



LEARNERS' PERFORMANCE AND SATISFACTION WITH WORK IMMERSION

KENNETH M. LOZADA

TEACHER I

Jayobo Farm School

kennethlozada1028@gmail.com

ABSTRACT

This study examined the performance and satisfaction of Senior High School learners with work immersion in the Third Congressional District, Schools Division of Iloilo, Philippines, for School Year 2024–2025. Guided by Vygotsky's Socio-Cultural Theory, Kolb's Experiential Learning Theory, Bandura's Social Learning Theory, and Herzberg's Two-Factor Theory, the research employed a descriptive-correlational design. A total of 311 Grade 12 learners were selected through random sampling. Data were collected using a validated researcher-made questionnaire and secondary records of learners' grades, and analyzed using the mean, t-test, one-way ANOVA, and Pearson's r at a 0.05 level of significance. Findings revealed that learners' overall performance in work immersion was Outstanding, while their satisfaction level was Very High. No significant differences were found in their performance when grouped by sex, school size, location, or municipality, but a significant difference emerged across strands, with Industrial Arts learners obtaining the highest mean. Learners' satisfaction in work immersion showed a significant difference when classified by sex, favoring female respondents, but no significant variation was noted across strand, school size, location, and municipality. Moreover, no significant relationship was found between learners' performance

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and satisfaction. The study concludes that learners demonstrated commendable competence and high satisfaction with their immersion experiences, affirming the effectiveness of the program in developing workplace skills and attitudes.

Keywords: *Senior High School work immersion, performance, satisfaction*

INTRODUCTION

Work immersion is an essential component of senior high school education, designed to bridge the gap between theoretical learning and real-world application. It provides learners with hands-on experience in actual workplace settings, allowing them to develop essential skills, enhance their competencies, and gain a deeper understanding of their chosen career paths. According to Dela Cruz and Mendoza (2021), students who underwent structured pre-immersion orientation and skills workshops exhibited higher task efficiency and greater satisfaction with their immersion experience.

In an ideal setting, students would enter work immersion with a strong foundation in both technical and soft skills, enabling them to perform efficiently and adapt to real-world challenges. Schools, in collaboration with industry partners, would provide comprehensive preparatory programs that include career orientation, skills training, and workplace simulations. This approach would help learners build confidence, enhance problem-solving abilities, and foster a strong work ethic. However, Santos and Villanueva (2022) emphasized that a lack of communication skills, adaptability, and initiative is a common barrier to success

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during immersion, directly affecting both the quality of learners' performance and their overall satisfaction with the experience.

This study seeks to explore these real-world challenges by examining learners' actual experiences during immersion—specifically focusing on their performance and satisfaction—and identifying key areas for improvement. The rationale behind this study lies in the need to ensure that work immersion programs are not only implemented but are also effective in producing competent and satisfied learners prepared for future careers. While numerous initiatives focus on readiness before immersion, less attention has been given to the actual quality of learner performance and the level of satisfaction during the immersion itself. This highlights a significant gap in the literature: the lack of comprehensive assessment tools and empirical studies that link learners' performance and satisfaction with contextual factors such as strand-industry alignment, workplace relevance, and support systems.

According to Reyes, Pascual, and Lim (2023), learners whose immersion placements were aligned with their academic strands reported higher levels of satisfaction and demonstrated improved performance, underscoring the importance of proper industry matching. Despite the growing recognition of work immersion as a vital component of senior high school education, several gaps remain unaddressed. One key gap is the absence of detailed evaluations of learner performance during immersion—not just in terms of completion or attendance, but in how well students apply skills, adapt to workplace demands, and derive satisfaction from the experience. Moreover, limited empirical data currently exist to establish

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a direct relationship between learners' actual performance and their immersion satisfaction, making it difficult to develop targeted and evidence-based improvements in program design.

