

Readiness of ICT Students on Work Immersion Program of Paharang Integrated School

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Abstract:-

Purpose: The study aims to determine the readiness of ICT students on work immersion program of Paharang Integrated School.

Design/ Methodology: Descriptive research design was employed in the conduct of study. The researchers used questionnaire as a tool to collect data that is needed in the study. Also, results of student's interview were considered to assess the psychological readiness of students for work immersion.

Findings: The study showed that there are no significant difference on the level of readiness of ICT students on work immersion program in terms of common, core and psychological competencies.

Limitation/Implications: This study is limited to the G12 ICT students of Paharang Integrated schools to determine if the students have enough learned skills and psychological readiness to enter to the place of work.

Originality/Value: The researcher conduct this study to determine the readiness of ICT students in immersion program. This study anchors itself in the augmentation of helping the schools and students in determining their readiness on work immersion. By that, the school will be able to make action regarding this.

Keywords:- Core competency, Readiness, ICT, Common Competency, Work Immersion.

I. INTRODUCTION

The K to 12 Program covers Kindergarten and 12 years of basic education (six years of primary education, four years Junior High School, and two years of Senior High School [SHS]) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-skills development, employment, and entrepreneurship.

In the Philippines, youth unemployment hampers meaningful economic development. The sector's lack of knowledge, skills, and work experience puts them at a disadvantage. One way to address this is through the Department of Education's Senior High School (SHS) program, ushered by the K-12 education reform. One of its components, the work immersion program, provides students "real workplace" experience, giving students a set

of technical-vocational and livelihood skills that can help them make more informed career choices and improve their employment prospect. Work immersion is helpful and a meaningful experience during Senior High School days. It is amazing you can gain more knowledge, ideas, insight and background will be gained. This experience helps us the students on how to be responsible, better persons and successful professionals someday. Work immersion is a part of the SHS curriculum being implemented by the Department of Education (DepEd), where in Grade 12 students are required to undergo 80hours basic time allotment up to 320 hours of hands on experience of work simulation. The first batch of Filipinos students to go through Grade 11 trooped to schools in 2016. Many students and parents, though, are still unaware of a few details as regards the new senior high school system. Matters on the country's tracks wherein students will choose the best skill for them to master. With the new educational system required by the government, Filipinos have no other choice but to embrace it. In the place each one will profit from the new scheme because it follows international standard. Note, though that school capacity, resources available in the area, and in -demand jobs in the district are just a handful of the factors to consider in offering the tracks. The tracks aim to advance the students specialization and help them shine in areas where they excel. Since the contents of the subject students will take in Grade 11 and 12 depend on their chosen career track, they must take care in making their choice. With the tracks being offered in senior high school, technical vocational is the track that equips students with the skills needed to secure jobs in the field they want. Young children's earliest experience and environment set the stage for future development and success in school and life. Early experience actually influence brain development, establishing the neural connection that provide the foundation for language reasoning, problem solving, social skills, behaviour and emotional health. Therefore, it is of utmost importance that focal person of education prepared and develop our learner's potential and ability to learn utmost in this phase. Students undergo immersion which may include earn while-you-learn opportunities to provide them relevant exposure and actual experience in their chosen track.

Technical Vocational Education Training (TVET) ICT-CSS in particular is an important part of the education structure and plays a major role in developing a well-educated work force to address current and emerging industry labor market needs.

This is crucial in this study. This is mainly because the paper intends to determine the readiness of the ICT students on Work Immersion Program on Paharang Intergrated School. Also, researchers are urged to conduct this study to know if they are ready to face their college or job. This will tell if the learned skill of the student equipped them to enter in the world of work. This paper will discuss the different learned skill of student in terms of their chosen track, partner institution and also to members. Learned skills are very important because this will guide the learners/immersionist to the job or it makes them more independent and competent. Applying learned skill will make them ready or make their future better. This will serve as their strength in life or on chosen job.

This paper anchors itself in the augmentation of helping the school and students in determining their readiness on work immersion. By that, the school will be able to make action regarding this.

The researchers, as senior high school teachers and one is ICT coordinator believe that this study will be able to provide information on how to equip the students with the skills needed in the work setting.

