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Long Paper*

Exploring Work Immersion at Home: Humanities and Social Sciences Students' Compliance, Difficulties and Evaluation

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Abstract

Work immersion is a required subject to grade 12 senior high school in the Philippines leading to graduation. It aims to expose the students to the workplace to apply the acquired competencies from specialization and applied subjects. However, due to the health crisis experienced around the world, school attendance or industry-based immersion was prohibited, but education will never stop even in a health crisis. The students must experience the work immersion despite the present scenario. This was done by bringing work immersion into the comfort of their home. This study was practical action research that aimed to explore compliance, difficulties, and evaluation of the Humanities and Social Sciences (HUMSS) students in work immersion at home. The

participants were grade 12 HUMSS students who participated voluntarily. The data were collected through teachers' records, results of summative tests, survey questionnaires, and semi-structured interviews to elicit multiple data. The survey questionnaire and interview guide questions were validated by three headteachers and pilot tested to another school that offered the HUMSS strand. Based on the findings, the students complied with the portfolio and work immersion guide as required outputs by the end of the implementation. Also, students performed well in two summative tests. However, they experienced difficulties in terms of work habits like unstable internet connection, noise distraction at home, time management, and difficulty in answering the learning task. Also, they receive less parental assistance in accomplishing tasks because their parents were busy with their work, but they were expected to perform household duties. Furthermore, they evaluated work immersion at home as an excellent experience wherein their competencies as HUMSS graduates were developed.

Keywords – compliance, difficulties, evaluation, humanities and social sciences, work immersion

INTRODUCTION

Senior high school grade 12 students must experience work immersion before graduation as prescribed by the Department of Education (DepEd). However, the work immersion implementation should be flexible to suit the present setup and needs of schools, partner institutions, and students for the school year 2020-2021 (DM-CI-2020-00085, 2020). Work immersion is the best avenue to hone and develop students' skills (Mahaguay & Mahaguay, 2020). It exposes the students to the different fields of work and real working experience in companies, businesses, and institutions. It served as a ladder to gain specialized knowledge and expertise in the chosen field. Victory Christian International School (2016) defined a work immersion program as a realization of what the students learned from lessons, ideas, and opinions which consequently turn these into real work experiences and concepts that last. It is mandated that the graduating high school students must experience work immersion despite the community quarantine.

DepEd Order No. 30, s. 2017 (2017) stated that work immersion is a required subject for senior high school students before graduation which aims to provide learning opportunities for the students to familiarize themselves with the workplace, provide employment simulation, and apply their learned competencies from specialized and applied subjects in the real work environment. Through work immersion, students may enhance their competence in their field of specialization when they are exposed and familiarize with the work environment. The student is required to finish at least an 80-hour requirement as part of work immersion activities with the supervision of the work immersion teachers and partner institution supervisors (DepEd Order No. 30, s. 2017, 2017). However, due to the COVID-19 pandemic wherein restrictions imposed by the

government to secure the health, well-being, and safety of the students and teachers, do not allow work immersion on a company, business, or school for those under community quarantine. The students must stay in their houses and experience work from home. This is a big challenge for the work immersion teachers on how to bring the work-related experience to the comfort of students' homes. Moreover, DepEd clarifies the criteria for compliance during work immersion that guides the school personnel such as curriculum implementation, delivery process, assessment of students' progress, supervision, and administrative concerns (DepEd Order No. 039, s. 2018, 2018).

On the other hand, San Pedro Relocation Center National High School – Main Campus offers different tracks and strands for senior high school. One of the tracks that were given the focus on this study was on Academic Track, having the Humanities and Social Sciences (HUMSS) as a strand. The grade 12 HUMSS students were required to take work immersion subjects in the second semester. The said subject aims to provide the opportunity for the students to integrate learning areas through a creative culminating activity or a field experience that was usually done inside the campus or an outside field, either private or government offices. But now, the world is experiencing a global pandemic, so the process of learning was affected. Face-to-face interaction was prohibited in school and institution partners in which they were not catering to the students for work immersion. So, the said school must find ways on how to bring the work experiences to students' homes.

With this situation, the work immersion subject was affected by how it was going to be implemented at home. Work immersion at the time of the COVID-19 pandemic must be done at home since the community quarantine was not lifted (Division Memorandum No. 90, s. 2021, 2021). By work immersion, students were expected to expose and be familiarized with the work environment relevant to their chosen specialization. But this was a great challenge when the students stay at home while doing work immersion.

The researchers tried to find out how successful was work immersion of grade 12 HUMSS students was done at their own home in terms of students' compliance, difficulties encountered, and evaluation. The activities and other tasks related to their interest given by their work immersion teachers must be done at their own pace; they must accomplish it while they were staying at their own houses. It was also important to know if the grade 12 HUMSS students have a deeper understanding of the Humanities and Social Sciences that has been chosen with this kind of setup – doing work immersion at home. In addition, the students' difficulties and evaluation tell the learning experiences in the workplace that are worthy resulting from the opportunity to see their career path (Mahaguay & Mahaguay, 2020).

