-immersion orientation is conducted. These prepare them to meet the needs and challenges of future employment or higher education after graduation.

TVL Grade 12 students are the ones who are very much excited, if not the most, when it comes to Work Immersion. This is especially because they have the privilege to apply for jobs right after the graduation. As a teacher, it is also our pleasure to bring the best out of them. It may be challenging at times, especially if the students do not seem to be ready when they get deployed for Immersion. It is our task therefore; to enhance the activities we carry

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out as we introduce work immersion to Grade 12 students. Work Immersion, as stated in K to 12 Basic Education Curriculum for Senior High School is one of the course requirements for Senior High School. A TVL student has to undergo Work Immersion in an industry that directly relates to the student's postsecondary goal. For too long, teachers have focused only on getting the learners ready for the next test, the next grade, next graduation, college and so on. Students must be really prepared to succeed in school, but it is much highly important that these learners are prepared to succeed in real world (Hoerr, 2013). ICT students are the ones mostly exposed to digital usage and spend most of their time in socializing through the virtual world which may hinder them from knowing how to communicate effectively during their immersion especially in handling occurrences of difficulties (Celente, 1997).

Pantalan Senior High School caters TVL-ICT strand and there have been some challenges in helping the immersionists become prepared as they get deployed for their Work Immersion. Students lack pre-work Immersion training/symposium as well as ideas on the concept of work immersion. Some even consider a Work Immersion Program as a non-valuable subject and lack of interest in Work Immersion Program. They also get very minimal motivation from the Immersion teacher and shows unfamiliarity on the nature of work. Their level of readiness particularly in ethics, safety, rights and responsibilities, confidentiality, effective conflict resolution and teamwork skills are to be strengthen and therefore to come up with intervention activities to meet the challenges.

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## Innovation, Intervention and Strategy

Target Output	Purpose	Resources Needed	Timeline
<b>Intervention activities to increase the Work Immersion Program readiness of Grade 12 TVL-ICT students</b>	To improve the readiness of Grade 12 TVL-ICT students towards Work Immersion through intervention activities	* Principal * Master Teacher * Resource Speaker/s	June-August 2019

### Action Research Questions

The researchers aimed to increase the Work Immersion Program readiness of Grade 12 TVL-ICT students through intervention activities.

Specifically, the researchers would like to seek answers to the following research questions:

1. What is the level of readiness of Grade 12 TVL ICT students in Work Immersion

Program in terms of:

- 1.1 Work ethics;
- 1.2 Safety in the workplace;
- 1.3 Workplace rights and responsibilities;
- 1.4 Confidentiality in the workplace; and

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- 1.5 Effective conflict resolution and teamwork skills?
2. What are the factors that affect the readiness of Grade 12 TVL ICT students in Work Immersion Program?
3. What intervention Program may be proposed to increase the level of readiness of Grade 12 TVL ICT students in Work Immersion?
4. What is the effect of the proposed Intervention Program in the level of readiness of Grade 12 TVL ICT students in Work Immersion?

## Action Research Methods

### a. Participants and/or other source of data and information

The respondents of the study include the TVL ICT Grade 12 students of Pantalan Senior High School batch 2019-2020.

### b. Data Gathering Method

Quantitative data collection methods were used for the study which was based in mathematical calculations. It included questionnaires with closed-ended questions and are cheaper to apply and they can be applied within shorter duration of time. No random sampling was used as all forty-one students of TVL-ICT GUI were surveyed.

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**Discussion of Result and Recommendation**

This presents the analysis and interpretation of the data gathered through the questionnaire in regard to increasing the Work Immersion Program readiness of Grade 12 TVL-ICT students through intervention activities.

**1. Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program with Regard to**

**1.1 Work Ethics**

The Table 1 shows the level of readiness of Grade 12 TVL ICT students in Work Immersion Program in terms of Work Ethics.

**Table 1**  
**Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program In Terms Of Work Ethics**

INDICATORS	W.M.	V.I.	RANK
1. Sets significant and relevant goals, brings required materials and uses time effectively.	2.49	A	5
2. Completes assignments.	2.61	A	4
3. Respects others, classroom expectations and routines.	3.56	SA	1
4. Participates to class/group activities.	3.15	A	3
5. Contributes to class/group activities.	3.34	SA	2
<b>Average Weighted Mean</b>	3.03	A	

**Legend:** *W.M.*-Weighted mean, *V.I.* - Verbal Interpretation, *SA*- Strongly Agree, *A*- Agree, *D*- Disagree, and *SD*- Strongly Disagree

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Table 1 showed that students strongly agree that they respect others, classroom expectations and routines as it obtained the highest weighted mean of 3.56 which ranked first. They also strongly agree that they contribute to class/group activities with a weighted mean of 3.34 which ranked the second. The students also agreed that they participate to class/group activities, they complete assignments, and set significant and relevant goals, brings required materials and uses time effectively which ranked third, fourth, and fifth with weighted mean of 3.15, 2.61, and 2.49 respectively.