By examining the factors that contribute to successful work immersion, this research aims to improve training interventions, refine curricula, and strengthen collaboration between educational institutions and industries. Ultimately, the findings will provide valuable insights into how work immersion can be optimized to better equip students with the skills, competencies, and satisfaction necessary for their future careers.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, sampling design, data-gathering procedures, research instrument, and data analysis used in the study. The purpose of this study was to determine the learners' performance and satisfaction in work immersion in the Third Congressional District, Schools Division of Iloilo, Philippines, during the school year 2024-2025.

Research Method

The study utilized the Quantitative Research method. Quantitative research involves the process of collecting and analyzing numerical data to describe, predict, or control variables of interest. According to Creswell (2014), this method is used to test objective theories by examining the relationship among variables, which can be measured typically on instruments, so that numerical data can be analyzed using statistical procedures.

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Research Design

The descriptive-correlational method of research was used in this study to determine the learners' performance and satisfaction in work immersion in the Third Congressional District, Schools Division of Iloilo, Philippines, for the S.Y. 2024-2025.

According to Martinez and Lee (2023), descriptive-correlational research designs are widely employed in educational studies to examine the relationships between variables without establishing cause-and-effect connections. This approach provides a comprehensive snapshot of phenomena by describing current conditions and exploring how variables are associated. It is particularly effective in studies where manipulation of variables is impractical or unethical, allowing researchers to analyze naturally occurring data and identify meaningful patterns.

In this study, the descriptive-correlational design is appropriate because it investigates the relationship between learners' performance and satisfaction in the work immersion. This method allows for the systematic collection and analysis of data without manipulating variables, thus reflecting authentic learner experiences. Additionally, it supports the identification of specific factors within learner profiles that may influence immersion outcomes, providing valuable insights for educators and program developers to enhance the effectiveness of work immersion programs.

Participants of the Study

The respondents of this study were the Senior High School learners undergoing work-immersion in the Third Congressional District, Schools Division of Iloilo, Philippines, for the S.Y. 2024-2025. There are 1,391 senior high school learners undergoing work immersion

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from the nine (9) municipalities in the 3rd congressional district. The computed sample size was 311, broken down as follows: Badiangan, 22 from 98, Bingawan, 20 out of 90, Cabatuan, 43 out of 195, Calinog, 48 out of 213, Janiuay, 41 out of 182, Lambunao, 51 from 227, Maasin, 38 from 170, Mina, 24 from 109 and Pototan, 24 out of 107. These learners were selected using stratified random sampling from the different senior high schools in the municipality.

Sampling Design

The study utilized a stratified random sampling design. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In this method, the strata are formed based on shared attributes or characteristics of the members, such as their geographical location or municipality (Creswell, 2014). This technique ensures that each subgroup of the population is adequately represented within the whole sample, providing a more accurate reflection of the total population.

In this study, the population consisted of 1,391 Senior High School learners undergoing work immersion across the nine (9) municipalities of the Third Congressional District, Schools Division of Iloilo. To ensure proportional representation from each municipality, the researcher computed a sample size of 311 respondents.

Research Instrument

In this study, a researcher-designed questionnaire served as the primary instrument for data collection. According to Martinez (2022), an effective questionnaire must be clear, concise, and aligned with the research objectives. It should minimize ambiguity and bias while being easily comprehensible to the target respondents.

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For this research, a questionnaire was developed based on the study's objectives and focused on assessing learners' performance and their experiences during work immersion. The questionnaire was composed of three (3) parts. Part I gathered information on the personal profile of the respondents, which consisted of their sex, strand, school size, school location, and municipality. Part II gathered data on the learners' performance in work immersion based on secondary data retrieved from official school records. This was based on their grades in their work immersion subject, which followed the standards outlined in DepEd Order No. 8, s. 2015, which include: Outstanding (90-100), Very Satisfactory (85-89), Satisfactory (80-84), Fairly Satisfactory (75-79), and Did Not Meet Expectations (Below 75). To interpret the scores, the researcher used the following scales of means and interpretations for the learners' performance:

Grades	Description	Interpretation
90-100	Outstanding	The learner consistently demonstrates excellent quality performance in work immersion, showing strong mastery of required skills, professionalism, and workplace competence.
85-89	Very Satisfactory	The learner performs well in work immersion, exhibiting most of the expected skills and behaviors with minor areas for improvement.