This study aimed to explore compliance, difficulties, and evaluation of Humanities and Social Sciences (HUMSS) students in work immersion done at home in the new normal situation. Specifically, it sought to answer the following questions: 1. What is the level of compliance of the students during work immersion at home in terms of accomplishment

of portfolio and work immersion guide as required outputs? 2. What are the mean scores of the students in two summative tests? 3. What are the difficulties experienced by the students in terms of work habits, family support, and supervisory support? 4. What is the evaluation of the students in work immersion at home in terms of implementation and competency development?

LITERATURE REVIEW

Lozada (2016) argued that work immersion served as a crucial point to provide the students a place to grow as professionals through simulation of work experiences. The value of experience served as the best teacher for the students to gain proficiency in their chosen field. Rex Bookstore (2018) mentioned that work immersion is vital to the holistic development of each student. This can be done by the creation of learning materials aligned with the K to 12 curricula. However, Onte (2018) suggested that a continuous improvement plan must be utilized to upgrade the level of compliance of the stakeholders with work immersion guidelines.

On the other hand, Mahaguay and Mahaguay (2020) revealed the difficulties experienced by the students in work immersion such as a limited visitation of work immersion teachers in immersion site, students did not have the initiative to do the task, students were not knowledgeable enough, and tasks given to the students were not related to their strand. However, they received much family support financially and emotionally and their supervisors guided them in accomplishing tasks. Moreover, Acar (2019) assessed the implementation of an immersion program in senior high school in Lapu-Lapu City, Philippines before the pandemic. He revealed that the requirements for the immersion program were met, the students performed well during work immersion on their immersion companies rated by their supervisors, and satisfied with their experience.

Catelo (2020) assessed the work immersion program for senior high school students using teachers, students, and industry partners in Pasay City, Philippines. He found that the three groups of respondents rated the work immersion program as excellent. The respondents believed that the said program was implemented properly based on the DepEd orders and its objectives were attained. Also, he proposed an intervention plan to address the work immersion problem and improve assessment practice on work immersion. Meanwhile, Vecino and Doromal (2020) assessed the implementation of the work immersion program in selected public schools Negros Occidental, Philippines using descriptive comparative. They found that the work immersion program was properly implemented based on what was stated in DepEd orders. However, challenges arose like students' attitude, limited time to track the student, lack of supervision time for teachers, and less financial support.

Related studies and literature above justified the importance of work immersion to students' holistic development. Thus, work immersion in the time of the COVID-19

pandemic must be put attention to improve the learning experiences of the students at home to ensure that the students experience real work that helps them to get a job after graduation or admit to college. Hence, insufficient evidence was established regarding the extent of implementation of work immersion (Vecino & Doromal, 2020). The work immersion at home is the first-time experience of the senior high school students in public schools, and no study has been conducted regarding work immersion at home particularly for Humanities and Social Sciences students. Previous studies focused on work immersion of Technical Vocational Livelihood (TVL) track (Catelo, 2020; Dela Cruz & Permejo, 2020; Figueras & Mendoza, 2020; Mahaguay & Mahaguay, 2020) or Science, Technology, Engineering and Mathematics (STEM) track (Acar, 2019 Acut et al., 2019). With the concerns and problems that arise in the implementation of work immersion, it was better to undergo a deep investigation regarding the students' work habits, competency development, and common problems encountered during the implementation (Gamboa et al., 2020).

The study believed in the experiential learning theory of Kolb which claims that learning opportunities must be acquired with a theoretical framework to safeguard the educational opportunity for each student (Stirling et al., 2016). Experiential education is the start of learning based on experience followed by field experiential learning which must be facilitated by work-related learning. Experiential learning refers to mechanisms or techniques implemented to gain knowledge, skills, and values to achieve the learning goals (Roberts, 2012). To make experiential learning possible in the new normal situation, the conceptual framework following the contextualized Plan-Do-Study-Act (PDSA) model to secure the continuity of learning even at home. Hence, the study focuses on students' experiences on work immersion at home to elicit their compliance, difficulties, and evaluation. A work immersion experience is a form of experiential learning wherein the students are exposed to various social issues and intensive instructions to examine their preconceived ideas and preferences (Dela Cruz & Permejo, 2020).

The modified PDSA model of conducting action research based on the local context was utilized in the study. It has four stages: planning, doing, studying, and acting with the teacher's activity and student's experiences across the stages. Proper protocols at the start of the study, such as faculty meetings, permission from the authority, and secured informed consent and assent were observed. Students' profiling was done in terms of preferred areas of interest such as political science, criminology, mass communication, education, human resource management, psychology, and tourism. Each area has an assigned work immersion teacher who supervised the students' activities.

The study utilized the work immersion at home through the provision of a work immersion guide and portfolio with the guidance of work immersion teachers. The said teachers have the responsibility of supervising the students' activities through coordinating with the parent/guardian since the students stayed at home, but assuring that the work immersion plan was properly executed. The parent/guardian was served as the partner supervisor who supervises in hand the activities of the student and

coordinates with the work immersion teacher regularly. The parent/guardian was accountable for the student's act and safety since he/she has control over the student's activities at home. The input from the parent/guardian on pre-implementation to post-implementation activities plays a vital role in the improvement of the work immersion implementation plan. However, the student has the responsibility to perform duties and tasks prescribed in the implementation plan through an immersion guide and was expected to accomplish the assigned tasks to create a portfolio that served as a compilation of learning outcomes from the work immersion subject.