II. BRIEF REVIEW OF LITERATURE

According to Gayatin and Maravillia (2018) TVL Track in Senior School is the most popular option to choose from in Senior High School Program. Obviously, employment, as the students finish a specific TVL strand, they will be equipped with skills in order for them to be employed as soon as they finish two years of senior high. Most of the skills offered are highly marketable outside the country with high salary. This is why people are more into skills training now. Students are exposed to the industry at an early age to be successful, start young. One of the curriculum features of the TVL is the work immersion program in which they learn and practice their skills in actual work and environment. Here, they will learn and experience not only the hardships but on how to interact with co-workers and clients as well. Further, there are more opportunities to market their skills since they would be able to interact with industries, clients, and colleagues. They would also learn skills like entrepreneurship and more in which not they would know how to sell but also on how to value their efforts and skills correctly. An extra skills brought in college is an advantage. Although not all can go to college just, there are still some who would refer higher education. Having the skills in college especially those related one is a huge plus. TVL track teaches practical hands-on skills and comes with industry partnership by its immersion program that will give students on-the-job experience.

The concept of school readiness, according to Rofoth, Buchenauer, Crissman and Halko (2012), typically refers to the child's attainment of a certain set of emotional, behavioral and cognitive skills needed learn, work and function successful in school. Unfortunately, this common philosophy of "ready for school" places an undue burden on

children by expecting them to meet the expectations of the school. A more constructive way to consider school readiness is to remove the expectation from the child and place those expectation onto the schools and families. Young children have wide ranging needs and require support in preparing them for the high standards of learning they will face in elementary school.

According to Callingham (2010) assessment is regarded as more than the task or method used to collect data about students. It includes the process of drawing inferences from the data collected and acting on those judgments in effective ways.

High (2012) cited that school readiness includes the readiness of the individual child, the school's readiness for children, and the ability of the family and community to support optimal early child development. It is the responsibility of schools to be ready for all children at all levels of readiness. Children's readiness should become an outcome measure for community-based programs, rather than an exclusion criterion at the beginning of the formal educational experience.

According to Poter (2008) school readiness is not just an attributer of children, but also comprises the educational, social, family and personal resources that support their success at school. The following child's attributes imply school readiness: good physical health, including being well nourished and having the physical stamina to last a school day: general cognitive skills such as literacy and numeracy: effective communication skills, both to comprehend instructions and to communicate personal needs: an enthusiastic and curious learning style, reflected in interest and engagement in the world, attention to directions, persistence, working, independently: listening to and following instructions: working independently and staying on task: social and emotional competencies; spanning the ability to regulate emotion and behaviour, interpersonal skills to participate cooperatively and interact pro-socially with peers and teachers, and ability to separate from parents.

Emotional work-readiness highlights the inclusion of emotive and social applications in work readiness, the awareness of the individual to one's emotions and emotions of others, and skills in managing those emotions both within oneself and socially. In being work-ready amongst other benefits, EW helps reduce stress, recognize and manage emotions, connect with others using nonverbal communication, deal with challenges, and resolve conflict positively (Marrock, 2008; Pool & Sewell, 2007) .

This study accentuates a general reluctance to incorporate affective skills in the practice of WIL learning and that there is more to work-readiness than cognitive skills. Chalkley (2006) suggests a possible reason for this in "it is the difficulty in teaching affective attributes that has stumbled its application in higher education teaching".

The aim of EW therefore is to prepare graduates to enter the workforce fully qualified in the application of both

cognitive and affective skills through an understanding of reflective practice. Reflective practice is known to increase motivation and engagement in the workforce and build a cohesive work environment (Beard et al., 2007). Students will be more engaged in learning when they feel competent in what they are doing. This is supported through guided reflective practice in this study. Boekaerts (2010) confirms students free up cognitive resources when they are able to influence the intensity, duration and expression of their emotions, and are more persistent in learning when they can manage their resources and deal with obstacles efficiently. In associating the cognitive and emotive reflections with each of the WSD work skills it is possible for WIL students to learn the co-existence of the two domains and that feelings, thoughts, reactions, emotions and behaviours are associated with cognitive applications.