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80-84	Satisfactory	The learner shows average performance in work immersion but needs further development in certain skills or workplace behaviors to enhance overall effectiveness.
75-79	Fairly Satisfactory	The learner's performance in work immersion is below expectations, indicating a lack of confidence or competence that hinders effective work contribution.
Below 75	Did not meet expectations	The learner demonstrates poor quality performance during work immersion, requiring substantial guidance and skill development to meet workplace standards.

Part III consisted of items that measured the level of learners' satisfaction in work immersion, which consists of 15 items. To interpret the scores, the researcher used the following scales of means and interpretations for the learners' satisfaction:

Scale of Means	Description	Interpretation
4.21 – 5.00	Very High	Learners are extremely satisfied with the work immersion, showing that their expectations and learning goals were fully met or exceeded.
3.41 – 4.20	High	Learners are generally satisfied, with most expectations and learning needs successfully addressed during the immersion.

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2.61 – 3.40	Moderate	Learners feel moderately satisfied but note areas where the work immersion could be enhanced.
1.81 – 2.60	Low	Learners are dissatisfied, as several expectations remain unmet and the program needs significant improvement.
1.00 – 1.80	Very Low	Learners are highly dissatisfied, indicating the immersion experience fell far short of their goals and expectations.

Validity of the Research Instrument

Validity is an essential aspect of any research study, and it ensures that the research instrument measures what it is intended to measure. As noted by Kalkbrenner (2021), validation provides a comprehensive guide on instrument development and scoring in the social sciences, emphasizing the importance of establishing validity through a systematic process.

In this study, to ensure the validity of the research instrument, a panel of jurors was formed, composed of experts in the field of research, school management, English critic, a Senior High School Coordinator, and a statistician. The panel validated the questionnaire using the criteria set by Goods and Scates for validation. The panel checked the face and content validity by examining the questions and made judgments based on their expertise in the relevant fields. They evaluated the questionnaire's content, structure, relevance, and clarity, ensuring that each question was appropriate and relevant to the study. The comments and

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recommendations of the panel were incorporated into the final draft of the data gathering instrument before it was pilot tested for its reliability.

Data Gathering Procedures

After the content validation and reliability testing of the questionnaire, permission to administer the survey was secured from the Offices of the Dean of the Graduate School of Guimaras State University and the School Division Superintendent. Likewise, permission was secured for the school heads of the different schools who were part of the research locale. The researcher, then, personally distributed the questionnaires so that the purpose of the study was properly understood by the respondents to ensure the accuracy of the responses and to provide the respondents with assurance that their responses would be kept strictly confidential.

Upon collection, the questionnaires were systematically encoded and processed using the latest version of the Statistical Package for the Social Sciences (SPSS). The gathered data were organized, analyzed, and interpreted using appropriate statistical methods, such as frequency, percentage, and mean for descriptive statistics, and t-Test, Analysis of variance (F-test), and Pearson r for inferential statistics.

Data Analyses

For the statistical analysis of the data, the following statistical tools were used:

Frequency Count. This was used to determine the number of responses per item in the questionnaire in the profile of the respondents.

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Percentage. This was used in the profile of the respondents and in the distribution of respondents.

Mean. This was used to determine the learners' performance and satisfaction work immersion.

One-Way ANOVA. Applied to identify significant differences in learners' performance and satisfaction in work immersion when grouped according to strand, school size, and municipality.

Independent Samples t-test. Used to determine significant differences in learners' performance and satisfaction when classified by sex and school location.

Person r. This was used to determine the significant relationship between learners' performance and satisfaction in work immersion.