METHODOLOGY

The study utilized a practical action design on exploring the students' compliance, difficulties, and evaluation in the work immersion at home of HUMSS students in the time of health crisis. Practical action research was the best design to use since the problem of the work immersion implementation arose due to the restriction imposed by the government that needs an immediate solution, but meaningful outcomes. Fraenkel and Wallen (2010) defined practical action research as a method of investigating classroom or school problems by practitioners. Work immersion at home aims to continue the work-related experience of the grade 12 students even in a health crisis and health protocols must be highly observed. Hence, action research is an investigation concerning the practitioners' action to inform the decision for the improvement of future actions (Sagor, 2005).

The participants of the survey were 156 12th Grade HUMSS students, out of 162 who underwent work immersion at home in San Pedro Relocation Center National High School – Main campus for the school year 2020-2021. The said students were expected to have industry/institutional work immersion experiences, but due to the public health crisis, this was not possible to happen. So, to address the problem, school officials decided to bring work immersion at home using printed materials and online platforms which were abrupt changes for students and teachers. The participant selection in the survey was voluntary and done without any favor or exchange. Voluntary sampling was observed in the selection of the participants by motivating the students to respond to the survey by stating the benefits of the study for future action. Voluntary sampling is a self-select technique of selecting samples in the survey (Sirug, 2015). However, twenty participants were interviewed to elicit qualitative data which were purposively selected based on the criteria of those students who failed to submit or with incomplete submitted outputs but have mobile devices for phone calls.

The table below shows the number of participants in terms of sex and area of interest. Most of the participants were female (60.90%). Psychology and criminology were the most preferred areas of interest by the participants. On contrary, political science was the least preferred.

Table 1. Demographic Profile of the Respondents in Survey

Variables	Frequency	%
Sex		
Female	95	60.90
Male	61	39.10
Area of Interest		
Criminology	40	25.64
Education	32	20.51
Human Resource Management	10	6.41
Mass Communication	10	6.41
Political Science	4	2.56
Psychology	44	28.21
Tourism	16	10.26

The study used a survey questionnaire via Google form to determine the students' profile, compliance in terms of submission of a portfolio and work immersion guide, difficulties experienced in terms of work habits, family support, and supervisory support from the teacher, and evaluation in terms of implementation and competency development. Some items were adapted from Caraig (2018), Mahaguay and Mahaguay (2020), DepEd Order No. 30 s. 2017 (2017), and DM CI 2020 00085 with modifications to make them suited to the present context. Permission was secured via email for the use of the instruments from previous studies. The first draft was a 40-item questionnaire with 8 items in each variable. The said instrument was validated by three headteachers in terms of content, format, design, accuracy, and usefulness. Their suggestions like additional items for compliance and open-ended questions were strictly followed, then the revised version was submitted to them. The revised version has six items under compliance, and forty closed-ended items under difficulties and evaluation which were pilot-tested for one week to HUMSS students in a private school who experienced work immersion at home for internal consistency using Cronbach's alpha. Creswell (2009) imposed that the validity and reliability of the instrument must be established before it is subjected to use for data collection.

The survey instrument obtained a .903, .828, .863, .945, and .940 reliability indices which mean good for use. The said reliability coefficients show how well the items in the instrument are positively correlated to each other (Cristobal & Cristobal, 2017). The acceptable value of Cronbach's alpha for a survey questionnaire is from 0.7 to 0.95 (DeVellis, 2003; Onyefulu & Roofe, 2019). Also, semi-structured interviews via phone calls were conducted to verify and clarify the responses of the students in questionnaires using the interview guide questions which were validated also by three headteachers.

Moreover, 25 item-summative tests for the 3rd and 4th quarters were administered to measure the acquired competencies which were validated by HUMSS teachers. The said summative tests were composed of objective and essay types. Moreover, teachers' records regarding the submitted portfolios and outputs were considered to elicit quantitative shreds of evidence of student's work as means of verification for students' compliance.

A letter of permission was secured to the school head signed by the headteachers to allow the researchers to conduct the study. After the grant of permission, communication with all immersion teachers was done as part of the protocol to inform them of the possible benefits they may get from the study and the required data which were collected from them like the results of the summative test and number of students who complied completely to the required outputs. Their participation in the study was highly appreciated since there were the ones with digital contact with the students.

Students' outputs were collected at the end of the work immersion period through physical submission in school following the proper health protocol set by school officials. Then, the survey questionnaire was distributed via Google form through group chats to elicit their perceptions of their compliance, difficulties concerning their work habits, family support, and supervisory support from work immersion teachers, and evaluation in terms of implementation and competency development. Twenty semi-structured interviews were conducted after the analysis of quantitative data to elicit qualitative data in support of quantitative findings.

To interpret the data from the survey, a four-point Likert Scale was used based on Pimentel's scaling (2019) to avoid biases (Table 2 and Table 3).

Table 2. Scale Used to Interpret the Difficulties and Evaluation

Scale	Ranges	Verbal Interpretation		
4	3.28 – 4.00	Always	Excellent	Very High
3	2.52 – 3.27	Often	Very Good	High
2	1.76 – 2.51	Sometimes	Good	Moderate
1	1.00 – 1.75	Never	Poor	Low

For the level of compliance, below shows the ranges and verbal interpretation used in the study.

