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Research Article

Challenges and Problems Encountered by Senior High School Out-of-Campus Students in Work Immersion Program

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ABSTRACT

The study determines the challenges and problems senior high school out-of-campus work immersion students encounter in managing a work immersion program. A descriptive-correlational research design and a researcher-made survey questionnaire were utilized with 110 out-of-campus senior high school work immersion students. Data on frequency, percentage, weighted mean, rank distribution, and Pearson Product Moment Correlation (Pearson r) were analyzed. Data revealed that the profile of respondents had a greater number of female than male respondents. Regarding parents' educational attainment, more finished college level for mothers and secondary level for fathers. The family's monthly income is lower. The distance from the work immersion venue is a long travel of six kilometers and above. However, challenges encountered by out-of-campus work immersion students are slightly challenging with the grand mean ranging from 3.892 to 4.09 and SD ranging from 0.751 to 0.874. Therefore, challenges and problems encountered transform into opportunities to grow in the workplace, work immersion students develop self-discipline, good attitude, and service to work. In addition, correlational analysis between challenges and problems encountered by out-of-campus senior high school

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work immersion students is highly significant regarding immersion teachers, field supervisors, work ethics, and students' skills and competence. Challenges and problems encountered by out-of-campus work immersion students lead to improvement in the workforce that can create motivational, psychological, and physiological needs. Developed a positive mindset to finish their work immersion program with satisfied learning. It is highly recommended that fieldwork supervisors be competitive in skills, knowledgeable, and experts in the specific fields of specialization.

Keywords: *Work Immersion Program, Senior High School, Challenges, Out-of-Campus Students, Problems Encountered*

Introduction

The Philippine educational system structured its curriculum as a learner-centered public institution whose values and competencies enable learners to realize their full potential and contribute meaningfully to building the nation. The foundation of the K to 12 Program significantly provides Filipino learners with the opportunities to progress according to their skills, interests, and potential.

As stated in DepEd Order No. 30, s. 2017, the work immersion program is one of the course requirements for graduation. A Senior High School student has to undergo work immersion in an industry that directly relates to the student's postsecondary goal. Work immersion program exposed to familiar with work-related environments related to their field of specialization to enhance their competence. Specifically, the work immersion students gain relevant and practical industrial skills under the guidance of industry experts and workers, appreciate the importance and application of the principles and theories taught in school, enhance their technical knowledge and skills, enrich their skills in communications and human relations, develop good work habits, attitudes, appreciation, and respect for work (Aquino, et.al., 2021). Likewise, a work immersion program can be the best avenue for hiring and developing the student's skills. This practice exposes students to different fields and authentic operations of companies, institutions, and businesses. Likewise, this will serve as their stepping stone in gaining new knowledge on their specialization and will be greatly helpful in their chosen career path (Mahaguay, et. al., 2020). Due to several constraints, such as the

availability of materials, the limited assistance of experienced people, and the willingness and interest of the students in the field and practicing skills in the actual workplace, there was a need to determine if the students could be competent in the skills that are needed in the workplace. Other, challenges encountered by the students' readiness to perform the expected tasks of the work immersion program. The teachers noticed that the students lacked the technical knowledge and skills to perform the expected activities (Mapalo-Mina & Sermona, 2022; Sanjosé & Otero, 2021).

However, assessing the skills of work immersion students was a must to fill in the gaps. The researcher utilized a tool for measuring the technical, interpersonal, entrepreneurial, and behavioral skills needed in the workplace, which were anchored to the work immersion guidelines and curriculum. Therefore, a work immersion program bridges the gap between the theories learned in school and the reality setup of professional life. A useful instrument that helps improve skills and enlightens and prepares learners for their future careers (Necio, et. al., 2022; Cabile Jr., 2024; Ador, et.al., 2023).

In senior high school, Dolores National High School work immersion grade 12 students are sent to different institutions and offices such as LGU-Dolores, LGU-Can-avid, and Eastern Samar State University-Can-avid Campus to nurture their skills and minds with other strands and preferred courses in college. They will undergo 80 hours of work immersion out-campus and receive orientations from the institutions to appreciate the management processes through observing, identifying, and applying

skills and values learned in school as stated in the work immersion competencies.

In this study, the challenges and problems encountered by out-of-campus senior high school grade 12 students in their work immersion program may serve as a basis for preparing a work life in the future and development plan for a work immersion program. The goal is to enhance and provide a better program that benefits learners, teachers, partner institutions, and immersion supervisors.

Statement of the Problem

The study aims to determine challenges and problems encountered by out-of-campus senior high school students in work immersion programs.

Specifically, the study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Sex
 - 1.2 Educational Attainment of Parents
 - 1.3 Monthly Family Income,
 - 1.4 Distance from the immersion venue
2. What are the challenges and problems of work immersion students encounter outside the campus in terms of:
 - 2.1 Support System of Family
 - 2.2 Work Immersion Teacher Supervisory Support
 - 2.3 Fieldwork Supervisor Supervisory Support
 - 2.4 Work Ethics of Students
 - 2.5 Skills Competence of Students
3. Is there a significant relationship between the profiles of the respondents and challenges encountered by work immersion students outside the campus?

