

Readiness and Willingness of the Enterprises in Accepting Work Immersion Activities of Senior High School Students

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ABSTRACT

This study determined and described the readiness and willingness of the enterprises in accepting work immersion (WI) activities of senior high school (SHS) students. Specifically, it described the needed WI requirements of SHS in terms of classification and skills needed, the readiness of enterprises in compliance with the Department of Education's requirements in terms of the facilities, alignment, proximity, legal requirements, scope of operation and corporate social responsibility. Also, it determined the willingness of enterprises in terms of the number of interns needed, availability of slots for internships, students' qualifications and gender preferences. Problems in relation to the WI activities of SHS students were also identified. Furthermore, a plan of action to address the anticipated problem was proposed. The descriptive research method, purposive sampling and questionnaire-checklist as instrument were utilized in this study. Majority of the enterprises are ready in accepting WI activities of SHS students. In terms of willingness, majority of the enterprises do not need interns but willing in accepting WI of SHS students. The following were recommended: conduct orientation or seminar in the enterprises about WI; search for other potential enterprises partners; partner with State Universities and Colleges; and the use of simulation activities inside the school.

Keywords: Work Immersion, Senior High School, Enterprises.

INTRODUCTION

Immersion is the process wherein the students acquire the necessary knowledge and skills of their subject matter set out in the school's program of instruction. As defined by the Meriam-Webster dictionary, an immersion is the act of dipping something in a substance, completely covering it. It might be something physical, such as plunging your body into water, or metaphorical, such as becoming totally immersed in a project. Hence, immersion is exposing the learners in an establishment where students' effort will be given the opportunity to realize their potential and their contribution to be recognized. For students, an immersion offers an opportunity to gain practical skills, contribute to solving real-world problems, and expand their network. For organizations, hosting student represents a chance to get fresh ideas, find future job candidates, and benefit from the students' diverse backgrounds and experience.

In the Philippine education, work immersion, as it applies to the K to 12

curriculum in the Philippines is defined in the Department of Education (DepEd) Order No. 40, series of 2015, refers to the part of the Senior High School (SHS) Curriculum consisting of 80 hours of hands-on experience or work simulation which the Grades 11 and 12 students will undergo to expose them to the actual workplace setting and to enrich the competencies provided by the school (Cruz, 2015).

It is noteworthy, that the immersion has two meanings in K to 12. The first meaning refers to a required SHS subject in the curriculum. The second meaning refers not to a subject but to a preferred mode of delivery of Tech-Voc subjects.

In the Curriculum Guides posted on the DepEd website, the immersion occurs in the Specialized Subjects of the tracks (Academic, Technical-Vocational-Livelihood (TVL), Sports, and Arts and Design. Nevertheless, immersion is only one among the four options under “Work Immersion / Research / Career Advocacy / Culminating Activity (WRCC)”. In the Academic Track, WRCC is the ninth required specialized subject in the Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS), and Science, Technology, Engineering, and Mathematics (STEM) strands. WRCC is not listed in the General Academic Strand (GAS), but since two electives may be taken from the other strands, it may be required also by particular schools.

Also, in accordance with the K-12 curriculum of the Department of Education (DepEd), the Department of Labor and Employment (DOLE) has laid down guidelines regarding the work immersion program for SHS students. In this Labor Advisory published by DOLE, it is clarified that work immersion shall not be considered as employment arrangement but only to serve the K-12 Program purpose of exposing the students to actual workplace setting and augment the competencies provided by the schools. First in the guidelines is the prohibition of the students having work immersion in industries and activities considered as hazardous in accordance with DOLE Department Order 149-2016. Among those considered as hazardous industries are mining and quarrying; construction; transportation and storage; water supply, sewerage, waste management, and remediation activities; forestry and logging; fishing and, aquaculture; hunting and trapping; security and investigation; and manufacturing of alcoholic beverages, tobacco, pyrotechnics, rubber and plastic products, chemicals, metals, and weapons and ammunitions.