Table 3. Ranges Used to Interpret the Compliance Level

Ranges	Verbal Interpretation
91% - 100%	Very High Compliance
81% - 90%	High Compliance
71% - 80%	Average Compliance
61%-70%	Low Compliance
Below 61%	Very Low Compliance

For quantitative data, the study used frequency, percentage, weighted mean to determine the rank and standard deviation to describe the data, Kolmogorov-Smirnov and Shapiro-Wilk for normality of data, Kruskal-Wallis H test, and Mann-Whitney U test for the significant difference when the respondents were grouped according to sex and area of interest. On the other hand, reflective thematic analysis was considered in analyzing qualitative data using manual coding. Moreover, member checking was done to establish the credibility of qualitative data by returning the transcript and analysis to the participants and eliciting their agreement on what transpired in the data analysis. Member checking is a way of validating the qualitative results by returning to the participants and seeking their conformity (Birt et al., 2016). The participants were asked to check the accuracy and completeness of data based on their experiences.

Table 4 shows the normality test using Kolmogorov-Smirnov and Shapiro-Wilk tests which are commonly used as tests for normality (Hanusz & Tarasińska, 2015). As depicted in the table, the data do not resemble normal distribution since the p-values are less than the .05 level of significance. It means the non-parametric test of difference is the most suited to use rather than the parametric counterpart since it does not require normality of data distribution. The nonparametric test can be used for discrete categories that do not meet the normal distribution assumptions for the parametric test (Tabachnick & Fidell, 2013). These justify the application of the Kruskal-Wallis H test and Mann-Whitney U test for significant differences in the responses when the participants were grouped according to sex and area of interest concerning the dependent variables.

Table 4. Tests of Normality of Data

Variables	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Work habits	.104	156	.000	.950	156	.000
Family support	.075	156	.031	.981	156	.028
Supervisory support	.196	156	.000	.823	156	.000
Implementation	.138	156	.000	.902	156	.000
Competency Development	.124	156	.000	.928	156	.000

RESULTS

The level of compliance is shown in Table 5 in terms of the submitted portfolio and work immersion guide as the requirements which were taken from the teachers' records considering all HUMSS students who underwent work immersion at home. Most of the students were able to submit the complete portfolio (86.42%) and work immersion guide (84.57) as the requirements of work immersion in grade 12. It means high compliance of students was observed in the implementation of work immersion at home through the submission of the requirements which is similar to the findings of Acar (2019). The said portfolio was the compilation of all outputs of the students including concept paper while their work immersion guide was a learning material with activities. However,

seventeen students were unable to complete the portfolio, and sixteen students were unable to complete the activities in the work immersion guide because of the difficulties they encountered. Hence, five students were not able to submit the portfolio and nine were not able to submit the work immersion guide because they have jobs just to earn money to help their families alleviate their financial problems.

Table 5. Level of Compliance of the Students in Work Immersion at Home in terms of Portfolio and Work Immersion Guide Submission

Status of Submission	Portfolio		Work Immersion Guide	
	f	%	f	%
Complete	140	86.42	137	84.57
Incomplete	17	10.49	16	9.88
No submission	5	3.09	9	5.55
Total	162	100	162	100

Table 6 reveals the results of two summative tests given by work immersion teachers during work immersion implementation. It can be gleaned from the table below that the students passed the two 25 item-summative tests having the mean score of 18.87 and 21.37 respectively. Some students got the highest possible score in the two summative tests. The said summative tests revealed the expected competencies that the HUMSS students must learn after work immersion. It means the students were able to develop their competencies as HUMSS students. The findings agreed with the study of Acar (2019) that the students performed well in work immersion.

Table 6. Result of Summative Tests in Work Immersion at Home

Summative Test	Lowest Score	Highest Score	Mean	SD
3rd quarter	8	25	18.87	3.71
4th quarter	13	25	21.37	2.78

Table 7 shows the difficulties of the students in work immersion at home about work habits. It shows that the students prioritize the work immersion activities despite having household chores and tasks to perform inside their houses. Time management was one of the problems experienced by the students since they have household chores to accomplish every day. However, they have a positive attitude towards the accomplishment of learning tasks by considering the teacher's suggestions and comments. They were motivated to accomplish learning tasks. They had the initiative to do the assigned task while staying at home which is the opposite of the findings of Mahaguay & Mahaguay (2020). Also, they were motivated of doing the learning task on time and complete them. They found enjoyment in doing the learning tasks.