Significance of the Study

The researchers believed that the study guarantees to be of significant value to the following:

School Heads. The results may be utilized to evaluate the effectiveness of the procedure of the work immersion program, so learners can cope with the challenges and problems of work immersion. The findings of the study may be used in planning training programs for teachers and students in senior high school.

Teachers. This will make them realize their strengths and weaknesses in work immersion subjects by considering each learner has a unique personality for the improvement of learning experiences in the work immersion. The results and findings serve as bases for the development of a supervisory plan for the senior high school work immersion program.

Students. The results will help them to understand and develop skills in the concept of real work challenges and problems in the work immersion program. The findings serve as a basis for out-of-campus work immersion students to work hard, collaborate, and develop their skills and talents in the workforce.

Parents. The result of the study may serve as encouragement and reinforcement to help them identify the type of assistance the children need so they can contribute to the improvement of their children's work immersion program.

Researcher. The findings will help in the development of an intervention scheme or plan for the challenges and problems encountered by senior high school by focusing on improving skills and competence in work immersion that could be used in all subject areas to improve their performance in work immersion.

Scope and Limitation of the Study

The study is limited in determining the management of the work immersion program by out-campus grade 12 students concerning challenges and problems encountered at Dolores National High School for the school year 2024-2025. The study covered work immersionists at the work immersion venue of LGU-Dolores, LGU-Can-avid, and Eastern Samar State University-Can-avid Campus. A total of one hundred ten work immersion students in SHS Grade 12 who are officially enrolled outside the school campus immersionist such as ESSU-Can-avid has fifteen (15) work immersion students, LGU-Can-avid has forty-five (30) work immersion students and LGU-Dolores has forty (65) work immersion students assigned.

Conceptual Framework

Figure 1 represents the conceptual framework of the challenges and problems encountered by work immersion students outside the campus.

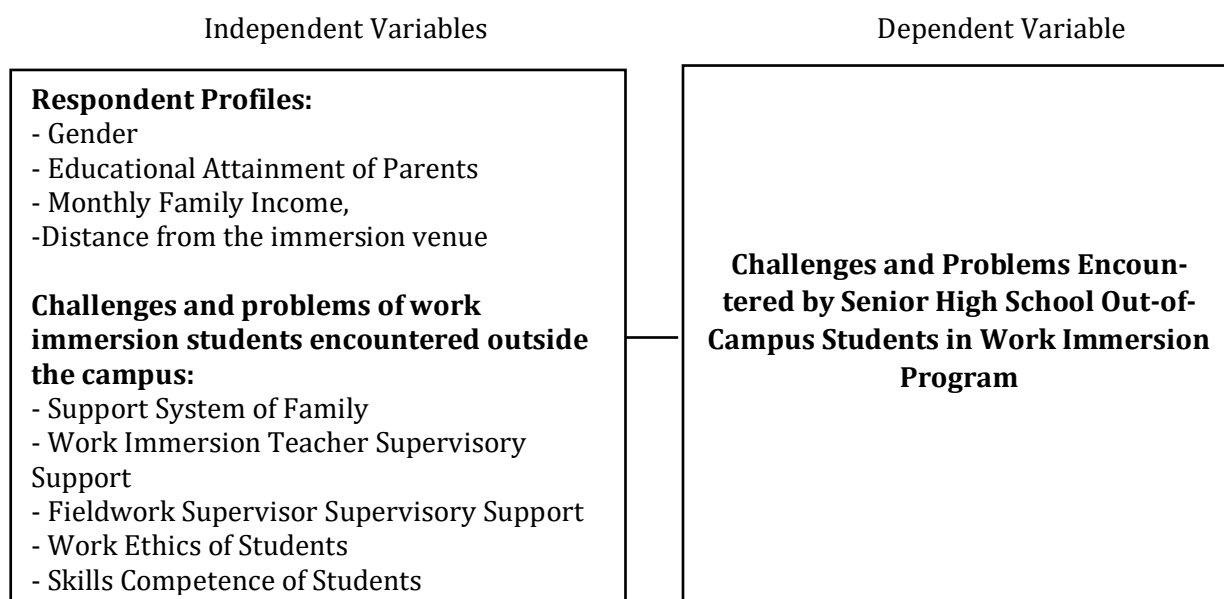


Figure 1. A schematic diagram showing the Challenges and Problems Encountered by Senior High School Out-of-Campus Students in Work Immersion Program

Methodology

Research Design

The research study employed a descriptive-correlational design. Descriptive research design aims to accurately and systematically describe a population, situation, or phenomenon (Mc Combes, 2019). It can use various research methods to investigate one or more variables and define the parameters among the challenges and problems encountered by work immersion students outside the campus. Thus, a survey questionnaire was used to determine the challenges and difficulties faced by grade 12 work immersion students regarding the socio-demographic profile such as sex, family monthly income, and distance of immersion venue. The challenges include the support system of family work immersion, teacher supervisory support, fieldwork supervisory support, work ethics of students, and skills competence of work immersion students.