Generally, the findings suggested that the students from Grade 12 TVL ICT agree that they have high level of readiness in Work Immersion Program in terms of work ethics which was supported by an average weighted mean of 3.03. This indicates that the students possess work ethics needed once they get deployed for Work Immersion and are willing to exercise respect and willingness to contribute to whatever task they may be given with. On the other hand, results showed that not all of them effectively practice work ethics and therefore implies that there is still a need for improvement as this may hinder them from being ready for Work Immersion. This was supported by the study conducted by (Roberts, 2009) expressing that Ethics is a vital issue for youth workers. Youth work projects are often established to encourage an ethical purpose among young people.

## **1.2 Safety in the Workplace**

Table 2 presents the Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program in Terms of Safety in the Workplace

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**Table 2**  
**Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program in Terms of Safety in the Workplace**

INDICATORS	W.M.	V.I.	RANK
1. Identifies the rights in relation to safety.	2.88	A	5
2. Performs responsibilities in relation to safety.	2.80	A	6
3. Delivers class/group activities in a safe manner.	3.32	A	2
4. Recognizes a safety hazard.	3.07	A	4
5. Responds to any safety concerns.	3.24	A	3
6. Shows necessary precautions while doing class/group activities.	3.37	A	1
<b>Average Weighted Mean</b>	3.11	A	

**Legend:** *W.M.*-Weighted mean, *V.I.* - Verbal Interpretation, *SA*- Strongly Agree, *A*- Agree, *D*- Disagree, and *SD*- Strongly Disagree

It can be noticed that in Table 2, showed that students agree that they show necessary precautions while doing class/group activities as it obtained the highest weighted mean of 3.37 which ranked first. Moreover, they agree that they deliver class/group activities in a safe manner, respond to any safety concerns, recognizes a safety hazard, identify the rights in relation to safety, and perform responsibilities in relation to safety which ranked second, third, fourth, fifth, and sixth with weighted mean of 3.32, 3.24, 3.07, 2.88, and 2.80 respectively.

In general, the findings implied that the students from Grade 12 TVL ICT agree that they have high level of readiness in Work Immersion Program in terms of safety in the workplace which was supported by an average weighted mean of 3.11. This implies that the students do observe safety in the workplace which is of good indicator that they are ready to be deployed for Work Immersion and the stakeholders are confident that the Immersionists would perform their tasks safely and with caution. However, it also shows in the results that

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they do not express strong readiness in safety in the workplace which implies that there still need to be improved. This is supported by (Neal, 2000) when it was mentioned that there is a difference between "I know how to perform my job in a safe manner", and "I know how to maintain or improve workplace health and safety".

### 1.3 Workplace Rights and Responsibilities

It is shown in Table 3 the Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program In Terms Of Workplace Rights and Responsibilities

**Table 3**  
**Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program In Terms Of Workplace Rights and Responsibilities**

INDICATORS	W.M.	V.I.	RANK
1. Complies with all applicable safety standards	3.27	A	2
2. Files a complaint about hazard.	2.68	A	5
3. Refuses work that puts you in immediate danger of serious harm.	3.34	A	1
4. Follows all lawful safety and health rules and regulations.	3.10	A	3
5. Reports hazardous conditions.	2.95	A	4
<b>Average Weighted Mean</b>	<b>3.07</b>	<b>A</b>	

**Legend:** *W.M.*-Weighted mean, *V.I.* - Verbal Interpretation, *SA*- Strongly Agree, *A*- Agree, *D*- Disagree, and *SD*- Strongly Disagree

It can be noticed that in Table 2, that students agree that they have the rights and responsibilities to refuse work that puts you in immediate danger of serious harm which ranked first with a weighted mean of 3.34. Furthermore, they agree that they comply with all applicable safety standards, follows all lawful safety and health rules and regulations, report

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hazardous conditions, and file a complaint about hazard which ranked second, third, fourth, and fifth with weighted mean of 3.27, 3.10, 2.95, and 2.68 respectively.