Additionally, according to the DOLE, work immersion may be scheduled for no more than eight consecutive hours per day and must only be between 8 a.m. to 5 p.m. Also, work immersion for students that are still below 15 years old must have permission from their parents or guardians and should be no longer than four hours per day. Lastly, DOLE said that the actual work immersion shall be held under the supervision of the School Head and the designated personnel of the partner firm. In

addition, immersion is done outside the school campus in a Workplace Immersion Venue, defined as the place where work immersion of students is done. Examples of work immersion venues include offices, factories, shops and project sites. The partnership between the school and the industries will lead to building trust, equal power and accountability, wherein both can succeed in sharing skills, knowledge and information, hence, as a result these two components can be benefited mutually with each other. More importantly, if the school and industries work together, they can accomplish one goal—to train or immerse students in real life situations in the work field.

Presently, Corazon C. Aquino High School in Gerona Tarlac is preparing for the immersion for the students which is a part of the Senior High School program. Generally, giving an immersion to the high school students is totally a new concept to the school administrations. Hence, the study on readiness and willingness of potential partners in accepting work immersion activities of the senior high school students is suitable for the present need of the school.

RESULTS AND DISCUSSION

1. Description of the Needed Work Immersion Requirements of Senior High School

Work immersions pertain to the part of the Senior High School (SHS) Curriculum consisting of 80 hours of hands-on experience or work simulation of the Grades 11 and 12 students, wherein they will be exposed to an actual workplace setting and to enrich the competencies provided by the school under the supervision of the School Head and the designated personnel of the partner enterprises. Requirements refer to the rules and guidelines set by the Department of Education for an enterprise to be qualified as a partner for work immersion.

1.1. Classification

Classification refers to the types of business according to their activities pertaining to service, merchandising, and manufacturing.

Table 1 presents the description of the needed work immersion requirements of senior high school in terms of classification

Table 1

Description of the Needed Work Immersion Requirements of
Senior High School in terms of Classification of the Enterprises

$n = 36$

Classification	Frequency	%
Service	21	58
Merchandising	12	33
Manufacturing	3	8
Total	36	100

The results show that 58% of the respondents belonged to the service enterprises and 33% and 8% belonged to the merchandising and manufacturing type of enterprises, respectively.

This implies that the greater portion of possible partner enterprises where work immersion can be conducted are of the service type of enterprises as shown in Table 1.

1.2. Skills Needed

Skills needed refers to the abilities of students that are needed by the Enterprises.

Table 2 presents the description of the needed work immersion requirements of senior high school in terms of skills needed.

Table 2

Description of the Needed Work Immersion Requirements of Senior High School in
terms of Skills Needed by the Enterprises

$n = 40$

Skills Needed	Frequency	%
Office Assistance	7	18
Barbering	2	5
Baking	4	10
Bookkeeping	3	8
Animation (Computer)	1	3
Encoding (Computer)	7	18
Hairdressing	2	5
Cooking	7	18
Service and Sales	1	3
Motorcycle Mechanics	1	3

Pet Groomer	1	3
Labour/ Helper	1	3
Mechanic	2	5
Hospitality Management	1	3
Total	40	100

Based on the results, 18% of the enterprises needs office assistance, cooking and encoding (computer) skills. They need office assistance to have support in their day-to-day operation; cooking because the respondents were a service-type of enterprises in the field of food and they also need assistance in encoding documents. On the other hand, some of the skills listed to be least needed by the enterprises were animation (3%) because few enterprises have the same specialization and the other was pet grooming (3%) which is not aligned to the specialization of the students.

Hence, this means that some of the enterprises can cater to work immersion activities of senior high school students especially those specializations that are only aligned with the work and skills needed by the enterprises. For instance, senior high school students of Corazon C Aquino High School can be accepted by those enterprises that need office assistance, cooking and encoding because the school offers specializations in the field of accountancy, business and management, cookery, and ICT.

2. Description of the Readiness of the Enterprises in Compliance with the DepEd Requirements

Readiness pertains to the state of preparedness of enterprises to meet the requirements for the work immersion of the SHS students set by DepEd.

2.1. Facilities

Facilities refer to the buildings, offices, laboratories, shops, libraries, work areas, machines and equipment being operated by the enterprises for the use of the students in their work immersions.