➤ *Research Questions*

This study seeks to find answers of the following:

1. What is the profile of respondents in terms of;
 - 1.1 Sex and
 - 1.2 Age?
2. What is the level of readiness of students of Paharang Integrated School before they undergo work immersion program in term of;
 - 1.1 common competencies;
 - 1.2 core competencies, and
 - 1.3 psychological competencies?
3. Is there a significant difference between the readiness of ICT students on work immersion program when they group according to their profile variable?
4. What recommendations can be made to reinforce the readiness of Senior high school of Paharang Integrated School in work immersion?

➤ *Scope and Limitation*

This study seeks to determine the readiness of ICT students on work immersion Program of Paharang Integrated School. This research study involved only the Grade 12 ICT students of Paharang Integrated School. This study aims to determine if the ICT student of Paharang Integrated School has enough learned skills and ready psychologically to enter to the place of work.

III. METHODOLOGY

➤ *Research Design*

Descriptive research design was employed in the conduct of study. According to Calderon (2008), as cited by Alberto et al (2011), descriptive method is also known as statistical research, describes data and characteristics about the population or phenomenon being studied. This method is used to gather information in order to test hypothesis or to answer questions concerning the current status of the subject of the subject of the study. The researchers used the descriptive research design to determine the student readiness on work immersion program of Paharang Integrated School.

➤ *Respondent of the study*

Respondent of the study were the thirty-four (34) ICT grade 12 ICT Senior high School student in Paharang Integrated School. To produce reliable and accurate results, the researchers decided to take population of ICT students in Paharang Integrated School. Thus, the researchers have 34 ICT Grade 12 SHS students.

➤ *Data collection*

The data in this study are all sourced from researcher-based survey for 34 ICT students. Construction of the questionnaire is anchored on the curriculum guide of ICT-CSS. This served as the main tool to generate factual information on determining the readiness of ICT student on Work Immersion Program of Paharang Integrated School.

➤ *Data Analysis*

The data gathered were analyzed through the use of statistical treatment such as frequency, percentage, weighted mean, composite mean and T-test. The results of the analysis were presented and integrated.

➤ *Ethical issues*

Prior to the gathering of data, the researchers sought permission from the principal of Paharang Integrated School to conduct the survey to the teachers. Also, respondent's data were kept confidential and the researchers respect the privacy and confidentiality of call the information gathered from the respondents.

IV. RESULTS AND DISCUSSION

From the treated data, the following finding are summarized.

I. Profile of the Respondents

Table 1.1 Distribution of the Respondents According to Sex

Sex	Frequency	Percentage
Male	10	29.4%
Female	24	70.6%
Total	34	100%

Table 1.1 shows the distribution of the respondents according to sex. There is a huge difference of frequency to both sexes. Most of the respondents are female having the frequency of 24 or 70.6%, on the other hand, there are only few males with the frequency of 10 or 29.4%.

Table 1.2 Distribution of the Respondents according to Age

Age	Frequency	Percentage
16-18	29	85.3%
19-20	5	14.7%
Total	34	100%

Table 1.2 shows the distribution of the respondents according to age. There is a big difference between the age ranges. Most of the respondents belonged to range of the 16-18 years old that has frequency of 29 or 85.3%. On the other

hand, the respondents belonged to ranges 19-20 years old has a frequency of 5 or 14.7%.

terms of Common, Core and Psychological Competencies.