The data gathered were collected and submitted to the statistician for appropriate statistical treatment, which was utilized to interpret the gathered information and determine socio-demographic profiles such as sex, family income, and distance from the immersion venue the researcher utilized frequency, percentage, weighted mean, and rank distribution.

However, to determine the significant relationship between the challenges and problems encountered by work immersion students, Pearson Product Moment Correlation (Pearson r) was utilized. Furthermore, a descriptive survey questionnaire would incorporate correlational analysis, to explore the relationship between challenges and problems encountered. A correlational analysis would enable the researcher to examine the strength and direction of the associations between various challenges in a work immersion program. By employing descriptive and correlational methods, it sought to provide a comprehensive understanding of the management of work immersion programs by out-campus grade 12 students concerning challenges and problems encountered.

Locale of the Study

The study was conducted in Senior High School, Dolores National High School, Dolores I District, Eastern Samar State University- Canavid Campus, LGU- Can-avid and LGU- Dolores. The schools and LGUs are located at Brgy. 9, Brgy. 10, Dolores, and Can-avid, Eastern Samar, Philippines.

Sampling Procedure

The identified respondents of the study were chosen from work immersion students of

Grade 12 who officially enrolled in the work immersion subject of this school year 2024-2025 in Dolores National High School. Using a purposive sampling technique, the researcher serves as an immersion supervisor of the students outside the campus such as LGU-Dolores, LGU-Can-avid, and Eastern Samar State University-Can-avid. The population was covered by one hundred percent of respondents of out-campus students in the different immersion venues such as ESSU-Can-avid has fifteen (15) students, LGU-Can-avid has forty-five (30) students and LGU-Dolores has forty (65) work immersion students assigned as respondents.

Research Instrument

The researchers used researcher-restructured questionnaires validated by experts with the school principal, assistant school principal, professor, and teacher experts in the work immersion program for technical assistance in developing questionnaires. Cronbach's coefficient determined the validity and reliability (Colbert-Getz et al., 2014; Ballouk et. al., 2022). A validity overall score of Cronbach's alpha coefficient of 86% with 25 items was acquired with the questionnaire restructured to ensure validity before distributing it to the respondents. The respondents' first section (Part I) Profile such as sex, educational attainment of parents, family monthly income, and distance from the immersion venue. The second section (Part II) Challenges and Problems encountered by the respondents such as the support system of the family, work immersion teacher supervisory support, fieldwork supervisor supervisory support, work ethics of students, and skills competence of students. Those challenges and issues during the work immersion program by outside the campus immersion.

Validation of the Instruments

Steps were undertaken to establish the validity of the instruments. First, the instruments were submitted to the research adviser for initial comments. Second, to the research committee during the pre-evaluation and some panel of experts from the respondents' schools for further suggestions. After the research defense, the research instruments were submitted to a panel of experts from the Dolores I District for

some technical assistance in editing the research instruments.

The following teachers extended their expertise in editing the researcher's instruments:

School Principal of Dolores National High School Mr. Manuel O. Tegerero, Assistant School Principal Mr. Edwin C. Galo, Graduate School Professor Virgilio P. Rapada Jr., PhD, and Curriculum Chairman of Work Immersion Program Mrs. Melba B. Birj. Some of the questions were rephrased to make it more consistent with the table of specification on work immersion program questions and presentations of the survey questionnaire were modified. Based on the suggestions given the instruments were improved. Some questions were modified and others were changed to conform with the table of specification. A certification was accomplished and labeled as Certification Approved validation of instruments. The instruments were subjected to a dry run. The results of the dry run were analyzed. It was conducted to determine the items needed to be changed or could be misleading. Based on the results, the instruments were improved to make them clear and simple so that learner-respondents could easily understand. Some typographical errors were changed.

The instruments were pilot-tested in Can-avid National High School, Division of Eastern Samar this school was not included as a respondent school. In this school, Can-avid National High School was selected because it has similar characteristics to the school population and research locale of the study, specifically on the challenges and problems encountered by grade 12 senior high school students in an out-of-campus work immersion program.

Data Gathering Procedure

The researchers have the following procedure in conducting data gathering for this study. First, the researchers sought a letter of approval from the school head of the school. Second, a consent letter to the respondents. Only upon their consent form that the survey questionnaire was administered. The researchers personally want the immersion venue to distribute and retrieve the survey questionnaire of the respondents. To ensure no interruption of the work immersion venue, the

researchers give enough time to answer the questionnaire to generate reliable data and retrieve a 100% response rate. After the retrieval, the researcher proceeds to the statistician for data management and interpretation.