Table 3 shows the readiness of enterprises in compliance with the DepEd requirements in terms of facilities.

Table 3

Description of the Readiness of Enterprises in Compliance
with the DepEd Requirements in terms of Facilities

Statements	Weighted Mean	Verbal Description
The laboratories are functional.	2.73	Moderately Ready
The surroundings are ready for a student to work on it.	3.23	Moderately Ready
The environment is ready for conducive learning and working of the students.	3.23	Moderately Ready
The facilities are ready, available and can be used by students.	3.23	Moderately Ready
There are ready advanced materials the students can explore.	3.13	Moderately Ready
The comfort rooms are functional.	4.13	Ready
There are prepared safety precautions, warnings and fire exits.	3.93	Ready
The enterprise is well designed to be a work place.	3.97	Ready
The enterprise has security personnel and CCTV(s).	3.23	Moderately Ready
The enterprise is following the government regulations.	4.43	Very Much Ready
Over-all Mean	3.53	
Interpretation	Ready	

As shown in Table 3, the enterprise is following the government regulation in terms of facilities was the statement with the highest weighted mean of 4.43 or “very much ready” because enterprises cannot start their operation without complying with the guidelines or regulations set by the government. Also, common among the enterprises which are ready was the statement with a weighted mean of 4.13 was the presence of functional comfort rooms within their vicinities because many of the enterprises were distant from public comfort rooms, a statement with a weighted mean of 3.93 that the enterprises are equipped with safety precautions, warnings and fire exits and a statement had a weighted mean of 3.97 that the enterprises is well designed to be a work place. On the other hand, enterprises indicated that they were “moderately ready” with a weighted mean of 3.13 that the enterprises have advanced materials the students

can explore because the enterprises have enough resources mainly for business operations that the students can manipulate during their work immersion activities. Furthermore, the statement that laboratories are functional had a relatively low weighted mean of 2.73, “moderately ready” because the presence of laboratories in an enterprise is not available to all types of enterprises and since they were small enterprises, laboratories may not be as good as those found in large companies.

The results showed that the over-all weighted mean generated was 3.54 with an adjectival description of “ready”. This means that in terms of facilities, majority of the enterprises were described to be “ready” in accepting work immersion activities of senior high school students. This will be a good indication since students may practice and apply their learning from the four corners of the classroom to the real work setting with the help of the facilities of the enterprises.

2.2. Alignment

Alignment refers to the connection or relation of work requirements of the enterprises to the specializations of students.

Table 4 shows the readiness of the enterprises in compliance with the DepEd requirements in terms of alignment.

Table 4

Description of the Readiness of the Enterprises in Compliance with the DepEd Requirements in terms of Alignment of Students' Specialization

Statements	Weighted Mean	Verbal Description
The needed work in enterprise is aligned with the skills of the students.	3.13	Moderately Ready
The students may fully apply their skills in the enterprise.	3.17	Moderately Ready
The enterprise is in need of the learned skills of the students.	3.20	Moderately Ready
The enterprise's employees are equipped with knowledge and skills connected with the specialization of the student.	3.47	Ready
The enterprise has employees who are ready to train and assist the students.	3.63	Ready
The enterprise is a Technical-Vocational-Livelihood.	3.30	Moderately Ready

The enterprise is ready to accommodate students in the field of Humanities and Social Sciences (HUMSS).	2.63	Moderately Ready
The enterprise is ready to accommodate students in the field of Accountancy, Business and Management (ABM).	2.87	Moderately Ready
The enterprise is ready to accommodate students in the field of Science, Technology, Engineering, and Mathematics (STEM).	2.60	Moderately Ready
The enterprise is not aligned with the students' specialization.	2.47	Less Ready
Over-all Mean	3.05	
Interpretation	Moderately Ready	

Based on the results, a statement with a weighted mean of 3.63 or “ready” that the enterprises have employees who are ready to train and assist the students because they only hire employees who are knowledgeable on the job required by the enterprises. Furthermore, a weighted mean of 3.47 or “ready” that the enterprises’ employees are equipped with knowledge and skills connected with the specializations of the students because they were given enough training before doing the actual job and many were already working for a very long time in the enterprises, whereas, the statements with an adjectival description of “moderately ready” about accommodating students in the fields of Science, Technology, Engineering, and Mathematics (2.60), Humanities and Social Sciences (2.63), and Accountancy, Business and Management (2.87) because other enterprises were aligned to other specializations. Also, the enterprises were “less ready” in catering to the work immersion activities of senior high school students because many of the enterprises’ work requirements were not aligned to the specializations of the students.