The 0.05 level of significance was used for this study.

RESULTS AND DISCUSSIONS

This study focuses on examining the learners' performance and satisfaction in work immersion among public Senior High Schools in the Third Congressional District, Schools Division of Iloilo, Philippines, for the Academic Year 2024–2025. The respondents of the study were the Grade 12 Senior High School students who had completed their work immersion requirements under the Technology and Livelihood Education (TLE) program. The focus is to assess what learners gained in terms of performance, based on secondary data from schools, and their satisfaction level, based on a validated researcher-made questionnaire, anchored on

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the guidelines of the Department of Education’s Work Immersion Manual (DepEd, 2021), and is designed to gather relevant and reliable data aligned with the program's goals.

This research employed a descriptive-correlational design. Statistical tools such as frequency counts, percentages, and means were used for descriptive statistics. Inferential analysis utilized the Kruskal-Wallis H-test, Mann-Whitney U-test, and Spearman’s Rho to determine if significant differences or relationships exist between learners' profiles and their performance and satisfaction in work immersion. All data were analyzed using the Statistical Package for the Social Sciences (SPSS), and hypotheses were tested at a 0.05 level of significance.

Specifically, the following problems were answered:

1. What is the learners’ performance in work immersion when taken as a whole and when classified according to sex, strand, school size, school location, and municipality?
2. What is the level of learners’ satisfaction in work immersion when taken as a whole and when classified according to sex, strand, school size, school location, and municipality?
3. Are there significant differences in the learners’ performance in work immersion when classified according to sex, strand, school size, school location, and municipality?
4. Are there significant differences in the level of learners’ satisfaction in work immersion when classified according to sex, strand, school size, school location, and municipality?
5. Is there a significant relationship between learners’ performance and satisfaction in work immersion?

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After thorough analysis, the study arrived at the following findings:

1. Overall, the Senior High School learners in the Third Congressional District, Province of Iloilo had an *outstanding* performance in their work immersion ($M = 90.27$). Across variables, the learners' performance was *outstanding*, in sex; both males ($M = 90.20$) and females ($M = 90.33$); strands, with Industrial Arts ($M = 90.55$) slightly higher than the others; school size (small, medium, or large) and location (upland or lowland); and municipality, all groups also achieved *outstanding* performance with Calinog ($M = 90.44$) being the highest.
2. Overall, the SHS learners' level of satisfaction in work immersion was *very high* ($M = 4.93$). Both males ($M = 4.91$) and females ($M = 4.96$) expressed *very high* level of satisfaction. Across strands, the level of satisfaction remained *very high* with minimal variation ($M = 4.92-4.94$). Satisfaction was also consistently *very high* across school sizes, locations, and most municipalities. Among municipalities, learners from Bingawan ($M = 4.99$) registered the highest satisfaction, while those from Badiangan ($M = 4.83$) had the lowest, though still within the *very high* category.
3. Statistical analysis revealed that when classified according to strand, SHS learners' performance differed significantly ($F\text{-value} = 3.510$, $p\text{-value} = 0.016$). However, no significant differences were noted in the learners' performance in work immersion when classified according to sex ($t\text{-value} = 1.064$, $p\text{-value} = 0.303$), school location ($t\text{-value} = 0.272$, $p\text{-value} = 0.603$), school size ($F\text{-value} = 0.708$, $p\text{-value} = 0.493$), and municipality ($F\text{-value} = 0.839$, $p\text{-value} = 0.569$).

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4. The level of SHS learners' satisfaction with work immersion significantly differed when classified according to sex (t-value= 26.778, p-value=0.000) and municipality (F-value=4.572, p-value=0.000). However, no significant differences were noted when they were classified according to school location (t-value= 1.546, p-value=0.215), strand (F-value=0.855, p-value=0.465), and school size (F-value=0.410, p-value=0.664).
 5. The analysis revealed that there was no significant relationship between learners' performance and their level of satisfaction in work immersion ($r = -0.017$, $p = 0.763$).

