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Research Article

Implementation of Work Immersion in the New Normal: Basis for Students' Quality Performance and Satisfaction

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ABSTRACT

This study evaluated the implementation of work immersion in the new normal, students' quality performance, and work immersion satisfaction. The relationship between variables and the mediating effect of students' quality performance between work immersion implementation and student satisfaction was also investigated. Adherence, exposure, quality of delivery in terms of work immersion curriculum, work immersion processes, and work immersion assessment, as well as participant responsiveness, were used to assess the extent of work immersion implementation. In addition, the level of satisfaction among students was evaluated using Task values (attainment value, intrinsic value, utility value, and cost); Motivation factors (work itself, achievement, and responsibility); and Hygiene factors (administrative policies, supervision, interpersonal, and working conditions). On the other hand, students' quality performance was gauged based on teamwork, communication, attendance/punctuality, productivity/resilience, initiative/proactivity, judgement/ decision-making, and dependability. Respondents are Grade 12 students from public secondary schools in the SDO Tayabas who have participated in actual work immersion activities in an authentic workplace. The structured questionnaire was created and validated to collect data from respondents via Google Forms to determine the extent of the research variables and their association. These data were analyzed to obtain reliable and valid study results. The study's findings revealed that work immersion program implementation is significantly related to student satisfaction. Work immersion program implementation is significant to student quality performance; student satisfaction creates a relationship with work immersion program implementation. The mediation analysis results indicate that the overall student's quality performance can transmit the effect of influenced implementation of work immersion, which increases student Satisfaction. Also, partial mediation exists considering the extent of the mediating effect of students' quality performance between the work

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immersion implementation and the students' satisfaction with work immersion. This is due to the analysis that the work immersion implementation as the independent variable significantly affects a mediating variable, which is the students' quality performance. The students' quality performance as the mediating variable has a direct impact on the students' satisfaction with work immersion as the independent variable.

Keywords: *Students' quality performance, Students' satisfaction, Work immersion, Work immersion implementation*

Introduction

Work Immersion is one of the course requirements for graduation, as stated in DepEd Order No. 30 S. 2017. Every Senior High School student is expected to be immersed in actual work environments such as industry, offices, and laboratories. An SHS student must also complete at least 80 hours of work immersion. It provides schools multiple delivery options (80 hours, 240 hours, 320 hours). It does not limit a learner's practical job experience to 80 hours or compliance with the Technical Education and Skills Development Authority (TESDA), the Department of Labor and Employment (DOLE), and the DepEd Work Immersion Guidelines. (Do 30, S. 2017 - Work Immersion Guidelines)

Its primary goal is to provide learners with the necessary competencies, work ethic, and values to carry out its four SHS curriculum exits, which include higher education, middle-level skill development, employment, and entrepreneurship (Ronda, 2018). Durlak (2013) states that implementation, such as work immersion programs, is critical for all child and youth programs. Indeed, as implementation quality improves, the program's chances of producing the desired results improve also.

Caraig (2018) found that if the program's educational objective is implemented well, the students perform well during the internship and practice and demonstrate professionalism in the workplace. As a result, Guimba (2019) discovered that a high level of work immersion satisfaction indicates that respondents valued the learning opportunities provided by their workplace and further motivate them to pursue higher education, engage in entrepreneurship and business enterprise, and find work.

To, W. M., & Lung, J. W. (2020) revealed that only student evaluation was related to student satisfaction. They asserted that supervisor evaluation is not related to student satisfaction. However, collaboration between supervisors and individual subjects is important to raise the number of co-work projects between immersion implementers and industries (Kaseorg, M., & Pukkonen, L., 2015). Further, Jaradat (2017) confirmed students expect internship training to improve their professional and personal skills and increase their workplace-related satisfaction.

Lu & Kuo (2016) stressed that it is unique for students to experience workplace learning and prepare for their careers while still in school. The results of their study justify that a proactive personality could influence individuals' job performance and satisfaction through self-efficacy. Confirmed in the study of McDevitt & Ormrod (2008) that self-efficacy is a predictor of performance. That high self-efficacy lets people ignore the weaknesses they do not realize they have. Thus, work immersion students demonstrated high confidence in performing their tasks and showed focus and determination in completing the assigned tasks. Further, by Liu (2019) attested that the moderate experience level of students positively correlated to students' level of performance, degree of satisfaction, and professional interest and it is essential to strengthening their concentration on work immersion and learning immersion experiences.