The grand mean generated was 3.05 with an adjectival description of “moderately ready”. This proves that in terms of alignment, many of the enterprises’ work requirements are aligned with the specializations of the senior high students. This also suggests that there are present enterprises around Corazon C Aquino High School which could cater to the work immersion activities of the senior high school students.

2.3. Proximity

Proximity refers to the distance in kilometers of the enterprises to Corazon C Aquino High School.

Table 5 shows the readiness of the enterprises in compliance with the DepEd requirements in terms of proximity.

Table 5

Description of the Readiness of Enterprises in Compliance
with the DepEd Requirements in terms of Proximity

$n = 30$

Proximity	Frequency	%
5 km to 9 km	4	14
Less than 5km	26	90
Total	30	100

Based on the results, 90% of the enterprises are located less than 5 kilometers from the school. This implies that it is to be advantageous for the senior high school students of Corazon C Aquino High School, while there are 14% of the enterprises that are located 5 to 9 kilometers away from the school.

The possible partner enterprises are within the allowed distance required by the Department of Education for work immersion activities of senior high school students. And likely, partnership management programs between the school and the enterprises would be carried out easier.

2.4. Legal Requirements

Legal requirements pertain to the required documents or registration set by the government for the enterprises to operate.

Table 6 pertains to the readiness of the enterprises in compliance with the DepEd requirements in terms of legal requirements.

Table 6

Description of the Readiness of the Enterprises in Compliance with the DepEd
Requirements in terms of Legal Requirements

$n = 114$

Legal Requirements	Frequency	Rank
DTI	21	3
SEC	15	4.5
DOLE	15	4.5
BFAD	6	6
BIR	26	2
Mayor's Permit	29	1
DENR	1	7.5

None Yet	1	7.5
Total	114	

Among the legal requirements, Mayor's Permit has the highest rank which shows that twenty-nine (29) of the respondents have licenses to conduct businesses. Meanwhile, twenty-six (26) of the enterprises have Bureau of Internal Revenue (BIR) Permits or BIR Certificates of Registration which indicates that the enterprises are paying taxes to the government. In addition, twenty-one (21) enterprises have Department of Trade and Enterprises (DTI) Business Name (BN) Registrations. Fifteen (15) enterprises also have Securities and Exchange Commission (SEC) Registrations. On the other hand, one enterprises has Department of Environment and Natural Resources (DENR) Permit to operate because the enterprise's line of business necessitates the said permit and the other one does not have any permit yet to operate because the enterprise was a month-old business which was still waiting for the release of the permit.

The result showed that, in terms of legal requirements, majority of the enterprises have permits to operate businesses and thus these enterprises are qualified to be potential partner enterprises of the work immersion activities of the senior high school students and with the aim to establish a partnership management program between school and the enterprises.

2.5. Scope of Operation

Scope of operation refers to the extent or range of activity of the potential partners.

Table 7 shows the readiness of the enterprises in compliance with the DepEd requirements in terms of scope of operation.

Table 7

Description of the Readiness of the Enterprises in Compliance with the DepEd Requirements in terms of Scope of Operation

$n = 30$

Scope of Operation	Frequency	%
National	4	13
Regional	4	13
Provincial	6	20
Municipal	14	47
Barangay	2	7
Total	30	100

Based on the results, 14 or 47% of the enterprises indicated that their scope of operation are just within the Municipality of Gerona which implies that operation of these enterprises only revolves around the town. Also, 6 or 20% of the enterprises indicated that their scopes of operation are within the Province of Tarlac. On the other hand, 13 % of the enterprises specified that their scopes of operation are national (4) and regional (4) which suggests that some of the enterprises in Gerona have branches or business activities within Region III and the country. Also, two enterprises (7%) indicated that they only operate on the barangay level.

