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## PROJECT VTOUR – VIRTUAL TEACHING AN OPPORTUNITY TO USE EXTERNAL RESOURCES: SUPPLEMENTARY MATERIAL FOR WORK IMMERSION PROGRAM

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### ABSTRACT

This research aims to provide supplementary learning material for Work Immersion Program during pandemic since Grade 12 students are not advised to go to school as well as in different partner institution. Descriptive research design in a quantitative approach was employed in this research. Through raosoft calculator at 5% margin of error, a total of 224 respondents chosen through stratified random sampling from Grade 12 students. Survey questionnaire was used as the major data gathering instrument. Such statistical tools used were relative frequency, percentage and ranking. Majority of the respondents were female, from academic track and students from Humanities and Social Sciences Strand. Taal Senior High School Grade 12 students need to further developed workplace skills that Work Immersion could provide through different modes of virtual teaching. Additionally, senior high school students did well in all of the required tasks in pre immersion work sheet. Additionally, they firmly agreed that it was via work immersion in school that students' competences related to strands were created. To address this concern the proponent introduced Project VTOUR which means Virtual Teaching: An Opportunity to Use External Resources.

**Keywords:** K-12 partnership, virtual teaching, work immersion program, senior high school curriculum

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## INTRODUCTION

The COVID-19 is having an impact on many aspects of life, including education, in addition to creating health concerns throughout the world. How the Department of Education (DepEd) can continue to function in the face of the health crisis is the problem. Learners are expected to take the topic in several formats owing to the pandemic, according Memorandum DM-CI-2020-0085, titled Guidelines in the Work Immersion during Crisis Situation. Order No. 30 of the DepEd, s. Guidelines on Work Immersion from 2017 stressed that students in Grade 12 must experience the workplace, but due to a health issue, it is added to bring them back to the comfort of school, home, or even the community only to continue learning in the current situation.

According to the Department of Education (DepEd), S.Y. in the academic year 2020–2021, there were 118, 755 students enrolled in colleges, and universities, 3, 375, 748 students in the private sector, and 20, 110 students in Philippine Schools Abroad (DepEd Press Releases, 2021). How DepEd's programs, initiatives, and activities were carried out in the face of the escalating illnesses caused by Covid-19 was one of the most crucial questions that drove the researcher to perform this study with a focus on how learning is given in pandemic situations.

The functioning of the education sector is maintained notwithstanding the circumstances in support of the Basic Education Learning Continuity Plan (BE-LCP) based on DepEd Order Number 12 s. 2020. This serves as a tool for continuing education across several alternative distant learning modes, including home-based, modular, online, television- and radio-based. However, as stated by the University of the Philippines College of Education (2020), cited by Diokno (2021), public schools should make sure that their pandemic response plans are inspired by the values of compassion, inclusion, and innovation. These values include prioritizing teacher and student safety, health, and well-being, readjusting curricular and assessment priorities, implementing flexible learning options, empowering families for home-based learning, and fostering a climate of innovation.

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## Action Research Questions

The purpose of this research is to bridge the gap between the students and insufficient information they need in the work immersion program as caused by the pandemic, specifically this aims to:

1. Identify the problems encountered by Grade 12 learners in the implementation of work immersion;
2. Determine the competencies that can be delivered to learners through the use of alternative mode of learning work immersion,
3. Create a project that can entice students' interest as well as develop necessary skills under the work immersion program despite the limitation in the mode of learning through partnership.

## Proposed Innovation, Intervention and Strategy

The present study suggests a supplementary material for Work Immersion Program through an innovative way such as vlogging, film documentary videos and sought partnership with different institutions both private and public as Work Immersion Partners and executed memorandum of Agreement.

## Action Research Methods and Data Gathering Method

After the subject was approved, the researcher chose to begin working on it. To create the questionnaire, the researcher looked through relevant DepEd memos and studied books, prior research, and journals. After gathering the necessary information, a questionnaire was developed and verified.

The researcher used Google Forms to administer and retrieve the completed surveys. In the instance of students who did not have access to the internet, the study contacted them through phone calls and/or home visits. The scores were tabulated, and the findings were statistically treated.