Measurement of Variables

The data gathered were tabulated, scored, interpreted, and analyzed.

Sex. The respondents were classified as male or female.

Scale	Description
1	Male
2	Female

The educational attainment of parents was categorized as:

Scale	Description
4	Post College Graduate level
3	College level
2	Secondary level
1	Elementary level

Family Income. In the scoring for the family income, the following classification and interpretation (Gregg & Macmillan, 2010, Medel & Salapa, 2023) were used:

Scale	Description
4	Php 20,000 – Above
3	Php 15,000 – 19,000
2	Php 10,000 – 14,000
1	Php 9,000 – below

Distance from the immersion venue created using factor analysis base on the study and it was categorized and described as follows:

Scale	Description
4	6 km – Above
3	4 km – 5 km
2	2 km – 3 km
1	1 km – below

Challenges and problems encountered by work immersion students outside the campus include the support system of the family, work immersion teacher supervisory support, field-work supervisor supervisory support, students' work ethics, and students' skills competence. The following description and interpretation are used.

Scale	Description	Interpretation
5.00 – 4.21	Always	Not Challenging
4.20 – 3.41	Often	Slightly Challenging
3.40 – 2.61	Sometimes	Moderately Challenging
2.60 – 1.81	Rarely	Very Challenging
1.80 – 1.00	Never	Extremely Challenging

Analysis of Data

The data gathered through the survey instrument were tallied, tabulated, and statistically treated using different computations.

The corresponding percentage rate determined the frequency, percentage, weighted mean, and rank distribution. However, another statistical technique used in determining the relationship between the challenges and problems encountered by work, the Pearson Product Moment Correlation (Pearson r) was utilized. The null hypothesis of this study was tested at $\alpha = 0.05$ level of significance.

Ethical Considerations

The research was carried out at a particular school where the respondents were senior high school learners, and they were asked to fill out a survey questionnaire. The ethical issues were considered during the research process. When conducting research involving human beings, concerns such as anonymity, confidentiality, respect, and dignity are top priorities. Thus, in this research, the researchers also considered these facts. Since the respondents are minors, consent forms were given to parents and learners so that they would understand the purpose of this endeavor. Applications to conduct the study were also sought from higher offices of the Department of Education.

Regarding the learners' privacy, they were instructed that they may or may not indicate their names in the questionnaire. All concerned participants of the study were assured that all data would be kept safe as the researcher worked on the project.

Result and Discussion

Profile of the Respondents

The study was conducted to determine respondents' profiles such as sex, educational attainment of their parents, family income, and distance immersion venue towards work.

Sex

Table 1 shows respondents' profiles in terms of sex preferences, most of the respondents in the Grade 12 senior high school work immersion program outside the campus are female 67 (61%) while male respondents are 43

(39%) only it is also the same with the actual enrolment for Grade 12 that there are more female than male students. Likewise, the same findings of Alcobendas, J. R. (2022) that female students are greater than male students in the work immersion program.

Table 1. Profile of respondents in terms of sex

Sex	Frequency	Percentage	Rank
Male	43	39%	2
Female	67	61%	1
Total	110	100%	

Educational Attainment of Mother

Regarding the respondents' educational attainment of their mothers Table 2 shows, that the highest number was 58 (53%) wherein their mothers ranked 1 at the College level. However, ranked 2 belongs to the Secondary Level with a total of 39 (35%). Followed by the Post College Graduate Level with a total of 12 (11%). However, the lowest rank belongs to the elementary level, with 1 (1%). It is understood that living in a far-flung area has fewer oppor-

tunities and early marriage for the respondents' mothers to finish their education. On the other hand, the mother obtained a college degree, which is higher than that of a high school graduate. But it doesn't mean that these mothers are now educationally stagnant. They are taking short courses in vocational skills to help their families become economically stable. The uncertainty of less educated mothers for further education must have a great impact during an early stage of educational performance (Breinholt & Holm, 2020).

Table 2. Profile of respondents in terms of educational attainment of mother

Educational Attainment of Mother	Frequency	Percentage	Rank
Post College/Graduate level	12	11%	3
College level	58	53%	1
Secondary level	39	35%	2
Elementary level	1	1%	4
Total	110	100%	

Educational Attainment of Father

Looking into Table 3 the educational attainment of their fathers, the distribution shows that most of the respondents' fathers are categorized under secondary level (65=69%), followed by college level (35=32%). The next rank is the fathers under the College Graduate Level

(8=7%). Three (2=2%) of the respondents' fathers reached the elementary level. The lower educational attainment of the father significantly affects the positive educational expectation on the academic achievement of children (Pinquart & Ebeling, 2020; Zhao & Bodovski, 2020).