Thus, the results showed that the enterprises in Gerona do not only operate within the town but are also composed of different enterprises that have business activities within and outside the municipality. This further entails greater exposure of students in the future as the enterprises are having larger scopes of operations.

2.6. Corporate Social Responsibility

Corporate social responsibility pertains to the obligation of the enterprises to the society where they belong.

Table 8 shows the description of the readiness of the enterprises in compliance with the DepEd requirements in terms of corporate social responsibility.

Table 8

Description of the Readiness of the Enterprises in Compliance with the DepEd Requirements in terms of Corporate Social Responsibility

$n = 203$

Statements	Frequency	%
The enterprise is already helping in alleviating poverty within their community.	24	12
The enterprise has already various programs suited in the community.	15	7
The enterprise is already helping schools in accepting students' internship.	17	8
The enterprise accomplishes charity works already.	14	7
The enterprise is already offering very low-cost products and services.	21	10
The enterprise is following the required price for products and services.	27	13
The enterprise is giving scholarships.	9	4

The enterprise has already promoted their worthy employees.	25	13
The enterprise is already following the minimum wage salary for employees.	26	13
The enterprise is paying the mandatory contributions.	25	13
Total	203	100

Twenty-four or 12% out of the 30 possible enterprises partners are already aware of their role in alleviating poverty in the country, while fifteen or 7% of the enterprises indicated that they have already various programs suited in the community. Furthermore, seventeen or 8% of the enterprises are already helping schools in accepting students' internship, and fourteen or 7% of the enterprises have already accomplished charity works. Meanwhile, twenty-one or 10% of the enterprises are offering very low-cost products and services with twenty-seven or 13% of them are following the required price for products and services. It is noteworthy that 4% of the enterprises are giving scholarships; 25 (13%) have already promoted their worthy employees, 26 (13%) of the enterprises are already following the minimum wage salary for their employees, and 25 (13%) of the enterprises are paying the mandatory contributions.

Generally, results showed that the potential enterprises for a partnership management program between school and the enterprises, in connection to the work immersion activities of senior high school students, are already practicing corporate social responsibility.

3. Description of the Willingness of the Enterprises

Willingness refers to the enthusiasm and interest of the owners or managers of the enterprises to accept work immersion activities for the students.

3.1. Number of Interns needed

Number of interns needed refers to the desired number of students of the enterprises that will undergo work immersion activities while, interns pertain to the senior high school students who will undergo work immersion for a period of time at an enterprise in order to get experience.

Table 9 presents the description of the willingness of the enterprises in terms of the number of interns needed.

Table 9

Description of the Willingness of the Enterprises in terms
of the Number of Interns Needed by the Enterprises

$n = 33$

Number of Interns Needed	Frequency	%
The enterprise does not need interns.	14	43
The enterprise needs 1 to 2 interns.	9	27
The enterprise needs 3 to 4 interns.	3	9
The enterprise needs 5 to 6 interns.	2	6
The enterprise needs 8 to 9 interns.	1	3
The enterprise needs 10 to 11 interns.	1	3
The enterprise needs 14 and above interns.	3	9
Total	33	100

Based on the results, 14 or 43% of the enterprises do not need interns because of different reasons; one is they have enough manpower and the enterprises is not open to any possibility of having a partnership agreement with the school. Also, 9 or 27% of the enterprises need 1 to 2 interns because they want manpower or assistance in the operation of their business establishments. On the other hand, 6% of the enterprises indicated they only need 8 to 11 interns.

Generally, the result showed that majority of the enterprises do not need interns and do not accept work immersion activities of senior high school students. In effect, these enterprises will not be a possible potential enterprises partner.

3.2. Availability of Slots for Internships

Availability of slots for internships pertains to the number of students that the enterprises is willing to accommodate for work immersion activities.

Table 10 shows the description of willingness of the enterprises in terms of the availability of slots for internships.