Table 7. Mean and Standard Deviation on the Difficulties of the Students in Work Immersion at Home Concerning Work Habits

Statement	Mean	SD	Verbal Interpretation	Rank
1. I took the initiative to do my tasks even I am working at home.	3.33	.69	Always	3
2. I made sure that I accomplished the task given to me completely and on time.	3.17	.72	Often	5.5
3. I was motivated to do my work immersion at home with little assistance from my teacher.	3.28	.74	Always	4
4. I enjoyed doing the learning task given by my work immersion teacher.	3.17	.73	Often	5.5
5. I took the suggestions and comments of my work immersion teacher positively to make my work better.	3.62	.66	Always	1
6. I prioritized my work immersion at home over house chores and other tasks.	2.83	.75	Often	8
7. I took work immersion at home as an opportunity to grow, develop and become a competent graduate.	3.53	.66	Always	2
8. I was at a peak in accomplishing my tasks within allotted work immersion hours.	3.12	.70	Often	7
Average	3.25		Often	

Figure 1 shows the difficulties experienced by the students in work immersion at home in terms of work habits from interviews. Students found difficulty in balancing the household chores and accomplishing the learning task assigned to them weekly because they were taking care of their siblings, tutoring younger siblings, or performing household chores. They found it difficult to beat the deadlines of submitting outputs because they were preoccupied with household duties that they need to perform, but despite these difficulties, they were urged to finish and submit their outputs even they experienced an unstable internet connection during webinars and online meetings. Some students experienced difficulties in answering the learning task because some items were not understandable for them. Also, they needed constant motivation to pursue working

with the learning tasks to keep their desire to accomplish what must be accomplished on time. Moreover, a noisy environment distracted the students to stay focus on doing the learning tasks from the work immersion guide which means they cannot concentrate on performing on what was expected of them based on the work immersion plan. They found it hard to find a peaceful place inside their home. But, due to their willingness to graduate on time, they tried their best to accomplish the assigned learning tasks and complied with a portfolio. Overall, students developed good work habits despite the difficulties they encountered as students and members of the family with household duties. Work habits of K to 12 graduates in the Philippines were highly developed which were influenced by teachers, classmates, and parents (Gamboa et al., 2020).

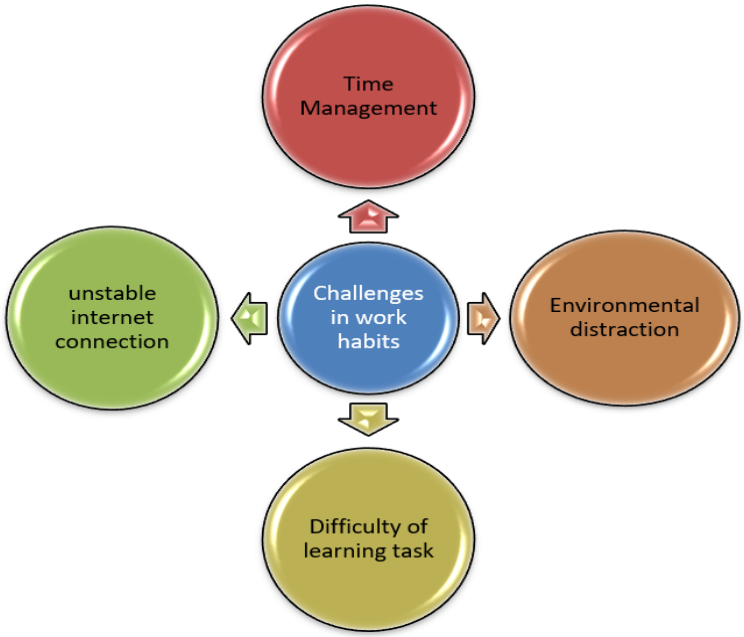

Figure 1. Difficulties Encountered During Work Immersion Regarding Work Habits

Table 8 shows the difficulties of the students concerning family support in work immersion at home. They experienced less assistance from their family in accomplishing the learning tasks. Their parent/guardian seldom coordinated with the work immersion teacher to talk about their learning progress. However, they received financial support, prepared meals, constant reminders, and psychological support. In addition, their parents/guardians were responsible for their material provision and supervising their work. The parent/guardian constantly asked the student if they accomplished the task given by the teacher on time. It reveals that the participants' families supported them in accomplishing the required outputs by providing financial needs and showing concern with them, which is similar to the findings of Mahaguay and Mahaguay (2020). Parental support to child education yields positive and consistent effects for better self-concept and academic outcomes (Chohan & Khan, 2010). Parental motivation serves as a motivating factor since the students stayed at home while doing work immersion.

Table 8. Mean and Standard Deviation on the Difficulties of the Students in Work Immersion at Home Concerning Family Support

Statement	Mean	SD	Verbal Interpretation	Rank
1. My parent/guardian constantly supervised me in my work immersion at home.	2.54	.85	Often	6
2. My parent/guardian attended work immersion meetings and conferences.	2.81	1.02	Often	4
3. My parents/guardians provided my financial needs for my work immersion at home.	3.21	.87	Often	1
4. My parents/guardians prepared my meals every day so I can do my work immersion at home.	2.90	1.09	Often	2
5. My parents/guardians constantly asked about the accomplishment of tasks in my work immersion in connection with the work immersion schedule.	2.83	.96	Often	3
6. My parent/guardian assisted me to accomplish my learning task in work immersion.	2.35	.97	Sometimes	8
7. My parent/guardian coordinated with the work immersion teacher regarding my progress.	2.48	.98	Sometimes	7
8. My parent/guardian provided psychological support relative to the challenges I have encountered in work immersion.	2.76	.98	Often	5
Average	2.73		Often	

It can be gleaned from Figure 2 that the students experienced problems in their families while having work immersion at home as a result of interviews. They experienced misunderstandings with their parents because they have to spend much time doing learning tasks and completing their outputs on time. Their parents limited their time on using devices to join in online webinars and meetings because they were expected to perform household chores every day. Moreover, they received less parental assistance in accomplishing the learning task because their parents were busy with their work or have

illnesses spending little time with them. Their parents seldom reported their learning progress to the work immersion teacher because of their hectic schedule in work to earn for living. The parents used to ask the students if they did the assigned learning task and reminding them to finish on time. Their parents did not have time to browse the students' work nor to collaborate with the work of the students.