Generally, it was implied in the findings that the students from Grade 12 TVL ICT agree that they have right and responsibilities in workplace as it resulted to an average weighted mean of 3.07. This implies that the students are aware of their rights as well as responsibilities which will be of great help to them so they can respond properly to any possible situation that they may encounter during Work Immersion. However, it also imply based on the results that not all of them are strongly ready in terms of workplace rights and responsibilities which could be an obstacle in their readiness towards Work Immersion especially that there have been so many changes and considerations to this as supported by (Chimezie, 1988) which indicated that the contemporary world of work is experiencing a revolution in workplace rights thinking and practices. Included among factors related to this are professionalization and technocracy, management orthodoxy and even corrupt organizational structures.

### **1.4 Confidentiality in the Workplace**

Table 4 shows the Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program In Terms Of Confidentiality in the Workplace.

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**Table 4**  
**Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program In Terms Of Confidentiality in the Workplace**

INDICATORS	W.M.	V.I.	RANK
1. Secures strong passwords in personal accounts.	2.56	A	6
2. Doesn't leave sensitive information out and available.	3.27	A	1
3. Labels sensitive documents as confidential/private.	2.93	A	4
4. Keeps online accounts up-to-date.	2.78	A	5
5. Changes passwords regularly.	2.95	A	3
6. Ensures the accuracy and reliability of the information to be shared.	3.07	A	2
<b>Average Weighted Mean</b>	2.93	A	

**Legend:** *W.M.*-Weighted mean, *V.I.* - Verbal Interpretation, **SA**- Strongly Agree, **A**- Agree, **D**- Disagree, and **SD**- Strongly Disagree

Table 4 shows that students agree that they practice not leaving sensitive information out and available as it gained a weighted mean of 3.27 which ranked first. In addition to this, they also ensure the accuracy and reliability of the information to be shared, they change passwords regularly, label sensitive documents as confidential/private, keep online accounts up-to-date, and secure strong passwords in personal accounts which ranked second, third, fourth, fifth, and sixth with weighted mean of 3.07, 2.95, 2.93, 2.78, and 2.56 respectively.

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In general, the study shows that the Grade 12 TVL ICT students agree that they are ready for immersion in terms of confidentiality in the workplace supported by the average weighted mean of 2.93. This implies that they know how to make sure that the confidential information are kept securely and maintain security. Nevertheless, they still need to improve in this factor as not all of the students showed strong readiness towards this indicator. This could be a challenge as employers have compelling reasons concerning the company's confidential information transmitted and companies could classify the level of confidentiality from common to restricted according to (Lee, 2003).

### **1.5 Effective Conflict Resolution and Teamwork Skills**

The Table 4 below presents the Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program In Terms Of Effective conflict resolution and teamwork skills.

**Table 5**  
**Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program In Terms Of Effective Conflict Resolution and Teamwork Skills**

<b>INDICATORS</b>	<b>W.M.</b>	<b>V.I.</b>	<b>RANK</b>
<b>1. Listens to all parties involved to completely understand the nature of conflict.</b>	3.49	A	3
<b>2. Arranges a meeting with all involved parties to discuss the issue.</b>	3.15	A	7
<b>3. Doesn't take sides during conflict.</b>	3.44	A	5
<b>4. Addresses the conflict immediately.</b>	3.20	A	6
<b>5. Promotes teamwork among others.</b>	3.56	SA	1
<b>6. Recognizes those who are modelling teamwork and cooperation.</b>	3.12	A	8
<b>7. Maintains clear and open communication.</b>	3.54	SA	2

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<b>8. Avoids blaming others.</b>	3.46	A	4
<b>Average Weighted Mean</b>	3.37	A	

**Legend:** *W.M.*-Weighted mean, *V.I.* - Verbal Interpretation, *SA*- Strongly Agree, *A*- Agree,

*D*- Disagree, *and SD*- Strongly Disagree

It is shown in Table 4 that students strongly agree that they promote teamwork among others which ranked first as it is supported by the weighted mean of 3.56. They also strongly agree that they maintain clear and open communication with a weighted mean of 3.54 as the second in the rank. Moreover, the students agree that they listen to all parties involved to completely understand the nature of conflict, they avoid blaming others, don't take sides during conflict, they address the conflict immediately, arrange a meeting with all involved parties to discuss the issue, and recognize those who are modelling teamwork and cooperation which ranked third, fourth, fifth, sixth, seventh, and eighth supported by the weighted means of 3.49, 3.46, 3.44, 3.20, 3.15, and 3.12 respectively.