II. Level of Readiness of the ICT students of Paharang Integrated School before undergo work immersion in

A. Common Competencies.

Table 2.1 students Readiness on Work Immersion Program in Common Competencies

Statement	WM	VI	Rank
In applying Quality Standard (AQS)			
1. Assess quality of received materials	3.44	Agree	9.14
2. Assess own work	3.50	Agree	1.25
3. Engage in quality improvement	3.38	Agree	17
In Performing Computer Operations (PCO)		Agree	
4. Plan and prepare for task to be undertaken	3.44	Agree	9.14
5. Input data into computer	3.47	Agree	5.25
6. Access information using computer	3.50	Agree	1.25
7. Produce output/data using computer	3.41	Agree	16
8. Use basic functions of www-browser to locate information	3.44	Agree	9.14
9. Maintain computer equipment and system	3.44	Agree	9.14
In Performing Mensuration and Calculation (PMC)			
10. Select measuring instrument	3.26	Agree	21
11. Carry out measurements and calculations	3.24	Agree	22
12. Maintain measuring instruments	3.29	Agree	19.5
In Preparing and Interpreting Technical Drawing (PITD)			
13. Identify different kinds of Technical drawing	3.18	Agree	24.5
14. Interpret technical Drawing	3.29	Agree	19.5
15. Prepare or make changes to electrical\electronic schematics and drawing	3.21	Agree	23
16. Store technical drawings	3.18	Agree	24.5
Using Hand Tools (UHT)			
17. Plan and prepare for task to be undertaken	3.47	Agree	5.25
18. Plan and Hand tools	3.47	Agree	5.25
19. Use appropriate hand tool and test equipment	3.50	Agree	1.25
20. Maintain hand tools	3.50	Agree	1.25
In Terminating and Connecting Electrical Wiring and Electronics circuit (TCEW)			
21. Plan and prepare for termination/connection of electrical wiring electronics circuit.	3.47	Agree	5.25
22. Terminate/connect electrical wiring/electronics circuit	3.44	Agree	9.14
23. Test termination/connection of electrical wiring/electronics circuit	3.32	Agree	18
24. Determine criteria for testing electronics components	3.44	Agree	9.14
25. Plan and approach for components testing	3.44	Agree	9.14
	3.39	Agree	

Legend: Scoring 4 (4.5-5.0) Strongly Agree, 3 (3.5-4.4) Agree, 2(1.5-2.4) Disagree, 1(1.0-1.4) Strongly Disagree

The table above shows the readiness of the ICT student in common competencies. The composite mean of this aspect is 3.39.

It can be glinted from the table that statement no. 2, which “assess own work”, statement no. 6 which “access information using computer”, statement 19 which “use appropriate hand tool and test equipment” and statement 20 which “maintain hand tools” ranked first. This only implied that common skills acquired by ICT students are dominant. This is corroborated with the study of Raymond and Maravilla stated that work immersion is effective because they will equipped their skills in order to be employed as soon as they finished two years of Senior High School. On the common competencies statement no. 13 which “Technical drawing Identify different kinds of” and statement no.16 which “Store technical drawings” ranked last got the lowest weighted of 3.18.

B. Core Competencies.**Table 2.2 Students Readiness on Work Immersion Program in Core Competencies**

Statement	WM	VI	Rank
In Installing and Configuring Computer System (ICSS)			
1. Assemble computer hardware	3.85	Strongly Agree	1
2. Prepare installer	3.74	Strongly Agree	6
3. Install operating system and drivers for peripherals/device	3.79	Strongly Agree	2.33
4. Install application software	3.68	Strongly Agree	12.25
5. Conduct testing and documentation	3.71	Strongly Agree	7.2
In Setting up Computer networks(SUCN)			
6. Install network cables	3.68	Strongly Agree	12.25
7. Set network configuration	3.68	Strongly Agree	12.25
8. Set router/wifi wireless access point/repeater configuration	3.71	Strongly Agree	7.2
9. Inspect and test the configured compute networks	3.62	Strongly Agree	16.5
In Setting Up Computer Server			
10. Set up user access	3.79	Strongly Agree	2.33
11. Configure network services	3.71	Strongly Agree	7.2
12. Perform testing documentation and Pre-deployment procedures	3.62	Strongly Agree	16.5
In Maintaining and Repairing Computer System and Networks(MRCN)			
13. Plan and prepare for maintenance and repair	3.76	Strongly Agree	5
14. Maintain computer system and network	3.79	Strongly Agree	2.33
15. Diagnose faults of computer system and networks	3.71	Strongly Agree	7.2
16. Inspect and test the computer system and networks	3.68	Strongly Agree	12.25
17. Rectify/correct defects systems in computer system and networks	3.71	Strongly Agree	7.2
Composite Mean	3.72	Strongly Agree	

Legend: Scoring 4 (4.5-5.0) Strongly Agree, 3 (3.5-4.4) Agree, 2(1.5-2.4) Disagree, 1(1.0-1.4) Strongly Disagree

The table above shows the readiness of the ICT student in core competencies. The composite mean of this aspect is 3.72.