Furthermore, Sihombing's (2021) research clarified the impact academic preparedness, a positive attitude, and self-initiative are associated with high-performance levels. Thus, it is reasonable to assume that quality performance

impacts student satisfaction in their internship program. Hermosa, et al., (2023) even stated further to ensure teaching and learning continuity amid and beyond the pandemic, education institutions need to empower tech-savvy students who are increasingly looking for more creative and engaging content, they could create a compelling learning environment online that stimulates interests, worthwhile university experience and 21st-century skills.

In the past two years, physical work immersion was tentatively deferred during the Covid-19 situation in the country, where Senior High School students could not experience real simulation and face to face on- the- job immersion with only alternative distant learning modalities being implemented. The Department of Education took a practical deportment in anticipating and planning for various service delivery conditions.

Cited in the study by Diokno (2021), public schools must make sure that pandemic response plans are guided by the ideals of compassion, inclusivity, creativity, and innovation with great consideration to the teacher's and students' safety, health and well-being.

In the Division of Tayabas, Grade 12 students were engaged in the virtual work immersion set-up and the alternative work immersion activities the Department of Education proposed as viable options to address the challenge of implementing work immersion as a required subject before graduation. Alternative work immersion modality was introduced. Some school in the division offered virtual work immersion set up during the school year 2020- 2021. Finally, in the School Year 2021-2022, the TVL (Technology, Vocational, and Livelihood) students could have limited work immersion engagements with the different industries relative to their area of specialization.

In light of these, an online article by Cruz (2022, May 5) emphasizes that the Department of Education (DepEd) increases support for the resumption of physical work immersion as a requirement for senior high school (SHS) students in line with the progressive national expansion of face-to-face classes, as a requirement for senior high school (SHS) students.

True enough, the pandemic corrupted the integral aim of work immersion to immerse the

students in an authentic work environment for them to apply their earned knowledge and competencies due to health and safety reasons. However, the recent educational shift concerning teaching and learning set up is beneficial as we push through with the post-pandemic educational scenario. Malipot (2022, October 17) posted in his online article that Department of Education mandated all public schools in the country to implement five (5) days in- person classes starting November 2, 2022. Thus, there is a strong clamor from Senior High School students to shift back to face-to-face work immersion modality.

As a formerly designated Work Immersion Focal Person of Luis Palad Integrated High School and work immersion teacher for the past three years and with the present conditions in our educational system, the researcher's professional adherence is to allow the Grade 12 students in the Division of Tayabas to experience face-to-face work immersion in an authentic working environment. There is a need to revisit the work immersion process and workflow and intensify the work immersion partnership with the different industries in the locality. Also, there is a pressing need to evaluate work immersion implementation in the new normal in the Division of Tayabas and instigate its correlational effect on students' satisfaction. Further, delve into the influence of students' quality performance on the association between the extent of implementation of work immersion and students' satisfaction.

Objectives of the Study

This study assessed the implementation of work immersion in the new normal and its association with students' quality performance and satisfaction. It specifically determined the extent of work immersion implementation as perceived by the students in terms of Adherence, Exposure, Quality of delivery as to Work Immersion Curriculum, Work Immersion Processes, Work Immersion Assessment, and Participants' Responsiveness. Also, the level of students' quality performance in work immersion in terms of Teamwork, Communication, Attendance/Punctuality, Productivity/Resilience, Initiative/Proactivity, Judgement/Decision-making, and Dependability was gauged.

This study also calculated the satisfaction level of Grade 12 students in their work immersion experiences in terms of Task values as to Attainment value, Intrinsic value, Utility value, Cost, Motivation factors as to Work itself, Achievement, Responsibility, and Hygiene factors as to Administrative Policies, Supervision, Interpersonal relation, and Working conditions.