Generally, they are ready for Work Immersion in terms of effective conflict resolution and teamwork skills for they agree that the indicators are applicable to them, supported by 3.37 average weighted mean which implies that the students are familiar on how to respond to conflicts and come up with resolution and even uphold teamwork skills. Nonetheless, there are also indications that they still need to improve in this factor that may affect their readiness towards Work Immersion. This is mainly because not all of them expressed that they are fully ready when it comes to resolving conflicts and managing teams. This can be a challenge and needs to be addressed as supported by (Mayer, 2010) who mentioned that understanding

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conflict is basic to its resolution. If we seek to end a conflict, we must start by understanding its nature. What makes a successful peacemaker or conflict resolver is not a set of processes, methodologies, or tactics; it is a way of thinking, a set of values, an array of analytical and interpersonal skills, and a clear focus.

## 2. Summary of the Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program

The Table 6 shows the summary of the Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program.

**Table 6**  
**Summary Table of the Level of Readiness of Grade 12 TVL ICT Students in Work Immersion Program**

INDICATORS	A.W.M.	V.I.	RANK
1. Work ethics	3.03	A	4
2. Safety in the workplace	3.11	A	2
3. Workplace rights and responsibilities	3.07	A	3
4. Confidentiality in the workplace	2.93	A	5
5. Effective Conflict Resolution and Teamwork Skills	3.37	A	1
<b>Composite Mean</b>	3.10	A	

**Legend:** *AW.M.*-Average Weighted mean, *V.I.* - Verbal Interpretation, **SA**- Strongly Agree, **A**- Agree, **D**- Disagree, **and SD**- Strongly Disagree

The Table 6 presents that students agree that they possess the indications of readiness towards Work Immersion. They agree that they know how to deliver effective conflict

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resolution and teamwork skills which ranked first supported by the average weighted mean of 3.37. This is followed by the safety in the workplace which ranked second with an average weighted mean of 3.11. The students also agree that they know their workplace rights and responsibilities, they possess work ethics, and practice confidentiality in the workplace which ranked third, fourth, and fifth, supported by average weighted mean of 3.07, 3.03, and 2.93 respectively.

In general, this implies that these are good indications that the Grade 12 TVL-ICT students are ready for Work Immersion. Despite of this, there are seen areas for improvement as not all of the students strongly agree that they possess all these expected behaviours which would certainly affect their readiness towards Work Immersion. This is so important that students need to learn more on human behavior as preparation for professional social work careers according to (Greene, 2017). This was supported by the study conducted by (Yuan, 2010) stating that Expected positive performance outcomes are positively related to innovative behavior. (Deshpande, 2009) also stresses that students could be role models for others and their actions often create norms for the workplace.

### **3. Factors that affect the Readiness of Grade 12 TVL ICT students in Work Immersion Program**

Table 7 presents the factors that affect the readiness of Grade 12 TVL ICT students in Work Immersion Program.

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**Table 7**  
**Factors That Affect the Readiness of Grade 12 TVL ICT Students in Work Immersion Program**

INDICATORS	Frequenc y	Percentag e	Rank
1. Lack of pre-work Immersion training	11	27%	3
2. Insufficient ideas on the concept of Work Immersion	21	51%	2
3. Consider a Work Immersion Program as a non-valuable subject	7	17%	5
4. Lack of interest in Work Immersion Program	9	22%	4
5. Lack of motivation from the Immersion teacher	3	7%	6
6. Unfamiliarity on the nature of work.	23	56%	1

Table 7 suggests that the most observed factor that affect the readiness of Grade 12 TVL ICT Students in Work Immersion Program is unfamiliarity on the nature of work which ranked first with 56% of responses. Second on the rank is insufficient ideas on the concept of Work Immersion with 51% of responses. Lack of pre-work Immersion training is the third on the rank supported by 27% responses. Fourth rank is lack of interest in Work Immersion Program with 22% of responses. Fifth on the rank is that students consider Work Immersion Program as a non-valuable subject supported by 17% of responses. The sixth and last on the rank is lack of motivation from the Immersion teacher with 7% of responses.

Generally, students experienced challenges in the level of their readiness towards Work Immersion which would have a direct effect as they perform their tasks once they get

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deployed to Industry partners. As supported by (Mazerolle, 2012), before students complete interview questions, they should complete a background questionnaire, collect their demographic data and provide information regarding their intentions after graduation. This is one of the events that they need to get themselves familiarized with. (Han, 2016) also pointed out that teacher motivation which has been proved a crucial factor closely related to a number of variables in education such as educational reform and teaching practice and student motivation.

