
A Descriptive Analysis of Work Immersion Competencies Among Senior High School Strands: Towards Targeted Industry Alignment

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Abstract — This study evaluates the work immersion performance of Senior High School (SHS) students across three distinct academic and technical strands: Home Economics (HE), Information and Communications Technology (ICT), and the General Academic Strand (GAS). Recognizing the challenge of ensuring consistent competency development for industry alignment, this research aims to describe and compare actual workplace behaviors. Utilizing a quantitative, descriptive-comparative research design, data were collected from standard industry supervisor evaluations assessing nine core competencies. Results indicate that all evaluated strands achieved an "Outstanding" overall performance rating. The HE strand ranked highest (Mean = 4.72, SD = 0.59) and demonstrated the most consistent performance among peers. In contrast, the ICT strand (Mean = 4.68, SD = 0.63) exhibited the greatest performance variability, suggesting that highly technical environments demand specialized, individualized mentorship. Across all groups, Professionalism emerged as the paramount strength, confirming the successful instillation of workplace ethics and decorum. Conversely, Attendance and Punctuality was identified as a universal weakness, highlighting a shared struggle with corporate time management standards. The findings conclude that while the curriculum effectively builds baseline job readiness, a generalized approach to pre-

deployment training is insufficient. To ensure equitable workforce transitions, this study recommends implementing strand-specific mentoring, establishing mid-immersion feedback loops, and executing rigorous timekeeping simulations prior to deployment.

Keywords: Work Immersion, Senior high School, Workplace Competencies, Industry Alignment

I. INTRODUCTION

The Department of Education (DepEd) continues to refine the basic education framework, recently rolling out the Enhanced Senior High School pilot implementation, targeted for the School Year 2026-2027, to better align learners' skills with industry demands (Department of Education [DepEd], 2026). As the curriculum strengthens its emphasis on practical, real-world application, the methodology for executing Work Immersion undergoes systemic shifts that profoundly affect how student deployments are managed and assessed. This shift highlights a pressing concern: while the curriculum mandates hands-on simulation, educational institutions face the challenge of ensuring that students across different academic and technical strands are genuinely developing the expected professional competencies at an equal pace. Consequently, there is a distinct possibility that without targeted interventions, certain strands may inherently struggle to meet basic workplace expectations, leading to an unbalanced transition from school to the workforce.'

This problem of inconsistent competency development during work immersion is well-documented in recent literature. A 2025 study highlighted that while work immersion programs effectively develop general work ethics and values, students often exhibit only moderate job readiness, particularly concerning specialized technical skills and workplace adaptability ("Work Immersion Footprints," 2025). Furthermore, researchers emphasize that even short-term immersion programs significantly influence students' workplace confidence, which requires a strong foundation in adaptability and teamwork to navigate dynamic professional environments successfully (Tinio, 2025). However, a significant gap remains between the vocational training offered in schools and the actual competencies expected by industry employers, underscoring the need for continuous assessment of student performance across different disciplines (Guadalupe, 2024).

The struggle to bridge educational outcomes with industry standards resonates on multiple levels. Internationally, studies affirm that immersion programs are vital for fostering intercultural competence and workplace confidence (Johnson, 2020). On a national scale, DepEd Order No. 30, s. 2017, institutionalized work immersion to expose learners to authentic work environments, though recent memoranda point to the ongoing struggle of harmonizing learner schedules and standardizing training plans with industry partners (DepEd, 2017). In Central Luzon, initiatives such as the partnership between the DepEd Schools Division Office of the City of San Fernando and the Pampanga Chamber of Commerce and Industry (PamCham) aim to enhance the competencies of Grade 12 students by securing relevant workplace placements (Philippine News Agency, 2022). Locally, Angeles City Senior High School and other institutions continuously deploy students to regional partners—such as Holy Angel University—highlighting the active effort to fulfill the 80-hour minimum immersion requirement despite administrative hurdles (Angeles City Senior High School, 2020).

Despite the wealth of literature on the general impacts of work immersion, a notable research gap exists in the comparative evaluation of specific workplace competencies across the distinct Senior High School strands—Home Economics (HE), Information and Communications Technology (ICT), and General Academic Strand (GAS). Most existing studies focus heavily on either the program's overall effectiveness or inferential differences (hypothesis testing) between student profiles. Few studies employ a purely descriptive-comparative approach to explicitly isolate shared behavioral strengths and consistent weaknesses across different strands in a localized setting, a step necessary for creating strand-specific intervention programs.