Further, significant relationship between the implementation level of work immersion and student satisfaction, significant relationship between the implementation level of work immersion and the level of students' quality performance, and significant relationship between students' quality performance and satisfaction in work immersion were all evaluated in the study.

Finally, the study gauged the mediating effect of student's quality performance to the association of work immersion implementation to students' job satisfaction.

Methodology

This part discusses the research design, respondent of the study, research instrument, research procedure, and statistical treatment.

Research Design

This study focused on assessing work immersion implementation in the new normal. The researcher utilized the descriptive-

correlational research design. This method was used because of its appropriateness to the nature of the study, which involves data gathering and tabulation of data gathered, interpretation of the meaning of what is described and analysis of the study's findings.

As explained in the study of Stangor & Walunga (2019), descriptive correlational research aims to characterize the connection between variables instead of its contrast to causal inference. When the researcher has no control over the independent variables—the factors thought to produce or impact the dependent or outcome variable—which are related, descriptive correlational research design can be instrumental for articulating how one phenomenon is connected to another situation.

Respondents of the Study

The Grade 12 work immersion students from public senior high school in the SDO Tayabas were the participants that underscored the constructs of the study. Grade 12 work immersion students assessed the extent of work immersion implementation of various schools that offers Senior High School programs, their satisfaction level based on the work immersion programs and experiences offered to them and their performance as work immersion students based on the Work Immersion Evaluation form stipulated in the Dep Ed Order No. 30 s. 2017 on the Guidelines of Work Immersion.

Table 1. Number of Work Immersion Students in the Division of Tayabas

Name of School	Population Size	Actual Number of Respondents
Luis Palad Integrated High School (Batch 1)	236	221
Buenaventura Alandy National High School	282	182
West Palale National High School	92	74
Rosario Quesada Integrated National High School	56	39
Dapdap Integrated High School	30	23
	N- 696	N= 539

Study participants are Grade 12 students from four (5) public schools that offer Senior High School Programs to schools in the Division of Tayabas. The actual respondents of the student were Grade 12 students who experienced work immersion activities in an authentic work

environment. These schools are Luis Palad Integrated High School, Buenaventura Alandy Alandy National High School, West Palale Integrated High School, Rosario Quesada Integrated National High School and Dapdap Integrated High School.

Research Instrument

In collecting the data needed, the researcher utilized a structured questionnaire to evaluate the extent of implementation of work immersion and students' satisfaction. The self-made structured questionnaire was intended to assess the extent of implementation of work immersion and task values components to determine the students' level of work immersion satisfaction.

The survey questionnaire pertinent to motivation and hygiene factors to assess the other components of students' satisfaction in work immersion will utilize the structured self-assessment developed by Syptak et al. (1999) adopted and utilized in the study of Khanna, V. (2017). The instrument was also adopted and modified to fit the purpose of the current study. Whereas the original job satisfaction instrument of Syptak et al. (1999) was delimited to the following components; motivation factors that comprise the work itself, achievement, and responsibility and hygiene factors that comprise administrative policies, supervision, and interpersonal relation to fit the nature and respondents of the current study.

Also, this study adopted the Work Immersion Evaluation form stipulated in the Dep Ed Order No. 30 s. 2017 on the Guidelines of Work Immersion to appraise the work immersion quality performance of the respondents. Particularly, this study utilized SDO Bulacan's uploaded work immersion appraisal and monitoring tool stipulated in Division Memorandum 262 s. 2017. Whereas from the original work immersion performance appraisal components such as teamwork, communication, attendance/ punctuality, productivity/ resilience, initiative/ proactivity, judgment/ decision-making, dependability, attitude, and professionalism, the last two components were taken out once the research instrument had been academically validated.

As such, the structured questionnaire was charged for validation by the panel of experts in the Division of Tayabas. Also, the research instrument was subjected to pilot testing with thirty (30) Grade 12 students of SY 2021-2022 from various Senior High Schools in the SDO Tayabas. The result of the responses of the pilot

testing was charged with factor analysis to establish the validity of the research instrument using Cronbach Alpha. The panel of examiners the researcher consisted of Dr. Eden C. Callo, Dr. Delon A. Ching, and Dr. Edilberto Z. Andal, together with his dissertation adviser Dr. Elsa C. Callo, further validated the research instrument. Their suggestions and comments were solicited to ensure the improvement and validity of the questionnaire.