Table 3. Profile of respondents in terms of educational attainment of father

Educational Attainment of Father	Frequency	Percentage	Rank
Post			
College/Graduate	8	7%	3
College level	35	32%	2
Secondary level	65	59%	1

Educational Attainment of Father	Frequency	Percentage	Rank
Elementary level	2	2%	4
Total	110	100%	

Family Monthly Income

In the family monthly income of their parents presented in Table 4, the first ranked was a total of 67 (61%) under Php 15,000 – 19,000, second-ranked with a total of 33 (30%) Php 20,000 – Above, third-ranked a total of 8 (7%) Php 10,000 – 14,000, last in ranked was a total of 2 (2%) Php 9,000 – below. The findings of Dy,

(2023) are similar to the monthly income of parents, there is a higher advantage to the learners with their parents having higher monthly income in terms of financial needs and support in education. Likewise, this indicates that highly educated parents and higher monthly incomes can perceive the elite status of the family in the next generation (Lin, 2020).

Table 4. Profile of respondents in terms of family monthly income

Family Monthly Income	Frequency	Percentage	Rank
Php 20,000 –Above	33	30%	2
Php 15,000 – 19,000	67	61%	1
Php10,000– 14,000	8	7%	3
Php 9,000 – below	2	2%	4
Total	110	100%	

Distance of work immersion venue

Data revealed that most respondents (N=110) are long distances to work immersion venues with a frequency and percentage of 65 (59%) of six (6) kilometers and above. At the same time, the lowest is 4 (4%) from 2 kilometers to 4 kilometers.

Similar to the findings of Oneya & Onyango (2021) and Chen, et. al., (2020) long-distance student travel reduces teacher-student contact time and leads to unhealthy work performance,

reducing school attendance and completion rates. Therefore, it hinders effective work performance in immersion venues (Morrison-Smith & Ruiz, 2020).

Findings imply that the senior high school immersion students' respondents came from upstream barangays; otherwise, the location of the work venue is far-flung houses, which possibly leads to poor performance in work immersion.

Table 5. Profile of respondents in terms of distance from the immersion venue

Distance from the immersion venue	Frequency	Percentage	Rank
6 km – Above	65	59%	1
4 km – 5 km	6	5%	3
2 km – 3 km	4	4%	4
1 km – below	35	32%	2
Total	110	100%	

Support System of the Family

Table 6 results show that the support system of the family with the highest mean of 4.35 and 0.630 standard deviation indicator "My Family is concerned about the content of parent consent before signing", description and interpretation of "Always" and "Not Challenging"

respectively, means that the parents of work immersion students are responsible, and concerned about their children's future to finish their study since work immersion is subject to attend by the students to finish K to 12 senior high school education program. Their quest for more learning is likewise evident as they share

the support system they got from training by their parents or families who are likewise excited about their children's activities in SHS. Students boast that their families are happier supporting their needs because what they learn from school is utilized at home in their daily activities. They become more responsible and resourceful in dealing with challenges and problems in the family (Favila, et. al., 2019). However, the lowest mean is 2.60 and 1.145 standard deviation, indicating "My Family prepared meals and personal belongings so I could attend my work immersion on time". The description and interpretation of "Rarely" and "Very Challenging", respectively. It means that preparing meals and personal belongings of the student rarely happens for the students, since they are old enough to prepare their food and other senior high school students are in lodging houses separated from their homes. It is very challenging for the family to become independent so their children can support their belongingness.

However, the grand mean of the respondents' support system of the family is 3.94 and 0.751 standard deviation, with the description of "Often" and interpreted as "Slightly Challenging" findings that the family support system is slightly challenging for the out-campus work immersion in managing financial support from the family. In contrast to the findings of Belli, (2024) the challenges to family support such as socioeconomic status, lack of motivation, and lack of moral support is something that happened to the students. Likewise, challenges of teachers felt hampered due to a lack of facilities, equipment, and support for distance learning education in the new normal education (Anabo, 2024).

The results show that it is slightly challenging for family support because they love and care, for the support their children in whatever undertakings should undergo in terms of the work immersion program.

Table 6. A support system of the family on the respondents.

Indicators	Mean	SD	Description	Interpretation
1. My Family attended the Pre-Work Immersion Forum in School.	4.25	.705	Always	Not Challenging
2. My Family provided for my financial needs and moral support towards my work immersion.	4.20	.610	Often	Slightly Challenging
3. My Family is concerned about the content of parent consent before signing.	4.35	.630	Always	Not Challenging
4. My family asked about my day's accomplishments in my immersion.	4.29	.673	Always	Not Challenging
5. My Family prepared meals and personal belongings so I could attend my work immersion on time.	2.60	1.145	Rarely	Very Challenging
Grand Mean	3.94	0.751	Often	Slightly Challenging

Work Immersion Teacher Supervisory Support

Table 7 results show that the work immersion teacher supervisory support with the highest mean of 4.36 and 0.583 standard deviations, indicating "My work immersion teacher was accommodating and friendly", description and interpretation of "Always" and "Not Challenging" respectively. However, the lowest

mean is 3.88 and 0.832 standard deviation, indicating "My work immersion teacher visited us for our out-campus immersion". The description and interpretation of "Rarely" and "Very Challenging", respectively. This means the supervisory teacher's support is friendly and accommodating to the work immersion students. Ahmed et al. (2022) found that supervisor and coworker support significantly influenced

work engagement. Further, meaningful work was found to mediate these relationships. However, it is very challenging for the teacher to visit out-campus work-immersion students because more paperwork and reports must be done on time, and the immersion teacher has a teaching load from other grade levels.