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## Participants

From the population of 521 senior high school students, the researcher used Raosoft calculator at 5 percent margin of error and power probability of 0.95 to arrive at the sample size of 204 respondents. It allows the researchers to sample the population with a desired degree of accuracy. It gives an idea of how large the sample size needs to ensure a reasonable accuracy of results.

Table 1. Distribution of Respondents

Students' Track/ Strand	Total Population	Sample Size
Academic/ ABM-12	96	37
Academic/ HUMSS-12	262	101
Academic/ STEM-12	29	11
TVL/ H.E. -12	145	56
<b>Total</b>	<b>532</b>	<b>204</b>

## Data Analysis Plan

Composite mean was used to compute the weighted mean of the gathered data.

### Statistical Treatment Data

The data were collected, tabulated, analyzed and interpreted using relative frequency, weighted mean, percentage and ranking.

Relative Frequency. This was used to determine the respondent's specific responses to items regarding the background information.

Weighted Mean. This is the sum of the values in the data group divided by the number of values. This was used to determine the answer of the respondents

Percentage. This is the sum values divided by the total number of values. This was used to know the ratio of the respondents who have the same answer in the total number of the respondents.

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## Discussion of Results

The results of the study entitled, "Students' Curriculum Exits Plan: Framework for Taal Senior High School Partnership Support Program" are presented in this section.

### 1. Profile of the Students

Table 2. Profile of the students based on Sex

Sex	f	Percentage
Male	106	52%
Female	98	48%
<b>Total</b>	<b>204</b>	<b>100%</b>

Based on the data of gender, from a total of 204 senior high school students, 106 were male (52%) and 98 were female (48%).

Table 3. Profile of the students based on Track

Track	f	Percentage
Academic	148	73%
TVL	56	27%
<b>Total</b>	<b>204</b>	<b>100%</b>

Most of the respondent-students of the study were Academic track with a percentage of 73%. The Technical Vocational and Livelihood (TVL) track respondents-students were only 27%.

Table 4. Profile of the students based on Strand

Strand	f	Percentage
Accountancy, Business & Management	37	18%
Humanities & Social Sciences	101	50%
Science, Technology, Engineering & Mathematics	11	5%
Home Economics-Bread & Pastry Production, Food & Beverages Services, Local Tour Guiding Services, Tourism Promotion Services	56	27%
<b>Total</b>	<b>205</b>	<b>100%</b>

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The respondent-students were from Academic Track with four strands namely Accountancy, Business, and Management (ABM) with 18%, Humanities and Social Sciences (HUMSS) with 50%, and Science, Technology, Engineering, and Mathematics (STEM) with 5%. While for Technical Vocational and Livelihood track with only one strand, the Home Economics – specialized in Bread & Pastry Production, Food & Beverages Services, Local Tour Guiding Services, Tourism Promotion Services with 27%. Most of the participants were Humanities and Social Sciences (HUMSS) students.

### Computed Mean on the Proposed Project- VTOUR

Statements	Mean	SD	QD
1. My Work Immersion teacher conducts pre-immersion orientation online like knowing what to do, rules and regulation, and the submission of requirements.	3.68	0.51	SA
2. The learning I gained from the orientation has prepared me for the School-based Work Immersion and has guided me in securing and accomplishing the documents.	3.68	0.51	SA
3. The virtual learning (e.g. laboratory on STEM, Home Economics Set-up, Business Simulation) helped me acquire the relevant skills and competencies.	3.35	0.51	A
4. The school has observed the IATF guidelines as to sending or uploading the supplementary materials to the students	3.66	0.54	SA
5. There were no distractions that interfered with the supplementary materials I got from the school	3.25	0.52	A
6. The Project V-TOUR will be helpful for my success in the future.	3.85	0.56	SA
7. I will be able to immediately use what I learned from Project VTOUR in work in the future.	3.25	0.37	A
8. I was well managed with my teacher with what was going on during the Work Immersion.	3.68	0.51	SA
9. I was given adequate opportunity to perform hands-on activities that are related to my specialization.	3.68	0.51	SA
10. The Project V-Tour met my expectations with clear goals and prepared venue and materials relevant to my specialization	3.68	0.51	SA
Mean	3.57	0.56	SA