Research Procedure

A letter of request was sent to the Schools Division Superintendent of the City Schools Division of Tayabas before the questionnaire was given to the respective student respondents of the study.

The researcher personally approached the school heads, work immersion focal persons and work immersion teachers of public secondary schools in the Division of Tayabas that offer Senior High School to assist the researcher in administrating the research instrument.

Enclosed in the research instrument is the appeal of the researcher to the respondents to answer the questionnaire objectively and honestly. The researcher ensured that the respondents' responses would be protected.

Statistical Treatment

Considering the nature of the research and the data collected, the following are the research statistics that were employed to answer the research questions posed in the study:

Descriptive statistics

In evaluating the extent of work immersion implementation as perceived by students, the satisfaction level of work immersion students to work immersion; and the level of students' quality performance in work immersion weighted mean was utilized.

Inferential statistics

In the examination of inferential question number 4, 5 and 6 --to evaluate the relationship between implementation of work immersion and students' satisfaction; implementation of work immersion and student's quality performance; and students' quality performance and

students' satisfaction in work immersion, Pearson r was used. Further, to explain how students' quality performance influences the

association of implementation of work immersion to students' job satisfaction, question number 7 utilized mediation analysis.

Results and Discussion

Table 2. Summary Table of the Level of Perceived Implementation of Work Immersion

Indicators	Mean	SD	VI
Adherence	4.46	.463	Implemented
Exposure	4.55	.493	Highly Implemented
Quality of Delivery			
Work Immersion Curriculum	4.58	.471	Highly Implemented
Work Immersion Processes	4.58	.499	Highly Implemented
Work Immersion Assessment	4.57	.502	Highly Implemented
Participants' Responsiveness	4.57	.531	Highly Implemented
Overall	4.5517	.4932	Highly Implemented

Legend: 1.0-1.49 (Not Implemented); 1.50-2.49 (Less Implemented); 2.50-3.49 (Moderately Implemented); 3.50-4.49 (Implemented); 4.50-5.0 (Highly Implemented)

Table 2 summarizes the perceived extent of work immersion implementation. The adherence gained an overall weighted mean of 4.46, indicating that the respondents see that the implementation of the work immersion seriously considers the existing mandates of the DepEd. Meanwhile, it may also be seen that the program is highly implemented regarding exposure.

In like manner, regarding the quality of delivery, the collected overall weighted means are

4.58, 4.58, and 4.57, respectively. It indicates that attention is given to quality assurance in the delivery of the program. The data also show that for participants' responsiveness, the respondents declare that the work immersion program is highly implemented.

Generally, it can be assumed that schools and partner institutions understand their roles and responsibilities in providing necessary yet crucial work-related experiences to the learners through the work immersion program.

Table 3. Summary Table of Perceived Extent of Work Immersion Quality Performance

Indicators	Mean	SD	VI
Teamwork	4.59	.549	Outstanding
Communication	4.49	.582	Very Satisfactory
Attendance/Punctuality	4.52	.553	Outstanding
Productivity/Resilience	4.48	.600	Very Satisfactory
Initiative/Proactivity	4.50	.609	Outstanding
Judgement/Decision-making	4.41	.629	Very Satisfactory
Dependability	4.46	.613	Very Satisfactory
Overall	4.4929	.47131	Very Satisfactory

Legend: 1.0-1.49 (Needs Improvement); 1.50-2.49 (Fair); 2.50-3.49 (Satisfactory); 3.50-4.49 (Very Satisfactory); 4.50-5.0 (Outstanding)

The summary of the perceived extent of work immersion quality performance is presented in the previous table. The satisfaction with work immersion implementation

regarding quality performance is summarized as "Very Satisfactory". With an overall mean of 4.49, it may be explained that the work immersion participants recognize teamwork as

the highest-valued indicator during work immersion implementation. They see the value of communication skills as well to both supervisors.

This implies that Oral Communication and other language-related subjects are effective and relevant to work immersion. The attendance and punctuality ethics are also observed to have an outstanding level of satisfaction.