However, the grand mean of the work immersion supervisory support is 4.09 and 0.752 standard deviation, with the description of "Often" and interpreted as "Slightly Challenging". Findings on teacher supervisory support are

slightly challenging for the out-campus work immersion students who already know what they are doing without the help of the teacher supervisor. Similar to the findings of Lipscomb, et. al. (2022) supporting students with what they need to do on the job effectively and feeling that they can make meaningful differences in the lives of many. Engaging work with passion, dedication, and positive energy, and ultimately supporting teachers' work engagement may also benefit students.

Table 7. Work Immersion Teacher Supervisory Support

Indicators	Mean	SD	Description	Interpretation
1. My work immersion teacher guided me through the work immersion process that I will undergo.	4.06	.679	Often	Slightly Challenging
2. My work immersion teacher helped me to find a good working venue for our out-campus immersion.	4.11	.756	Often	Slightly Challenging
3. My work immersion teacher visited us for our out-campus immersion.	3.88	.832	Often	Slightly Challenging
4. My work immersion teacher was accommodating and friendly.	4.36	.583	Always	Not Challenging
5. My work immersion teacher assisted us with the different tasks by our direct supervisor.	4.04	.909	Often	Slightly Challenging
Grand Mean	4.09	0.752	Often	Slightly Challenging

Fieldwork Supervisor Supervisory Support

Table 8 results show that the work immersion teacher supervisory support the highest mean of 4.40 and 0.566 standard deviations, indicating "My working supervisor gives us tasks/work related to our strand or track", description, and interpretation of "Always" and "Not Challenging" respectively. However, the lowest mean is 3.26 and 1.220 standard deviation, indicating "My working supervisor avoided favoritism among co-work immersion students". The description and interpretation of "Sometimes" and "Moderately Challenging", respectively. This means the supervisory teacher's support is friendly and accommodating to the work immersion students, and the working supervisor gives us tasks/work related to our strand or track. Hence, Peñaranda, (2023) states that communication

and entrepreneurial skills still need to be developed for the challenges and problems to be solved.

However, the grand mean of the work immersion supervisory support is 3.92 and 0.842 standard deviation, with the description of "Often" and interpreted as "Slightly Challenging". Findings on teacher supervisory support are slightly challenging for the out-campus work immersion students. The fieldwork supervisor gives a task that is related to their specialization or strand, they commended for the job well done if they do excellent work, they are friendly and accommodating (Özkan, et. al., 2023).

The problems that the work immersion students encounter, such as adapting to industry standards and comprehending workplace norms, emphasize the importance of comprehensive support systems in educational

practice. Schools could consider providing organized assistance to students throughout their immersion, such as preparation seminars, mentoring programs, and monthly check-ins to address challenges. Collaborating with indus-

try partners to guarantee alignment in expectations and training can help lessen some of these challenges, allowing students to move more smoothly into the workforce (Rubillos-Tambis & Matondo, 2024).

Table 8. Fieldwork Supervisor Supervisory Support

Indicators	Mean	SD	Description	Interpretation
1. My working supervisor is accommodating and friendly.	4.33	.586	Always	Not Challenging
2. My working supervisor gives us tasks/work related to our strand or track.	4.40	.566	Always	Not Challenging
3. My working supervisor tends not to speak negatively if I do my tasks incorrectly.	4.35	.578	Always	Not Challenging
4. My working supervisor avoided favoritism among co-work immersion students.	3.26	1.22	Sometimes	Moderately Challenging
5. My working immersion praised and commended us for a well-done job.	3.30	1.26	Sometimes	Moderately Challenging
Grand Mean	3.92	0.842	Often	Slightly Challenging

Work Ethics of Students

Table 9 results show that the work ethics of work immersion students with the highest mean of 4.58 and 0.517 standard deviations, indicating “I was polite to the people in the working venue”, description, and interpretation of “Always” and “Not Challenging” respectively. However, the lowest mean is 4.39 and 0.607 standard deviation, indicating “I was open-minded to the ideas and suggestions of my working supervisor”, description, and interpretation of “Always” and “Not Challenging”, respectively. This means that the student's work ethics are not challenging and problems with the work immersion program. Out-campus students are trained for whatever work they want to

overcome outside the campus before being sent outside. Work ethics is the main concern of work immersion students. Utilizing instructional strategies and training to work with immersion students (Chen, 2023).