Therefore, this study aims to describe and evaluate the work immersion performance of Senior High School students based on industry evaluations. Specifically, it seeks to: (1) determine and rank the overall performance of students in the HE, ICT, and GAS strands; (2) identify the common competency strengths and weaknesses among the three groups; and (3) compare the consistency of performance ratings received by the students within their respective strands.

Synthesizing the existing educational mandates with current literature reveals that work immersion is more than a graduation requirement; it is a critical bridge to employability. By descriptively analyzing students' actual performance data across the HE, ICT, and GAS strands,

this study provides actionable insights. Rather than merely demonstrating statistical differences, the findings will enable educators and industry partners to recalibrate pre-deployment orientations and training plans to address learners' specific behavioral and professional needs.

II. METHODOLOGY

This study utilized a quantitative, Descriptive-Comparative research design. This approach was selected because the primary goal was not to establish cause-and-effect relationships or inferential generalizations, but rather to systematically describe, rank, and compare the factual performance evaluations of the students during their work immersion.

The data were derived from the performance evaluation records of Senior High School students who underwent the Work Immersion program. The respondents were categorized into three distinct academic and technical strands: Home Economics (HE), Information and Communications Technology (ICT), and the General Academic Strand (GAS).

The primary instrument was the standard "Performance Evaluation of Work Immersion" tool utilized by industry supervisors. The evaluation tool measured student performance across nine (9) core workplace competencies: Teamwork, Communication, Attendance and Punctuality, Productivity/Resilience, Initiative/Proactivity, Judgment/Decision-Making, Dependability/Reliability, Attitude, and Professionalism.

Data extracted from the evaluation spreadsheets were subjected to descriptive statistical analysis. The Overall Mean was calculated to rank the strands' performance and to identify the highest- and lowest-scoring competencies. Furthermore, the Standard Deviation (SD) was computed to determine the consistency and variability of the scores within each strand.

Ethical Considerations

Strict ethical protocols were observed throughout the data-gathering process to ensure the absolute protection of the participants. The privacy and anonymity of the teacher-respondents were

treated with paramount importance. Their identities were completely concealed, ensuring that their honest responses and individual scores would have absolutely no impact on their professional performance ratings. Furthermore, the research was conducted ethically to protect respondents' welfare without compromising the reliability of the data collected.

III. RESULTS AND DISCUSSION

Overall Performance Ranking

The descriptive analysis of the overall mean scores reveals the academic standing of the three groups based on evaluations from their respective industry supervisors.

Strand	Mean	SD	Descriptive Interpretation	Rank
HE	4.72	0.59	Outstanding	1
ICT	4.68	0.63	Outstanding	3
GAS	4.71	0.61	Outstanding	2

Legend: *Outstanding 4.21 – 5.00; Very Satisfactory 3.41 – 4.20; Satisfactory 2.60 – 3.40; Fair 1.81 – 2.60; Needs Improvement 1.00 – 1.80*

The data presented in the table offer a compelling look at how students from three distinct academic and technical strands—Home Economics (HE), General Academic Strand (GAS), and Information and Communications Technology (ICT)—performed during their respective workplace deployments.

A deep dive into the Overall Performance Ranking table reveals a highly encouraging reality: all three groups secured a descriptive interpretation of "Outstanding," with mean scores sitting comfortably between 4.68 and 4.72 out of a perfect 5.00. The Home Economics (HE) strand ranked highest with a mean of 4.72 and the lowest standard deviation (SD) of 0.59. This low SD is a critical detail; it indicates that HE students were not only exceptional but remarkably consistent in their professional behaviors. The GAS strand followed closely in second place (Mean = 4.71, SD = 0.61). Meanwhile, the ICT strand, despite also achieving a stellar "Outstanding" rating (Mean = 4.68), ranked third and exhibited the highest standard deviation (0.63). This slightly greater variability suggests that while many ICT students excelled, there was a wider gap in performance levels among peers within that specific strand. It hints that highly technical environments may introduce distinct pressures that demand more rigorous, individualized pre-deployment preparation to ensure every student performs consistently.

Ultimately, these results should be celebrated as a resounding success for the institution's work immersion program. Earning universal "Outstanding" ratings from external industry professionals proves that the foundational values and work ethics being taught in the classroom are translating powerfully into actual corporate environments. However, the subtle differences in standard deviation serve as a valuable compass for educators. Rather than resting on these laurels, schools can persuasively use this data to refine their pre-immersion strategies—providing targeted, strand-specific mentoring, particularly for ICT students—to ensure that every single learner steps into the workforce with the same unwavering consistency and professional confidence.