In addition, productivity receives an overall mean of 4.48, indicating that it is very satisfactory among students to observe the process to come up with the expected output. This combines the time and quality of the final product in a cycle.

The initiative contributes the highest value of the overall mean of the perceived extent of work immersion quality performance. It indicates an "outstanding" verbal interpretation. The work immersion participants can perform expected tasks with minimum supervision from the supervisors. This means that they are responsible and can find solutions to problems immediately.

"Very satisfactory" was also evident in the students' responses regarding decision-making and dependability. It may be concluded that students hold integrity and manage to weigh decisions considered 21st Century Skills.

Table 4. Summary Table of Perceived Level of Satisfaction on Work Immersion

Indicators	Mean	SD	VI
Task Values			
Intrinsic Value	4.56	.481	Very Satisfied
Attainment Value	4.60	.479	Very Satisfied
Utility Value	4.80	.530	Very Satisfied
Cost	4.60	.501	Very Satisfied
Motivation Factors			
Work Itself	4.56	.517	Very Satisfied
Achievement	4.50	.503	Very Satisfied
Responsibility	4.52	.506	Very Satisfied
Hygiene Factors			
Administrative Policies	4.59	.497	Very Satisfied
Supervision	4.58	.518	Very Satisfied
Interpersonal Relation	4.51	.528	Very Satisfied
Working Condition	4.52	.505	Very Satisfied
Overall	4.58	.506	Very Satisfied

Legend: 1.0-1.49 (Not Satisfied); 1.50-2.49 (Less Satisfied); 2.50-3.49 (Moderately Satisfied); 3.50-4.49 (Satisfied); 4.50-5.0 (Very Satisfied)

Table 4 depicts the earned summary of the perceived satisfaction of the respondents on implementing the work immersion program. The students' consistent response means they are very satisfied with the work immersion experience. The very satisfied verbal interpretation was found across the three variables: Task Values, Motivation, and Hygiene Factors.

Meanwhile, students see the importance of adhering to the policies of the partner institutions, and they are very satisfied with the implementation of such policies.

It can therefore be declared that based on the data, schools have carefully selected partner institutions that are relevant and responsive to the needs of the learners. It is also important to note that, as per the students' response, they are very satisfied that the workplace offers an experience significant to their future careers since the nature of the job they observe is aligned with their specialization. It affects the target curriculum exit after SHS.

Table 5. Relationship between the implementation of work immersion and level of students' satisfaction

Students Satisfaction	Implementation of Work Immersion					
	Quality of Delivery					
Task Values	ADH	EXP	WIC	WIP	WIA	PR
Intrinsic Value	.549**	.561**	.633**	.634**	.620**	.664**
Attainment Value	.606**	.608**	.691**	.687**	.692**	.753**
Utility value	.610**	.634**	.640**	.642**	.642**	.708**
Cost	.575**	.584**	.648**	.659**	.672**	.716**
Motivation Factors						
Work Itself	.637**	.644**	.704**	.687**	.699**	.714**
Achievement	.607**	.614**	.647**	.636**	.684**	.677**
Responsibility	.614**	.615**	.677**	.656**	.685**	.693**
Hygiene Factors						
Administrative Policies	.579**	.594**	.649**	.653**	.658**	.691**
Supervision	.541**	.591**	.632**	.675**	.659**	.644**
Interpersonal Relation	.592**	.605**	.616**	.627**	.657**	.663**
Working Condition	.566**	.605**	.626**	.614**	.629**	.643**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of *r*-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Legend: ADH -Adherence; EXP – Exposure; WIC-Work Immersion Curriculum; WIP-Work Immersion Process; WIA- Work Immersion Assessment; PR- Participants' Responsiveness

Table 5 illustrates the relationship between the level of implementation of work immersion and students' satisfaction. The statistics tell that at **0.01 margin of error, there is a significant relationship between every pair of tested variables.

Specifically, the significant relationship between work immersion to task values draws a consistent numerical value that justifies the rejection of the null hypothesis. They feel secure, safe, and satisfied with the purpose of the work immersion program.