The table indicates that the school supported the Work Immersion Program's execution, particularly with regard to its adherence to the various requirements and educational activities. The table demonstrated that Item No. 6, " The Project V-TOUR will be helpful for my success in the future.," received a mean of 3.85, 0.56 SD, which ranked first and verbally interpreted as Strongly Agree, while Items No. 5, " There were no distractions that interfered with the supplementary materials I got from the school," and Item No. 7, " I will be able to immediately use what I learned from Project VTOUR in work in the future.," received a mean of both 3.25

The findings demonstrated that these respondents met the requirements established by the DepEd for the implementation of Project VTOUR, with its emphasis on learning and

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competences as key factors. Additionally, students were given instructions on what to do, such as correct orientation, submission of the necessary paperwork, and the expected tasks related to their expertise, thanks to the presence of Work Immersion professors. However, as part of routine processes, students were reminded of health precautions including maintaining a social distance, donning a face mask, and taking their body temperatures.

### Proposed Project VTOUR Virtual Teaching An Opportunity to Use External Resources: Supplementary Material for Work Immersion Program

Target Date	Activity	Person/s Involved
December 14, 2020	Proposal Meeting	District Supervisor School Head Proponent
December 18 – January 10, 2021	Seeking Partnership with Partner Institutions	School Head Proponent/ School Partnership Focal Person Work Immersion Teacher
January 2021	Securing of Memorandum of Agreement  Signing of Memorandum of Agreement – SDS / PSDS	Schools Division Superintendent Public School District Superintendent School Head Proponent
February 2021	Shooting and Editing of Video	Proponent
March 2021	Quality Assurance	School Head Master Teachers Proponent Learning Resource Coordinator

#### TARGET PARTNER INSTITUTIONS

1. Saranghe Honey Bee Farm
2. BPI MS Insurance
3. M.Y. Dinners
4. MGM Ranch
5. Hannary Photography
6. Muraseki Fabricating Services
7. Our Lady of Caysasay Medical Center

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8. Little Angels Medical Hospital
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14. RMS Resort
15. Cookies and Cream Connection Cake Shop
16. Taza Mia
17. Taal Bistro Restaurant
18. Krysdale Supermarket
19. AVON
20. RR Motorshop and Sales

## Project Methodology

1. Different activities will have to be carefully planned for implementation.
2. The implementer of the projects saves recording of the activities.
3. The production team of Taal senior High School through the leadership of the proponent will document the best practices.
4. ICT department edits for documentation.
5. The proponent interviewed proprietors of and roamed around different restaurants and other businesses, for TVL and ABM students, respectively. Moreover, he visited government agencies and schools to benefit the HUMSS students, and manufacturing health, and engineering institutions for STEM students.
6. The videos will be uploaded to students' tablets courtesy of the DepEd Division of Batangas, for them to utilize for the blended learning.

## CONCLUSIONS

According to DepEd Order No. 30 series of 2017 Guidelines for Work Immersion - Section 1, Work Immersion is a program implemented with the purpose of developing learners into competent professionals through imparting the knowledge of work ethics, values, and skills. That said, such an activity is not entirely feasible currently.

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Since the start of the pandemic, a lot of effort has been made to try and stop the spread of the virus. Forced to adapt to the situation at hand, changes were made and new policies were put in place. Having said that, the Department of Education has constantly tried to ensure the safe continuation of education and provide learners with hope and stability throughout the health crisis as stated in DepEd No. 014 series of 2020 - Guidelines on the Required Health Standards in Basic Education Offices and Schools.

## Recommendation

Based on the findings, the researcher came up with the following recommendation:

1. There will be an annual assessment of the effectivity of supplementary materials and it will be updated based on the required competencies.
2. An partnership support will be sought to external stakeholders for the effective implementation of the program
3. PROJECT V-TOUR will be adopted by Taal Senior High School to entice students' interest as well as develop necessary skills under the work immersion program, despite the limitations in the mode of learning.

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