#### **4. Intervention activities to increase the Work Immersion Program readiness of Grade 12 TVL-ICT students**

##### **RATIONALE**

Students' readiness in Work Immersion has a significant contribution towards their performance once they get deployed. In this study, it was found out that students agree that they are ready for Work Immersion even so still showed that there's still a need for improvement. For this to happen, intervention activities were proposed which will fully increase Work Immersion Program readiness of Grade 12 TVL-ICT students.

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## INCREASING THE WORK IMMERSION PROGRAM READINESS OF GRADE 12 TVL-ICT STUDENTS THROUGH INTERVENTION ACTIVITIES

TVL-ICT 12 GUI

S.Y. 2019-2020

ISSUES AND CONCERNS	OBJECTIVES	ACTIVITIES/ STRATEGIES	PERSON(S) INVOLVED	SUCCESS INDICATOR
<b>1. Lack of pre-work Immersion training</b>	To deliver training/symposium in order to prepare the students for Work Immersion Topic: Work ethics	<b>Ethics Tactics</b>	Guidance Officer, Immersion Adviser, and Students	Students show high level of readiness in Work Immersion Program in terms of Work Ethics through follow-up survey
<b>2. Insufficient ideas on the concept of Work Immersion</b>	To provide a symposium that gives a more comprehensive information about Work Immersion Topic: Safety in the workplace	<b>Safety Smart Symposium (SSS)</b>	Guest Speaker, Immersion Adviser, Students	Students show high level of readiness in Work Immersion Program in terms of Safety in the workplace through follow-up survey
<b>3. Consider a Work Immersion Program as a non-valuable subject.</b>	To reinforce the significance of Work Immersion to a graduating student Topic: Workplace rights and responsibilities	<b>Rights Or/And Responsibility Symposium (ROAR Symposium)</b>	Guest Speaker, Immersion Adviser, Students	Students show high level of readiness in Work Immersion Program in terms of Safety in the workplace through follow-up survey
<b>4. Lack of interest in Work Immersion Program.</b>	To uphold students' interest in attending and performing during Work Immersion Topic: Confidentiality in the workplace	<b>Secure and Repeat Training (SECRET)</b>	Guest Speaker, Immersion Adviser, Students	Students show high level of readiness in Work Immersion Program in terms of Confidentiality in the workplace through follow-up survey

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<p><b>5. Lack of motivation from the Immersion teacher.</b></p>	<p>To help the teachers motivate and motivate the students towards Work Immersion</p>	<p><b>School Learning Action Cell (SLAC)</b></p>	<p>Principal, Master Teacher, Immersion Teachers</p>	<p>Students show high level of readiness in Work Immersion Program in terms of Safety in the workplace through follow-up survey</p>
<p><b>6. Unfamiliarity on the nature of work.</b></p>	<p>To give a more detailed discussion on the nature of work during Immersion. Topic: Effective Conflict Resolution and Teamwork Skills</p>	<p><b>Informed, Keen, and Nimble Optimized for Work (IKNOW)</b></p>	<p>Guest Speaker, Immersion Adviser, Students</p>	<p>80%-100% Attendance and Students show high level of readiness in Work Immersion Program in terms of Effective Conflict Resolution and Teamwork Skills through follow-up survey</p>

#### 4. Effect of the intervention programs to the Work Immersion Program readiness of Grade 12 TVL-ICT

The Graph 1 presents the Grade 12 TVL-ICT students' responses on the same questionnaire that they answered before and after the implementation of the intervention activities.