Meanwhile, the attained value of the relationship between work immersion and motivation factors asserts that students build internal and external motivation to see the significance of work immersion. These motivations contribute to the plan building of the students as they continue to develop the competencies during the work immersion exposure.

The close association of implementation of work immersion indicators has a moderate to strong association with the indicators of students' satisfaction. The association of participants' responsiveness as one of the indicators of work immersion implementation and attainment value as one of the indicators of task values got the highest *r*-value of .753. Also, the highest *r*-value of .714 was projected between participants' responsiveness and work itself regarding the association of implementation of work immersion and motivation factors as important components of students' satisfaction. Further, the association of implementation of work immersion and students' satisfaction with the hygiene factors participants' responsiveness and administrative policies earned the highest *r*-value of .691.

The significant correlation explains that the students' satisfaction depends on implementing the work immersion. The students get satisfied with implementing the work immersion program in terms of task values, motivation factors, and hygiene factors.

In summary, the students' satisfaction with task values, motivation factors and hygiene factors are significantly related to the implementation of the work immersion program, particularly adherence, exposure, quality of delivery and participants' responsiveness.

The assertion is every statement in the research questionnaire is valid. The collected responses are from the students' perceptions of the experience they get from the implementation.

Generally, it is implied that students' satisfaction with the effective implementation of the work immersion is perceived by their actions, attitude, and environment.

The result is consistent with the findings of Brandon & Amarasinghe (2021). They concluded that properly implementing work immersion improves students' competencies,

helps them make informed career choices, and creates employment opportunities. Most importantly, their study claimed that there is an advantage in properly implementing work immersion. Thus, the two variables mentioned earlier are interrelated.

Table 6. Relationship between the levels of implementation of work immersion and level of students' quality performance.

Table 6 on the next page discloses the relationship between the implementation of work immersion and students' quality performance. It is evident that at $**0.01$ margin of error, a significant relationship between the paired variables is established. Further, the analysis reveals that the components of work immersion implementation created a positive moderate to strong association with the components of students' quality performance. Specifically, the highest strong association was projected with the participants' responsiveness and communication with the r -value of .641. On the other hand, the lowest moderate association was observed between adherence and initiative with the r -value of .492.

Table 6. Relationship between the levels of implementation of work immersion and level of students' quality performance

Students' Quality Performance	Implementation of Work Immersion					
	ADH	EXP	Quality of delivery			PR
			WIC	WIP	WIA	
Teamwork	.565**	.554**	.614**	.618**	.618**	.622**
Communication	.580**	.596**	.629**	.605**	.635**	.641**
Attendance	.540**	.551**	.612**	.616**	.625**	.625**
Productivity/Resilience	.521**	.583**	.631**	.604**	.665**	.637**
Initiative/Proactivity	.492**	.547**	.559**	.541**	.586**	.559**
Judgment/Decision Making	.528**	.540**	.586**	.552**	.595**	.590**
Dependability	.525**	.545**	.561**	.561**	.604**	.604**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of r -values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Legend: ADH -Adherence; EXP – Exposure; WIC-Work Immersion Curriculum; WIP-Work Immersion Process; WIA- Work Immersion Assessment; PR- Participants' Responsiveness

The congruence of the student's response and the provision of the DepEd Order is a manifestation of the derived relationship between

the implementation of the work immersion and students' quality performance. This reflects the intended procedures and guidelines found

clear among the students. They are aware of the nature of the work immersion, which makes them perform accordingly.

These results indicate that implementation of the work immersion constitutes the quality performance of the students in terms of teamwork, communication, attendance, productivity, judgment, and dependability. The high-quality performance among work immersion students is associated with the high level of work immersion implementation. The apparent correlation between the implementation

and the quality performance of the learners may explain these findings. Senior High School students are exposed to 21st Century Skills under the K- 12 Curriculum. This means that it can be observed from them that they are ready for work in terms of behavior and performance. What they experience in the classroom is what they practice in the work setup.

This finding tells that given the implementation of the work immersion during Covid 19 pandemic, the schools are guided by the provision of the DepEd Order No. 30, s. 2017.