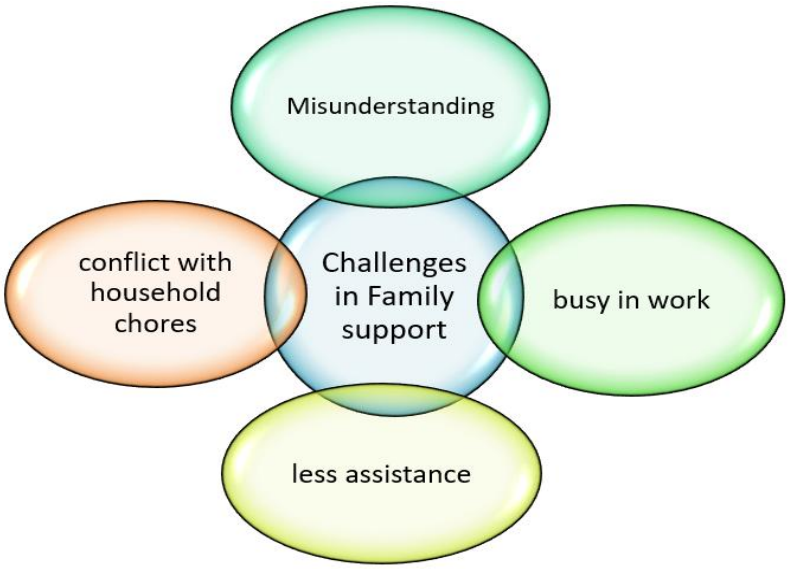

Figure 2. Difficulties Encountered During Work Immersion Regarding Family Support

Table 9 shows the difficulties of the students concerning the supervisory support from work immersion teachers. It can be gleaned from the table that the students did not experience a problem with the supervision of work immersion teachers. They received proper guidance on the process, assistance in accomplishing the task, and friendly accommodation in dealing with challenges. They also received feedback, comments, and suggestions regarding their academic performance through meetings, consultations, and online messages. Their work immersion teachers used to contact them to know if they experienced difficulties while working at home. The findings reveal that the work immersion teachers properly guided the students through orientation, online meetings, and webinars. They assisted the students in work immersion similar to the findings of Mahaguay and Mahaguay (2020). Hence, the work immersion teacher coordinated the parent/guardian to know the academic progress of the students and difficulties encountered while doing the learning tasks despite having other teaching loads.

Table 9. Mean and Standard Deviation on the Difficulties of the Students in Work Immersion at Home Concerning Supervisory Support from Work Immersion Teachers

Statement	Mean	SD	Verbal Interpretation	Rank
1. My work immersion teacher helped me to accomplish the task with my portfolio.	3.63	.59	Always	2
2. My work immersion teacher rendered her time to assist me in doing the learning task and address my concern immediately.	3.60	.65	Always	3.5
3. My work immersion teacher contacted me to know the difficulties I experienced while working at home.	3.31	.85	Always	7
4. My work immersion teacher was accommodating and friendly to deal with my challenges in work immersion at home.	3.60	.63	Always	3.5
5. My work immersion teacher guided me on the process of work immersion at home.	3.62	.67	Always	1
6. My work immersion teacher gave feedback, comment, and suggestion on my performance in work immersion at home	3.58	.69	Always	5.5
7. My work immersion teacher regularly coordinated with my parent/guardian about my progress.	3.16	.96	Often	8
8. My work immersion teacher conducted regular meetings/consultations/messaging via online platforms.	3.58	.66	Always	5.5
Average	3.51		Always	

Figure 3 shows the difficulties encountered by the students during work immersion at home concerning supervisory support from their work immersion teachers as a result of interviews. They experienced not loud and clear voice during webinars and meetings which was caused by having an unstable internet connection. They were also shy to ask questions and voice out their opinion because they know that their teachers were busy to

disturb. Some students have less communication with their teachers and received a late reply to their queries because of inadequate supervision time which is similar to the findings of Vecino and Doromal (2020). Work immersion teachers have another teaching load with the lower grade students aside from handling work immersion subjects. Also, they received unclear directions on how to perform the learning task because not all of them were capable of understanding the given instruction immediately. Hence, they needed a detailed explanation and examples of how to do the assigned task that demands much time for the work immersion teachers.