It can be gleaned from the table that statement no. 1, which “assemble computer hardware” ranked first. This only implied that core skills acquired by ICT students are dominant. This is corroborated with the study of Rafoth, Buchebauer, Crissman and Halko (2012), stated that the child’s attainment of a certain set of emotional, behavioral, and cognitive skills needed to learn, work and function successfully in school. Unfortunately, this common philosophy of ready for school” places an undue burden on children by expecting them to meet the expectations of schools. A more constructive way to consider school readiness is to remove the expectations from the child and place those expectations onto the schools and the families. Young children have wide ranging needs and require support in preparing them for the high standards of learning they will face in the elementary school. On the core competencies statement no. 12 which “Perform testing documentation and Pre-deployment procedures” ranked last got the lowest weighted of 3.62.

C. Psychological Competencies.**Table 2.3 Student’s Readiness on Work Immersion Program in Psychological Competencies**

Statement	WM	VI	Rank
1. I ‘am able to self–observe, that is, I can internally observe my own behaviours, motives and patterns	4.17	Strongly Agree	4
2. I would describe myself as a can do person	4.94	Strongly Agree	1
3. I am aware of, understand and appreciate the feeling other.	4.91	Strongly Agree	2
4. I am a highly motivated individual	4.15	Strongly Agree	5
5. In general , I handle stressful situation	4.64	Strongly Agree	3
Composite Mean	4.56	Strongly Agree	

Legend: Scoring 4 (4.5-5.0) Strongly Agree, 3 (3.5-4.4) Agree, 2(1.5-2.4) Disagree, 1(1.0-1.4) Strongly Disagree

The table above shows the readiness of the ICT student in psychological competencies. The composite mean of this aspect is 4.56.

It can be glinted from the table that statement no. 2, which “I would describe myself as a can do person” ranked first. This only implied that psychological competencies acquired by ICT students are dominant. This is corroborated with the study of Olha Uhryn, a person’s psychological readiness for professional development in a chosen profession determines his/her competitiveness and potential for success.

On the psychological competencies statement no. 5 which “I am a highly motivated individual” ranked last got the lowest weighted of 4.15.

3. Significant difference on Readiness of WIP when Respondents are grouped According to Profile Variable at 5% level of Significance.

Table 3.1 According Difference on Readiness of ICT Student of WIP when Respondents are grouped to Sex.

Variables	F-Value	P-Value	Interpretation	Decision
Common Competencies	.336	.549	Not Significant	Accept Ho
Core Competencies	.072	.790	Not Significant	Accept Ho

Table 3.1 shows the significant difference of the two variables when they are grouped according to their sex.

The t value suggested that there is no significant difference to the variables which is common are core competencies when they are grouped according to their sex; leading the researcher to accept the null hypothesis. Common and Core competencies did not reach the 0.05 level confidence required.

Table 3.2 Significant Different on Readiness of WIP when respondents are group according to Age

Variables	F-Value	P-Value	Interpretation	Decision
Common Competencies	.002	.965	Not Significant	Accept Ho
Core Competencies	.027	.870	Not Significant	Accept Ho

Table 3.2 shows the significant difference of the two variables when they are grouped according to their age.

The t value suggested that there is no significant difference to the two variables which is common and core competencies when they are group according to their age; leading the researchers to accept the null hypothesis. Common and core competencies did not reach the 0.05 level confidence required.

V. CONCLUSION

Based on the results of the quantitative analysis, the researcher hereby makes the following conclusions:

1. There are 34 ICT students respondents, 10 male, having the percentage of 29.4 and 24 female having the percentage of 70.6 as for the age of the students ranging 16-18 have the percentage of 85.3.
2. There is no significant difference on the level of readiness of ICT students on work immersion program in terms of common, core and psychological competencies.
3. When they are grouped according to their profile variable, there is no significant difference between the sex and age of the variables.

RECOMMENDATION

The study seeks to find specific provisions in the form of recommendations based on the outcomes of the study that can further help to determine the readiness of the ICT students on Work Immersion Program on Paharang Intergrated School

1. Conduct orientation to better prepare the immersionists to work immersion program.
2. Create training guidelines for the implementation of work immersion training program.

3. Establish more industries related to ICT as partner to show their readiness on work immersion program.

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