Table 10

Description of the Willingness of the Enterprises in terms
of the Availability of slots for Internships

 $n = 33$

Availability of slots for Internships	Frequency	%
The enterprise is willing to accommodate interns.	18	50
The enterprise is willing to accommodate 1 to 2 interns.	9	25
The enterprise is willing to accommodate 3 to 4 interns.	3	8

e enterprise is willing to accommodate 5 to 6 interns.	2	6
e enterprise is willing to accommodate 9 to 10 interns.	1	3
e enterprise is willing to accommodate 14 and above interns.	3	8
Total	33	100

Based on the results, 50% of the enterprises are willing to accommodate interns. Meanwhile, 25% of the enterprises indicated they are willing to accommodate 1 to 2 interns because they need minimal assistance in their businesses. On the other hand, 9% of the enterprises are willing to accommodate 5 to 10 interns which implies that out of the 30 enterprises, few are willing to accommodate such number of interns.

Results showed that while there are those who are not willing to accommodate interns, still a greater portion are willing to allow interns to work with them. This further reveal that, willing enterprises can be potential partners towards partnership management programs to accept work immersion activities of senior high school students.

3.3. Students' Qualifications

Students' qualifications refer to the criteria or specifications of the students that the enterprises are looking for.

Table 11 shows the description of the willingness of the enterprises in terms of the students' qualifications.

Table 11
Description of the Willingness of the Enterprises in terms
of the Students' Qualifications
 $n = 125$

Statements	Frequency Yes	%
The enterprise accepts high school students.	11	9
The enterprise accepts college students.	15	12
The enterprise accepts only students with general average of 85 and above.	6	5
The enterprise accepts students proficient in writing and speaking English.	10	8
The enterprise accepts students with strong communication skills.	17	14
The enterprise accepts students with pleasing personality.	14	11

The enterprise accepts students regardless of their ethnicity.	15	12
The enterprise accepts students who are skilled in their track.	17	14
The enterprise accepts students with general average of 84 and below.	7	5
The enterprise accepts students who are excellent in computer.	13	10
Total	125	100

Based on the results, 17 Or 14% of the enterprises accept students with strong communication skills which suggests that these enterprises want interns who are proficient in communication and accepts students who are skilled in their track because these enterprises want competent students when it comes to work. Meanwhile, 15 or 12 % of the enterprises indicated that they accept college students and accept students regardless of ethnicity. However, 7 or 5% of the enterprises accept students with a general average of 84 and below which implies that out of the 30 enterprises respondents, few are willing to accept students with low average although based on the results, 6 or 5% of the enterprises accept students with a general average of 85 and above. This indicates further that in terms of grades of students, greater portion of the enterprises do not consider grades as important qualifications in accepting work immersion activities of senior high school students.

Generally, the results showed that majority of the enterprises accept students who are proficient in communication skills.

3.4. Gender Preferences

Gender preferences refer to the desired sexuality of the enterprises for the work immersion activities of students.

Table 12 shows the description of the willingness of the enterprises in terms of gender preferences.

Table 12
Description of the Willingness of the Enterprises
in terms of Gender Preferences

$n = 85$

Statements	Frequency	%
The enterprise is willing to accept male interns only.	4	5
The enterprise is willing to accept female interns only.	1	1
The enterprise is willing to accept both male and female interns.	18	21

The enterprise is willing to accept gay and lesbians.	13	15
The enterprise is willing to accept male, female, gay and lesbians.	14	17
The enterprise is willing to accept metrosexual.	6	7
The enterprise is willing to accept transgender.	6	7
The enterprise is willing to accept transsexual.	6	7
The enterprise is willing to accept students any sex.	12	14
The enterprise is willing to accept cross dressers.	5	6
Total	85	100

Based on the results, the enterprises are willing to accept male, female, gay and lesbian interns (37%) which implies that out of the 30 enterprises respondents, majority of them do not discriminate gender preferences in accepting interns. On the other hand, few enterprises are willing to accept male interns only (5%) because of the job requirement of the enterprises while one enterprise is willing to accept female intern only (1%) because the enterprises prefer female interns.