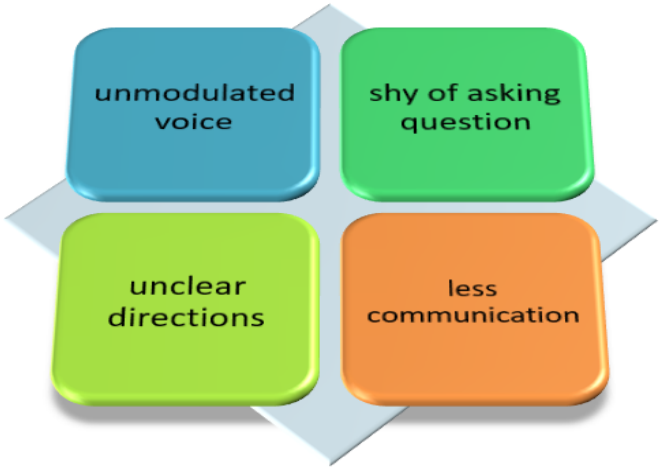

Figure 3. Difficulties Encountered During Work Immersion Regarding Supervisory Support from Work Immersion Teachers

Table 10 reveals the students' evaluation of work immersion regarding its implementation. As depicted below, the students developed their good attitudes, work habits, and appreciation towards work which were aligned to their field of specialization. The work immersion plan was properly implemented for one semester because of the regular monitoring of work immersion teachers. Through work immersion, students improved their creativity, efficiency, and effectiveness in crafting a solution to the problem. It provided vital learning experiences related to work-related activities which developed their knowledge and skills relevant to their preferred career in the future. Their hands-on experiences provided the application of learned competencies even at home. Overall, the implementation was rated as excellent by students, which is similar to the findings of Catelo (2020). It implies that work immersion at home was implemented properly despite difficulties encountered which is similar to the findings of Vecino and Doromal (2020). Through the collaboration of students, parents/guardians, and work immersion teachers, work immersion at home was carried out based on what's written on the implementation plan.

Table 10. Mean and Standard Deviation on the Students' Evaluation of Work Immersion at Home in terms of Implementation

Statement	Mean	SD	Verbal Interpretation	Rank
1. My work immersion at home was aligned with my field of specialization.	3.38	.75	Excellent	2
2. Work immersion at home gave me a hands-on experience in which I can apply my competencies and knowledge.	3.20	.78	Very good	8
3. The work immersion at home developed my knowledge and skills relevant to my chosen future career.	3.28	.76	Excellent	7
4. Work immersion at home provided relevant learning experiences similar to work-related activities.	3.31	.81	Excellent	6
5. Work immersion at home developed my ability to make creative, efficient, and effective solutions to perceived problems.	3.33	.74	Excellent	5
6. My work immersion experiences were regularly monitored by my work immersion teacher.	3.35	.73	Excellent	3.5
7. The work immersion plan/matrix of the school was properly implemented.	3.35	.74	Excellent	3.5
8. Work immersion at home developed my good attitude, work habits, appreciation, and respect for work.	3.42	.72	Excellent	1
Average	3.33		Excellent	

As depicted in Table 11, students evaluated the work immersion concerning competency development as high which means the students developed the target learning competencies for HUMSS graduates. The students' instructional understanding in both written and oral was improved wherein they can communicate with other people in English or Filipino. They were more knowledgeable in the field they want to pursue because they have a better understanding of the principles, key concepts, and processes of Humanities and Social Sciences. They can demonstrate their learned competencies by formulating a plan of activities which was expected as HUMSS graduates. Also, they can develop a creative portfolio as evidence of accomplishments and concept paper as proof of learned competencies.

Table 11. Mean and Standard Deviation on the Students' Evaluation of Work Immersion at Home in terms of Competency Development

Statement	Mean	SD	Verbal Interpretation	Rank
1. I am knowledgeable about the career I want to pursue due to my work immersion at home.	3.26	.79	High	3
2. I can understand the instructions given to me by my work immersion teacher, both written and verbal.	3.33	.72	Very high	1
3. I can communicate well with other people using English and Filipino languages.	3.27	.76	High	2
4. I can formulate a plan of activities that demonstrates my competence as a HUMSS Graduate.	3.22	.73	High	6
5. I can produce a creative portfolio as evidence of my school accomplishments and experiences.	3.21	.82	High	7
6. I can develop learning competencies and values even staying at home.	3.23	.77	High	5
7. I can write a concept paper that demonstrates my learning in Humanities and Social Sciences.	3.08	.84	High	8
8. I can express my understanding of the principles, key concepts, and processes of Humanities and Social Sciences.	3.25	.76	High	4
Average	3.23		High	

As depicted from Table 12, a statistical difference in work habits of the students during work immersion at home exists through the Kruskal-Wallis H test when the students were grouped based on the area of interest with the test statistic of 15.249 ($p = .018$) which is lower than the .05 significance level. However, no significant difference exists from the rest of the dependent variables since their p-values are greater than .05 alpha. It means regardless of area of interest, the students rated the dependent variables almost the same except for work habits. It implies the same rating was given by the

students in terms of family support, supervisory support, implementation, and competency development. Hence, the Kruskal-Wallis H test is a nonparametric test for comparing 3 or more independent groups as the counterpart of analysis of variance (Broto, 2006).

Table 12. Kruskal-Wallis H test for Significant Difference in terms of Area of Interest

variables	n	df	Test Statistic	p-value	Decision
Work habits	156	6	15.249	.018	Significant
Family support	156	6	5.498	.482	Not significant
Supervisory support	156	6	3.989	.678	Not significant
Implementation	156	6	6.777	.342	Not significant
Competency development	156	6	12.008	.062	Not significant

As depicted in Table 13, a significant difference exists in the work habits of students under education and human resource management as the areas of interest-based on the Mann-Withney U test of 60.500 (p-value = .000). It means the students under human resource management developed more positive work habits compared to the education group. Students under human resource management developed the initiative to accomplish the learning task because they prioritize their work immersion activities over household chores.