Conclusion

Based on the findings, the following conclusions were drawn:

1. Senior High School learners in the Third Congressional District consistently demonstrate outstanding performance in work immersion. This indicates that learners possess the necessary technical competencies, work ethics, and professionalism required in real workplace environments. Their strong performance may be attributed not only to academic preparation but also to observable traits such as diligence, obedience, and respectfulness toward supervisors and workplace policies.
2. The learners exhibit a very high level of satisfaction with their work immersion experience. This suggests that the immersion program effectively provides meaningful learning opportunities, supportive supervision, and safe working environments that meet or even exceed learners' expectations. The positive workplace climate contributes significantly to their overall immersion experience.

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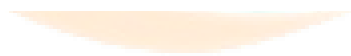


3. The academic strand significantly influences learners' performance in work immersion.

This implies that strand specialization plays an important role in shaping learners' technical readiness and task alignment. When immersion placements are closely related to learners' strand, performance outcomes tend to be stronger.

4. Learners' satisfaction in work immersion is influenced by sex and municipality. This indicates that contextual and demographic factors, such as local workplace environments and support systems, may shape learners' perceptions of their immersion experience. Differences in municipal resources, industry partnerships, and supervisory practices may contribute to variations in satisfaction levels.

5. There is no significant relationship between learners' performance and their level of satisfaction in work immersion. This suggests that high performance does not necessarily equate to higher satisfaction. While learners may demonstrate strong technical skills and meet performance standards, internal factors such as self-confidence, communication ability, and fear of making mistakes may influence their overall satisfaction independently of their performance outcomes.



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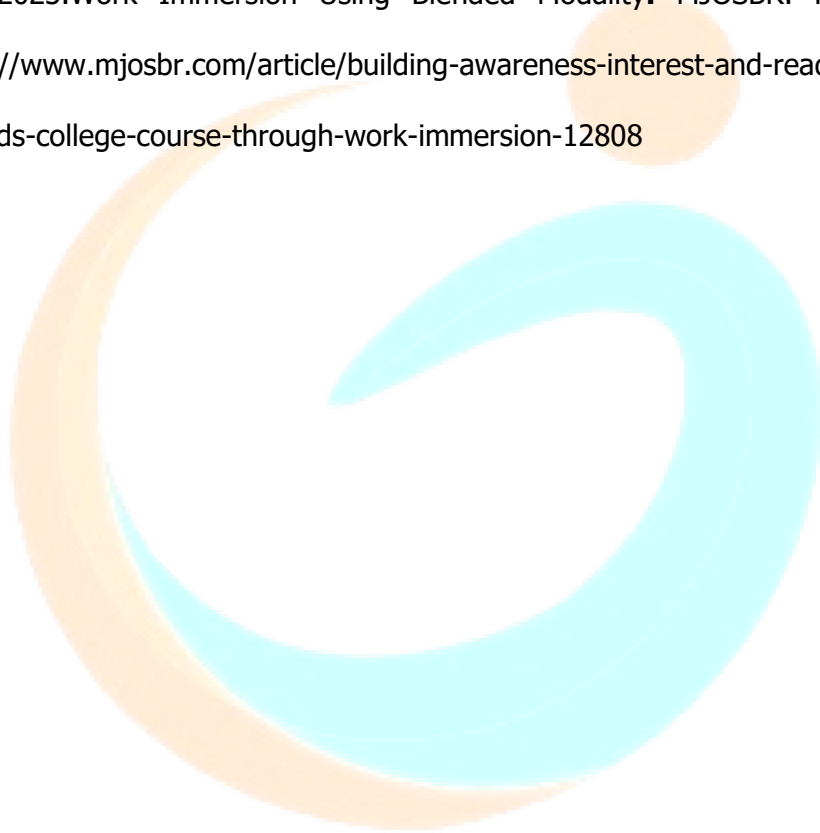
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