However, the grand mean of the work immersion supervisory support is 4.45 and 0.560 standard deviation, with the description of “Always” and interpreted as “Not Challenging”. Findings on students' work ethics are not challenging for the out-campus work immersion students. Thus, Macalintal & De Chavez, (2020) emphasized that work immersion needs preparation and more activities to become efficient workers and adopt work ethics in the workplace.

Table 9. Work Ethics of Students

Indicators	Mean	SD	Description	Interpretation
1. I tried not to be late or absent in my work immersion venue.	4.42	.535	Always	Not Challenging
2. I took the initiative to do tasks even if my working supervisor didn't ask to do so.	4.47	.577	Always	Not Challenging
3. I was polite to the people in the working venue.	4.58	.517	Always	Not Challenging

Indicators	Mean	SD	Description	Interpretation
4. I was open-minded to the ideas and suggestions of my working supervisor.	4.39	.607	Always	Not Challenging
5. I accomplished the task/work correctly, neatly, and on time.	4.40	.566	Always	Not Challenging
Grand Mean	4.45	0.560	Always	Not Challenging

Skills Competence of Students

Table 10 results show the skills competence of work immersion students with the highest mean of 4.35 and 0.578 standard deviations, indicating "I can easily understand instructions given to me by my working supervisor both verbal and written", description and interpretation of "Always" and "Not Challenging" respectively. However, the lowest mean is 3.26 and 1.220 standard deviation, indicating "I am knowledgeable and competent about the tasks given to me by my working supervisor" description, and interpretation of "Sometimes" and "Moderately Challenging", respectively. This means that the student's skills and competence towards work immersion can easily understand instructions and follow the rules and regulations in the company they work for which will not be challenging with the work immersion program. Students sometimes have moderately difficult tasks given by the working supervisor but with the school collaboration of teachers before

work immersion students are guided to face all the challenges as they enter into the workforce. The school can assist the learners and aid in youth development the schools and the community must work together to be successful (Amper, 2022).

However, the grand mean of the work immersion supervisory support is 3.70 and 0.974 standard deviation, with the description of "Often" and interpreted as "Slightly Challenging". Findings on the skills competence of students are slightly challenging for the out-campus work immersion students. Using ICT such as computers, and mobile technology is a vital skill in the workplace, the findings of Lim & Arcilla Jr., (2021), revealed that using mobile technology in the class or workplace makes learning easy and accessible so that they can easily understand the instructions and be knowledgeable about the task given by my working supervisor both verbally and written.

Table 10. Skills Competence of Students

Indicators	Mean	SD	Description	Interpretation
1. I communicated well with the people in my work immersion venue using English and Tagalog.	4.33	.586	Always	Not Challenging
2. I can easily understand instructions given to me by my working supervisor both verbal and written.	4.35	.578	Always	Not Challenging
3. I navigated different tasks/commands given by my working supervisor	3.30	1.26	Sometimes	Moderately Challenging
4. I am knowledgeable and competent about the tasks given to me by my working supervisor.	3.26	1.22	Sometimes	Moderately Challenging
5. I have the skills and talent for my job without the help of my working supervisor.	3.29	1.23	Sometimes	Moderately Challenging
Grand Mean	3.70	0.974	Often	Slightly Challenging

Correlational Analysis between the profile of the respondents and challenges and problems encountered by out-campus senior high school students.

Table 11 shows a correlational analysis between the profile of the respondents and the challenges and problems encountered by out-campus senior high school students. All correlations have p-values less than 0.001, indicating a highly significant relationship between demographic profiles and challenges experienced by work immersion students. Correlational coefficients range from 0.456 to 0.546, indicating a positive and higher correlation between the profile of the respondents and challenges encountered by out-campus senior high school students. Out-campus students were competent and learned about communication with people beyond differences (Cruz, et. al., 2020).

Moreover, Budomo, (2020) results showed that gender preferences are not the basis for

selecting work immersion students. Gender equality in the work immersion program must be implemented and realized. Likewise, Tabasares & Castillo, (2024) suggest that there is a need for gender-sensitive and educational interventions in every strand to enhance self-assessment and work immersion preparedness towards the work immersion program.

In summary, the findings emphasize a significant relationship between respondents' profiles, challenges, and problems encountered by out-campus senior high school students. Underlining the importance of family financial status, sex, educational attainment of the parents, and distance of work immersion venue, this will be highly important to students in senior high school to make work-life balance and create a positive harmonious relationship in managing work immersion program.

Table 11. Correlational Analysis between the profile of the respondents and challenges and problems encountered by out-campus senior high school students.

Profile of the Respondents	Level of Challenges	Index of Correlation	p-value	Interpretation
Sex		0.456	<0.001	Highly Significant
Educational Attainment of Parents	Challenges and Problems Encountered	0.503	<0.001	Highly Significant
Family Monthly Income		0.546	<0.001	Highly Significant
Distance from the Work Immersion Venue		0.546	<0.001	Highly Significant

Correlational Analysis of the challenges and problems encountered by out-campus senior high school students

Table 12 shows a correlational analysis of respondents' profiles, challenges, and problems encountered by out-campus senior high school students. All correlations have p-values less than 0.001, indicating there is a high significance on the challenges experienced by work immersion students. Correlational coefficients range from 0.465 to 0.585, indicating a positive and higher correlation between the profile of the respondents and challenges faced by out-campus senior high school students.