Table 7. Relationship between levels of students' quality performance and students' satisfaction in work immersion

Students Satisfaction	STUDENTS' QUALITY PERFORMANCE						
	TEAM	COMM	ATTD	P/R	I/P	J/DM	DEPND
Task Values							
Intrinsic Value	.590**	.625**	.595**	.631**	.608**	.589**	.584**
Attainment Value	.695**	.690**	.682**	.686**	.621**	.646**	.660**
Utility value	.614**	.670**	.647**	.642**	.608**	.642**	.629**
Cost	.678**	.734**	.688**	.673**	.633**	.655**	.666**
Motivation Factors							
Work Itself	.715**	.762**	.706**	.727**	.671**	.683**	.705**
Achievement	.707**	.749**	.670**	.710**	.679**	.697**	.696**
Responsibility	.664**	.733**	.682**	.704**	.676**	.694**	.701**
Hygiene Factors							
Administrative Policies	.725**	.730**	.701**	.686**	.628**	.664**	.692**
Supervision	.660**	.679**	.629**	.651**	.604**	.598**	.625**
Interpersonal Relation	.683**	.730**	.703**	.685**	.649**	.686**	.709**
Working Condition	.683**	.736**	.700**	.692**	.659**	.693**	.696**

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Table 7 reveals the analysis results regarding the relationship between students' quality performance and satisfaction in work immersion.

The table shows that at **0.01 margin of error, a significant correlation between the quality performance to task value was observed. The numbers with double asterisks mean that the paired variables between students' satisfaction and quality performance were computed with a 99% chance of significant correlation.

Teamwork, communication, attendance, productivity, initiative, judgment and dependability are the key variables that build significant relationships with the students' satisfaction regarding task values. This may summarize that

respect, orientation of the purpose and benefits are observed in the implementation of work immersion.

Also, the association of variables among students' satisfaction and students' quality performance predicted a positive, strong correlation except for intrinsic value and teamwork ($r = .590$), intrinsic value and attendance/punctuality ($r = .595$), intrinsic value and judgment/decision-making ($r = .589$), intrinsic value and dependability ($r = .584$), and supervision and judgment/decision-making (.598).

It can be understood that students' satisfaction in terms of task values, motivation factors and hygiene factors are variables that create a relationship with the implementation of work

immersion in terms of teamwork, communication, attendance, productivity, initiative, judgment, and dependability. Thus, high satisfac-

tion among work immersion students is equivalent to high-quality performance and vice-versa.

Table 8. Mediating Effect of Student's Quality Performance Between Implementation of Work Immersion and Student Satisfaction

Indirect Effects	Effect	SE	LLCI	ULCI
IWI→SQP→SS	.3939	.0350	.3311	.4672
Completely Standardized Indirect Effects				
IWI→SQP→SS	.3811	.0323	.3216	.4484

Legend: Student's Quality Performance (SQP); Implementation of Work Immersion (IWI); Student's Satisfaction (SS).

Findings revealed that constructs of Student Quality Performance could explain the variations in the Implementation of Work Immersion and Student Satisfaction Scores. These indirect effects are statistically different from zero, as revealed by a biased-corrected bootstrap confidence interval based on 5,000 samples from the lower and upper limit class interval. The result indicates that the overall Student Quality Performance can transmit the effect of influenced Implementation of Work Immersion, which increases student Satisfaction. It can also be noticed that the overall Student Quality Performance demonstrated the highest mediating effect of the Implementation of Work Immersion on Student Satisfaction (CS=.3939). This indirect effect means that respondents who differ by one unit in their reported Implementation of Work immersion are estimated to vary by 38.11% units on the Performance. The results further explain that those with relatively higher Implementation, realizing the Quality Performance, later translated into greater satisfaction.

Partial mediation exists considering the extent of the mediating effect of students' quality performance between the work immersion implementation and the students' satisfaction with work immersion. This is due to the analysis that the work immersion implementation as the independent variable significantly affects a mediating variable, which is the students' quality performance. The students' quality performance as the mediating variable has a direct impact on the students' satisfaction with work immersion as the independent variable.

Further, the significant effect of the work immersion implementation (independent variable) on the students' satisfaction (dependent variable) was established. These observations concluded that the mediating variable (students' quality performance) provided a partial mediating effect between the independent variable (Implementation of work immersion) and the independent variable (students' satisfaction).