Identified Strengths and Weaknesses

Work immersion serves as a critical diagnostic tool, revealing not only a student's technical aptitude but also their behavioral readiness for the corporate world. While overall performance ratings provide a macro-level view of student success, a granular examination of specific behavioral competencies is essential for identifying actionable areas of improvement. As detailed in the evaluation, analyzing the spectrum of the nine evaluated competencies allows educators to pinpoint exactly where Senior High School students naturally excel and where they require targeted intervention before fully transitioning into the workforce.

The most compelling revelation from the data is the undeniable strength students exhibited in *Professionalism*, which emerged as the highest-rated competency across all three strands (HE: 4.78, GAS: 4.77, ICT: 4.74). This resounding success indicates that regardless of a student's academic or technical background, the educational institution has effectively instilled a deep understanding of workplace decorum, strict adherence to company policies, and the maintenance of proper professional appearances. This finding aligns directly with recent literature, which affirms that work immersion programs are highly effective at cultivating foundational work ethics and general values, serving as a strong baseline for employability ("Work Immersion Footprints," 2025). Persuasively, this data proves that schools are successfully producing highly respectful and presentable future professionals who know how to carry themselves in an industry setting.

However, a critical analysis of the data also exposes a unified vulnerability: *Attendance and Punctuality*. As explicitly shown in the evaluation, this competency recorded the lowest scores uniformly across all groups (HE: 4.62, GAS: 4.61, ICT: 4.56). This highlights a profound and shared behavioral gap that transcends academic disciplines. The data paints a very specific picture: while these students are exceptionally well-behaved and professional when they are actually on site, the fundamental discipline of consistent time management and adherence to rigorous daily corporate schedules remains a universal struggle. Navigating the transition from flexible academic environments to strict industrial timeframes requires a level of adaptability and personal accountability that many students still lack, a challenge frequently documented in immersion competency evaluations (Guadalupe, 2024).

Ultimately, the competency breakdown presents a dual narrative of triumph and targeted necessity. The undeniable strength of Professionalism demonstrates that the moral and ethical foundations laid by the curriculum are taking root in real-world environments. Yet, the consistent weakness in Attendance and Punctuality cannot be ignored, as time management is a non-negotiable metric of reliability in any industry. To bridge this gap, educational institutions must pivot their pre-deployment strategies. It is no longer enough to simply teach students how to act appropriately in the workplace; they must be rigorously trained on the critical importance of showing up consistently and on time. By addressing this specific weakness, schools can transform these highly professional students into truly dependable and highly employable members of the workforce.

Consistency of Performance

While high average scores are often celebrated as the primary indicator of a successful work immersion program, they only tell half the story. To truly measure the equity and effectiveness of student preparation, educators must look beyond the mean and analyze the consistency of performance across the cohort. Standard deviation is a crucial metric here, revealing whether a program is universally beneficial or whether certain students are quietly falling behind. The overall data shifts the focus from overall academic standing to the dispersion of evaluation scores, providing profound insights into how similarly students within each strand performed compared to their peers.

As detailed in the provided image, analyzing the standard deviation exposes a distinct contrast in performance consistency between the academic strands. The Home Economics (HE) strand demonstrated the most cohesive performance, recording the lowest standard deviation at 0.59. This statistical clustering indicates that the evaluations of HE students were tightly grouped around their high mean score, suggesting a profound strength: their pre-deployment training translated uniformly into the workplace, allowing them to perform as a highly reliable, consistent unit. Conversely, the Information and Communications Technology (ICT) strand exhibited the highest variability with a standard deviation of 0.63. This wider spread reveals a fragmented reality and a distinct weakness within the cohort: while a portion of the ICT students performed exceptionally well, a significant fraction received noticeably lower scores from their industry supervisors.

This disparity in variance is highly telling and demands immediate pedagogical attention. The wider dispersion within the ICT strand suggests that highly technical environments may inherently have a steeper learning curve, in which specialized technical skills and workplace adaptability do not develop at the same pace for all learners ("Work Immersion Footprints," 2025). When a strand exhibits high variability, it is a persuasive indicator that generalized instruction is insufficient. It highlights an educational gap in which some students readily adapt to the rigorous demands of the tech industry, while others struggle to translate their classroom knowledge into practical application without targeted support (Guadalupe, 2024).

In conclusion, standard deviation serves as a vital diagnostic tool that challenges complacency about high averages. The cohesive success of the HE strand proves that uniform excellence is achievable, but the variability within the ICT strand serves as a critical call to action. To ensure that no student is left behind during their transition to the workforce, educational institutions must actively recalibrate their intervention strategies. By moving away from a one-size-fits-all approach and implementing localized, strand-specific mentoring—particularly for students navigating complex technical fields—schools can effectively close this performance gap and guarantee that every learner graduates with the same unwavering standard of job readiness.