The parental, and guardian involvement and support are crucial in providing a strong foundation for students and fostering a supportive work immersion program. The core components of a work immersion program are the following: knowledge, attitude, skills, placement synergistically contribute to a robust experiential learning experience, and theoretical knowledge with practical applications (Brin & Malvar, 2023).

Similar to the findings of Khongcharoen & Kaewurai (2023) the work immersion program of senior high school students comprised major components of work immersion such as problem-solving, critical thinking, communication,

collaboration, creativity and innovation. Likewise, Acut, (2024) highlights these programs enhance students' understanding of scientific principles, foster critical thinking, and encourage career interests. The key strategies include collaborative planning, flexibility, and ongoing evaluation, providing insights into optimizing educational programs and bridging the gap between classroom learning and real-world work application.

However, immersion teachers and other subject teachers may collaboratively help students develop their employability skills through designing pre-immersion activities as well as classroom activities that would help students improve their skills, attitudes, and personality traits most essential in the recruitment by employers. Before sending students for internship or real work experience, there should be an assessment of student readiness

and mock interviews for them to be familiar with and to produce globally competitive individuals (Cielo & Niez, 2023). Challenges on immersion teachers and students should be provided with preparations for designing the training of multi-subject curricula, utilizing instructional strategies in immersion settings (Chen, 2023). However, Nisbet, et. al., (2022) asserted that the supervisor's perspective learns toward the company while the student's perspective learns toward their self-improvement.

The findings emphasize a significant relationship between correlational analysis and out-of-campus senior high school students' challenges. Underlining the variables that the support system from the family, work immersion teacher supervisor, skills learned, and work ethics should be helpful, addressing the solution in real-life situations in the workforce.

Table 12. Correlational Analysis of the challenges and problems encountered by out-campus senior high school students.

Variables	Level of Challenges	Index of Correlation	p-value	Interpretation
A support system of the family on the respondents.		0.585	<0.001	Highly Significant
Work Immersion Teacher Supervisory Support	Challenges and Problems Encountered	0.465	<0.001	Highly Significant
Fieldwork Supervisor Supervisory Support		0.534	<0.001	Highly Significant
Work Ethics of Students		0.486	<0.001	Highly Significant
Skills Competence of Students		0.486	<0.001	Highly Significant

Conclusion

The results drawn from this study have significant implications for work immersion outside the campus. In which the respondents' profiles in terms of sex, family monthly income, educational attainment of parents, and distance from the work immersion venue play significant roles in completing the work immersion program. Females are more meticulous, easy to adjust in a work environment, never give up doing the task, and consistently do excellent workplace tasks. Females ultimately develop work ethics than male workers, leading them to work excellently towards work

immersion. The family's monthly income was greatly significant on the work immersion program's effects by the out-campus students since it can support financial needs such as food, transportation, lodging, and house allowances. Those students with family incomes higher than the means tend to have excellent skills in work, good performers, and critical and creative thinking skills.

Parents' educational attainment reflects the work behavior of the work immersion students. The higher the educational attainment of parents, the higher the work ethics of the work immersion students in senior high school

outside the campus. Moreover, the distance of the immersion venue leads to poor performance of work tasks because students risk coming late, and transportation is not passable regarding weather conditions.

The support system of the family is essential to reach each goal in a work immersion program this concludes that it is slightly challenging for the out-campus work immersion students. Likewise, the teacher supervisory and fieldwork supervisor support is somewhat difficult to overcome on the task given in the immersion program. However, there is a highly significant relationship between respondents' profiles in terms of sex, family monthly income, educational attainment of parents, distance of immersion venue, and challenges encountered by out-campus work immersion students. Those challenges and problems encountered transform into opportunities to grow in the workplace, work immersion students develop discipline, good attitude, and service to work immersion program. In addition, the correlational analysis between the challenges and problems encountered and the out-campus senior high school work immersion students is highly significant regarding immersion teachers, field supervisors, work ethics, and students' skills competencies.

Recommendations

Based on the summary of findings and conclusion the following recommendations were developed for this study.

1. Respondents' profiles in terms of sex, family monthly income, educational attainment of parents, and distance of immersion venue have developed inclusivity in hiring and selecting out-campus work immersion students.
2. Monitoring the out-campus work immersion students by work immersion is achievable and should be standard for the number of visitations.
3. Fieldwork supervisors should be highly competitive in terms of skills so that work immersion students gain more skills and experiences.
4. Out-campus work immersion students should conduct pre-orientation and post-

orientation on work ethics, discipline, and attitude towards work before and after deployment.

5. For further related studies in which the respondents are working immersion students inside the school campus.

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