It can be explained that teamwork, communication, attendance, productivity, initiative, judgment, and dependability partially impacted the significant association between work immersion implementation and students' satisfaction work immersion program. It implies further that students unconsciously observe quality performance behavior to satisfy themselves in the Implementation of work immersion. They discovered this indirect effect when they were answering the questionnaire. This was evident through the verbal interpretation used to collect the numerical data from the research instrument.

With these, the outstanding Implementation of work immersion could lead to better student satisfaction. And the ideal observations of the respondents with the listed work immersion implementation variables significantly improved student satisfaction. Moreover, the students' quality performance can translate and is relative to greater student satisfaction.

Considering academic preparedness, a positive attitude and self-initiative are deemed to align with performance quality. Hence, it can be assumed that quality performance delivered

impacts students' satisfaction in their work immersion program. The study of Sihombing (2021) clarified the effect of academic preparedness, positive attitude, and self-initiative toward satisfaction in students' industrial training (internship) programs. The research findings revealed that individual factors bring positive and significant effects towards internship job satisfaction, individual factors have positive and significant effects towards perceived importance, perceived importance has a positive and significant effect towards job satisfaction, and perceived importance influences individual factors in job satisfaction.

Conclusions

Based on the attained results, the research enlists the following conclusions:

1. Implementing the work immersion program is significantly related to student satisfaction. This rejects the null hypothesis 1. Schools during the pandemic implemented a work immersion program that considers the welfare and safety of the students. This was also made possible because the schools could build partnerships with the targeted partner's institutions that deliberately serve their purpose as partners in providing necessary skills development training among the learners that prepare them to become career-oriented individuals.
2. Implementing the work immersion program significantly improves students' quality performance. This makes the null hypothesis 2 rejected. This allows students to work with others with respect, active participation, collaboration, and open communication. Students' communication skills include listening and feedback. Punctuality and attendance are considered and valued. They handle pressure and seek a supervisor's help if a problem occurs. The students also have a sense of initiative, decision-making, meeting deadlines, and adjusting to changes.
3. The hypothesis 3 is rejected. The analysis shows that the variables draw significant relationships. Students' satisfaction in terms of task values, motivation factors and hygiene factors are variables that create a relationship with the Implementation of

work immersion in terms of teamwork, communication, attendance, productivity, initiative, judgment, and dependability.

4. 4. The null hypothesis 4 is rejected. Students' quality performance influences the association between work immersion implementation and students' satisfaction. Students' quality performance influences the Implementation of work immersion, which increases student satisfaction. Student quality performance demonstrated the partial mediating effect of Implementing Work Immersion to Student Satisfaction.

Recommendations

Based on the results and the conclusion, the researcher now expresses the following recommendations.

1. Schools may implement work immersion with strong consideration to adherence, exposure, quality of delivery and participant responsiveness. Also, the crafted structured questionnaire pertinent to the level of work immersion implementation may be considered by the SDO Tayabas personnel in charge of work immersion to examine the work immersion implementation in the division.
2. The school must constantly monitor work immersion students' performance to validate teamwork, communication, attendance, productivity, initiative, judgment, and dependability. Further, the developed and modified survey questionnaire relative to students' quality performance may be utilized by the schools offering Senior High School to appraise the students' performance in work immersion.
3. The work immersion program may ensure that task values, hygiene factors, and motivation factors are developed before, during and after the program to ensure the students' satisfaction with the work immersion program of the school.
4. Work immersion students may receive Orientation and intervention programs on handling stress and pressure at work immersion venues before deployment.
5. The relevance of work immersion activities may be instilled and discussed to work

immersion students for them to view how it is useful in their future endeavors.

6. The value of sound judgment and decision-making may be incorporated into all the work immersion activities. Providing the work immersion students with a simulation of conflict resolution activities and work-related problem-solving activities may be considered by work immersion teachers.
7. The Implementation of the work immersion may consider students' satisfaction.
8. Implementing the work immersion program may prioritize the quality performance of the learners.
9. Dual the quality performance of students in work immersion may satisfy the students.

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