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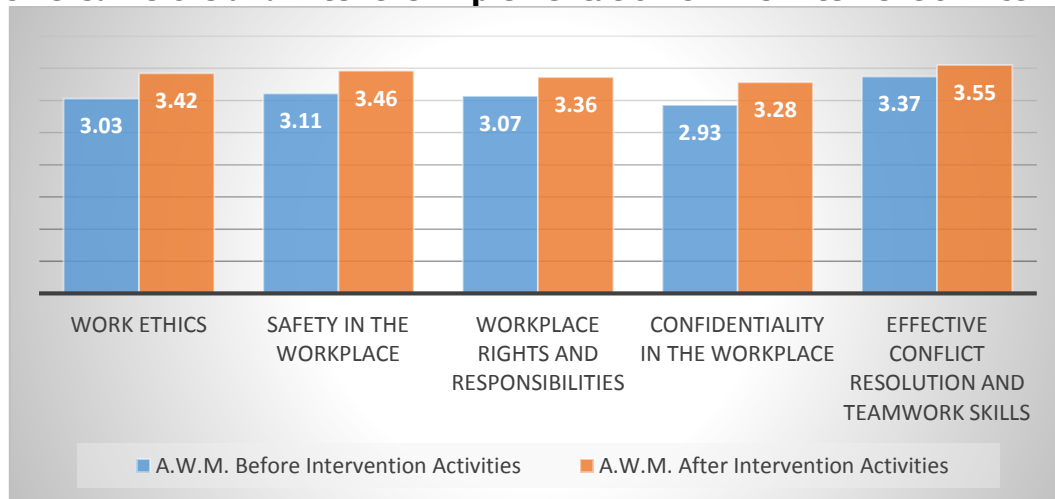
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**Graph 1**  
**Grade 12 TVL-ICT Students' Responses on the Same Questionnaire That They Answered Before and After the Implementation Of The Intervention Activities**



Work Ethics, as one of the indicators in the Work Immersion Program readiness of Grade 12 TVL-ICT shows improvement from average weighted mean of 3.03 to 3.42 after the implementation of the enhancement activities. Safety in the Workplace also increased from 3.11 to 3.46. This is also the case for Workplace Rights and Responsibilities which increased to 3.36 from 3.07. The same movement happened to Confidentiality in the Workplace which it increased from 2.93 to 3.28. The last factor which is Effective Conflict Resolution and Teamwork Skills also moved up from 3.37 to 3.55.

Through the above intervention activities, the challenge as supported by (Casner-Lotto, 2009) stating employers report hiring substantial numbers of new entrants who are poorly prepared, requiring additional company investment to improve workforce readiness skills can be addressed.

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## Reflection

### Conclusions

Based on the significant findings revealed in the study, the following conclusions were drawn:

1. Students from of Grade 12 TVL ICT “agree” that they are ready for Work Immersion Program.

2. The students experienced challenges in their readiness in Work Immersion Program. These are lack of pre-work Immersion training/symposium, insufficient ideas on the concept of Work Immersion, considering a Work Immersion Program as a non-valuable subject, lack of interest in Work Immersion Program, lack of motivation from the Immersion teacher, and unfamiliarity on the nature of work.

3. The intervention activities to increase the Work Immersion Program readiness of grade 12 TVL-ICT students through intervention activities can contribute to meet the challenges. These activities are: Ethics Tactics, Safety Smart Symposium (SSS), Rights Or/And Responsibility Symposium (ROAR Symposium), Secure and Repeat Training (SECRET), School Learning Action Cell (SLAC), and Informed, Keen, and Nimble Optimized for Work (IKNOW)

4. The enhancement plan increased the Work Immersion Program readiness of Grade 12 TVL-ICT students through intervention activities.

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## Recommendation

Based on the findings of the study and conclusions derived from the study, the following recommendations are hereby forwarded.

1. All sections from TVL-ICT students should be used as respondents in order to have a bigger picture of the problem and propose an effective intervention activity.
2. Add more variables/indicators to better assess the Grade 12 TVL-ICT students in their Work Immersion Program readiness.
3. Teacher's assessment and opinion about the Grade 12 TVL-ICT students' readiness towards Immersion should also be included in the gathering of data.
4. Conduct a comparative survey to the respondents before the enhancement plan is executed and after it has been implemented.

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## Action Plan

Research Output/ Innovation	Scheme of Dissemination	Resources Needed	Time Frame
<b>Increasing The Work Immersion Program Readiness Of Grade 12 TVL-ICT Students Through Intervention Activities</b>	<ol style="list-style-type: none"><li>1. Inform the principal about the intervention program for Grade 12 TVL-ICT students</li><li>2. Present the enhancement plan to the Principal and Immersion Teachers</li><li>3. Invite Guest Speakers for Symposium</li><li>4. Implement the enhancement plan in Grade 12 TVL-ICT students and monitor</li></ol>	<ul style="list-style-type: none"><li>* Principal</li><li>* Head Teacher</li><li>* TLE Teacher teaching Cookery</li><li>* PTA and LGU</li><li>* Learning Module where intervention activities can be based</li></ul>	June-August 2019

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Above all to the **Divine Creator**, without His guidance and provisions, the researchers will not have the strength and perseverance to finish the research.

**F.D.D**



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