Table 13. Mann-Whitney U test for Significant Difference in Work Habits Between Education and Human Resource Management as Area of Interest

Test Statistics	Work habits
Mann-Whitney U	60.500
Wilcoxon W	525.500
Z	-3.339
Asymp. Sig. (2-tailed)	.001
Exact Sig. [2*(1-tailed Sig.)]	.000[b]

Table 14 shows the results of the Mann-Whitney U test for the significant difference when the participants were grouped based on sex. Since the p-values are greater than the .05 significance level, it means no significant difference exists between males and females. It implies that the male and female students experienced the same difficulties in terms of work habits, family support, and supervisory support. Also, they expressed the same evaluation of work immersion in terms of implementation and competency development. It implies that regardless of sex, students experienced the same difficulties which are similar to the findings of Mahaguay and Mahaguay (2020). Hence, male and female students evaluated the work immersion at home similarly.

Table 14. Mann-Whitney U test for Significant Difference in terms of Sex

	Work habits	Family support	Supervisory support	Implemen-tation	Competency Development
Mann-Whitney U	2640.500	2893.500	2784.000	2637.000	2757.000
Wilcoxon W	4531.500	7453.500	7344.000	4528.000	4648.000
Z	-.936	-.015	-.420	-.953	-.513
Asymp. Sig. (2-tailed)	.349	.988	.675	.340	.608

DISCUSSION

Work immersion can be done at home if the parents/guardians give financial, psychological, and emotional support with regular assistance and guidance from the work immersion teachers in guiding the accomplishment of learning tasks. Work immersion provides lessons that last for a lifetime and values a better life as future workers (Dela Cruz & Permejo, 2020). Experiential learning in work immersion boosted the development of learning competencies relevant to the preferred future career of the students. Their experiences served as outlets to apply what they have learned (Acut et al., 2019). Since the students experienced work-related activities at home, their compliance was high because they were motivated to finish senior high school. Students complied with the requirements for work immersion in the new normal setting since face-to-face classes and industry immersion were still prohibited for the safety, health, and well-being of the students and teachers. However, quantitative results show that the students did not have difficulties when it comes to working habits, but as a result of interviews, difficulties arose like having difficulties in internet connection during webinars and online meetings, balancing time between work immersion activities and household chores, noisy environment, and difficulties in answering learning tasks. When it comes to family support, both qualitative and quantitative results revealed that the students received less parental support when accomplishing the learning tasks because their parents were busy with their work just to provide for their financial needs and expecting them to perform household chores regularly. Hence, their parents seldom coordinated with immersion teachers to report the progress of their children.

In terms of supervisory support from the work immersion teacher, quantitative results revealed that their teachers always guided and supervised the students for the whole cycle of work immersion, however, qualitative results revealed difficulties like afraid of asking questions, less communication to the students, giving unclear instruction, and unmodulated voice during webinar and online meetings. Despite the difficulties, continuous improvement can be made to ensure the delivery of quality education (Gamboa et al., 2020). But, work immersion teachers as implementers of work immersion programs have major responsibilities to carry out the proper delivery, despite the difficulties (Vecino & Doromal, 2020). In addition, difficulties experienced by the students were not influenced by sex nor area of interest except for work habits wherein

human resource management students tend to develop good work habits compared with the education group. Hence, sex is not a significant factor for family and supervisory supports in work immersion (Mahaguay & Mahaguay, 2020).

On the other hand, students evaluated their work immersion implementation at home excellent with high competency development. Work immersion was carried out according to the planned matrix giving the students opportunities to apply their competencies by providing relevant experiences even at home. Through work immersion, their competencies and values as HUMSS graduates were developed, they became knowledgeable about the career they want to pursue in higher education. Work immersion developed the skills and competencies of the students (Gamboa et al., 2020). They were able to create concept papers and portfolios as shreds of evidence of their learning. Also, their communication skills were enhanced in oral and written. Students' experiences in work immersion provide various values and skills which help them in transitioning from schooling to real life (DepEd Order No. 30 s. 2017, 2017). Hence, using the lens of experiential learning theory, the study claimed that work immersion, despite the difficulties encountered provides learning opportunities for the students to grow and develop their potentials even at home.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the students have high compliance with the requirements of work immersion at home despite difficulties experienced. They passed the two summative tests that manifest their learned competencies as HUMSS students. Difficulties like unstable internet connection, time management, noise distraction, difficulty of learning tasks, less parental assistance due to working parents, household chores, less communication with the teachers, and unclear directions arose during the implementation of work immersion. However, they evaluated the implementation as excellent and they developed competencies as HUMSS graduates.

The study was limited to five sections in one school since it was school-based action research. It is better if the study was conducted from different schools on a wider scale to determine the gaps and areas to improve when work immersion was done at home. It is suggested that future researchers conduct a similar study considering the limitations and findings of this study from various institutions geographically apart. Moreover, work immersion teachers should be always lenient and considerate to every student since they have different backgrounds and technological capabilities in terms of technological literacy, device ownership, and internet connection.

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