IV. CONCLUSIONS

The culmination of this descriptive analysis brings us to an encouraging and definitive conclusion: the Work Immersion program is successfully doing exactly what it was designed to do. The program effectively translates theoretical classroom learning into highly satisfactory workplace behaviors across all observed academic and technical disciplines. While all groups demonstrated remarkable proficiency, the Home Economics (HE) students set the benchmark, exhibiting the highest overall performance among their peers. This collective success affirms that the foundational curriculum equips students with the baseline readiness to step confidently into real-world industry environments.

Beyond the impressive overall scores, the data reveals a unified behavioral profile among senior high school students. The standout strength across the board is a profound sense of **Professionalism**. Students have internalized the importance of workplace ethics, decorum, and presentability, proving that character education is taking firm root. However, this triumph is accompanied by a distinct and shared vulnerability: **Attendance and Punctuality**. This universal struggle to maintain consistent time management exposes a critical gap. It suggests that while students are exceptionally well-behaved when they are on the clock, the discipline required to consistently meet strict corporate schedules remains an elusive skill.

Furthermore, evaluating the consistency of these performances provides a crucial lens for future pedagogical strategies. The HE strand not only ranked first but also demonstrated the most

cohesive and consistent performance, proving that uniform excellence within a cohort is highly attainable. In stark contrast, the ICT strand exhibited the most variability. This wider dispersion of scores indicates that while some ICT students are thriving, others are quietly struggling to adapt to the specialized pressures of their deployments. This variance is a powerful reminder that a generalized approach to immersion preparation is no longer sufficient; some highly technical fields require much closer monitoring and targeted mentorship to ensure equitable success.

Ultimately, these findings serve as a persuasive roadmap for institutional growth. The data clearly dictates that current pre-deployment preparations are highly effective at instilling workplace ethics and professional decorum, but they fundamentally fall short in forging the rigorous time management habits demanded by industry standards. To guarantee that every student transitions seamlessly into the workforce, schools must recalibrate their training programs. By implementing strand-specific interventions and aggressively addressing the attendance gap, educators can elevate this work immersion program from merely satisfactory to truly transformative, ensuring every graduate is undeniably job-ready.

V. RECOMMENDATIONS

Based on the descriptive findings and conclusions drawn from the students' work immersion evaluations, the following actionable recommendations are proposed to educators, program coordinators, and industry partners. These recommendations aim to bridge the identified behavioral gaps and ensure an equitable, highly effective transition from the classroom to the corporate workforce.

1. Implement Targeted Time Management and Punctuality Interventions since Attendance and Punctuality emerged as a universal weakness across all academic strands, schools must aggressively overhaul this aspect of their pre-deployment orientation. It is recommended that educators move beyond simply reminding students to "be on time" and instead implement rigorous, corporate-style timekeeping simulations weeks before the actual immersion begins. Seminars should explicitly detail the severe consequences of tardiness and absenteeism in a

real-world industry setting, treating time management not just as a school rule but as a critical metric of professional reliability.

2. The high variability in the performance of Information and Communications Technology (ICT) students demands an immediate departure from generalized, one-size-fits-all training. It is highly recommended that work immersion coordinators provide specialized, localized mentorship for students entering complex technical environments. By conducting closer monitoring and weekly check-ins specifically for ICT students, educators can quickly identify those who are struggling to adapt to specialized industry pressures and offer the targeted support they need to succeed alongside their high-performing peers.
3. The Home Economics (HE) strand not only achieved the highest overall performance but also demonstrated the most consistent evaluation scores. Program coordinators should conduct a thorough analysis of the specific pre-deployment training, pedagogical strategies, and internal culture of the HE department. Identifying the specific practices that led to this cohesive success will allow the institution to adapt and apply these proven methods to the GAS and ICT strands, effectively raising the baseline performance of the entire senior high school batch.
4. To prevent students from receiving poor final grades due to behavioral blind spots, schools should collaborate with their industry partners to implement a mid-immersion feedback loop. If an industry supervisor can flag a student's attendance or punctuality issues halfway through the 80-hour deployment, the school's immersion coordinator can intervene and correct the behavior immediately. This proactive approach ensures that students learn from their mistakes in real-time, fulfilling the true educational purpose of the immersion program.
5. Finally, while there is room for improvement, the institution must also recognize and protect what is already working exceptionally well. The universal strength in Professionalism proves that current modules on workplace ethics, decorum, and presentability are highly effective. Schools should confidently sustain these specific character education initiatives, ensuring that future batches continue to step into the workforce as highly respectful and culturally competent professionals.

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