Moreover, results showed that majority of the enterprises do not ponder much on the gender preferences of students in terms of accepting work immersion activities of senior high school students. This further implies that there are potential partner enterprises which can cater to students especially in Hairdressing track who are on the third community since discrimination among the enterprises in terms of gender preferences were not seen based on the results.

4. Possible Problems that may be Encountered by the School and by the Enterprises in the Work Immersion Activities of Senior High School Students

4.1. School-Related Problems

Table 13

Problems that may be Encountered by the School in relation to Work Immersion Activities of Senior High School Students

$n = 109$

School-Related problems	Frequency	Rank
Limited number of enterprises which are willing to accommodate interns.	24	4
Skills needed by the senior high school students may not be available among possible enterprises partners.	30	1

Inadequate facilities like laboratories and equipment in the enterprises where senior high school students may undergo work immersion activities.	26	3
Programming/ scheduling of senior high school students who will undergo work immersion activities.	29	2
Total	109	

Based on the data gathered, the possible problems that may be encountered by the school in relation to the work immersion activities of senior high school students were: limited number of enterprises which are willing to accommodate interns; skills needed by the senior high school students may not be available among possible enterprises partners; inadequate facilities like laboratories and equipment in the enterprises where senior high school students may undergo work immersion; and, programming/ scheduling of senior high school students who will undergo work immersion. Although these enterprises were ready to accept work immersion activities of students, results showed that they were not willing to accept interns. This is a problem of the school because they found it hard to look for enterprises which are ready and at the same time willing to accept work immersion activities of senior high school students within the proximity of the school. There has been a problem in terms of the alignment of work requirements by the enterprises and the specialization of the students. Some enterprises need interns, but the specializations of the students were mismatched with the work requirements of the enterprises. This will violate the DepEd Order No. 40, series of 2015, which work immersion activities of senior high school students should be aligned to the specialization of students. Also, there is an average of 35 students per class in senior high school wherein they need various enterprises for their work immersion activities. However, as shown by the results, opportunities were not enough to suffice and to cater the specializations of the students. For instance, the STEM students, as well as, the EIM students, have no specific enterprises to undergo for their work immersion activities. Furthermore, there were limited functional laboratories where the students could have the opportunity to explore and apply what they have learned in the classroom setup. That is a problem of the school, although due to the fact that the enterprises are willing, the enterprises may not provide enough workplace or facilities that may include laboratories and equipment for the work immersion activities of senior high school students. Moreover, since the senior high school curriculum is new, especially pertaining to work immersion of students, programming/ scheduling of senior high school students who will undergo work immersion is another problem that may be

encountered by the school.

4.2. Enterprises-Related Problems

Table 14

Problems that may be encountered by the Enterprises in relation to Work Immersion Activities of Senior High School Students

$n = 128$

Enterprises-Related Problems	Frequency	Rank
Facilities like laboratories and equipment may not be available for the interns.	30	1
Rooms are limited for interns.	25	4
Work distraction or disruption are encountered during internship.	26	2.5
Question of quality of output, in case interns may be allowed to substitute the regular employee.	26	2.5
Time management in terms of scheduling of interns.	24	5
Total	128	

The possible problems that may be encountered by the enterprises in relation to the work immersion activities of senior high school students were the unavailability of facilities like laboratories and equipment; limited room for interns; work distraction or disruption which may be encountered during internship; question of quality of output, in case interns may be allowed to substitute the regular employee; and, time management in terms of scheduling of interns. Majority of the enterprises in Gerona are small and medium enterprises wherein rooms for interns are limited and the presence of laboratories are not necessary and that equipment found in the enterprises may not be as good as those with large companies. Also, regular work in the enterprises may be disrupted due to the intern's presence that needs orientation, training and coaching to cope with the work requirements of the enterprises and will in turn, result to the quality of output of the students that may be again a possible problem of the enterprises. Furthermore, another possible problem that may be encountered by the enterprises is in terms of scheduling of interns. Management of the enterprises may put an effort to this matter and may entail additional task to the enterprises.

1. Proposed Plan of Action to Address the Possible Problems by the School and by the Enterprises Towards a Partnership Management Program

Problems	Strategies/ Activities	Resources Needed (Human & Material)	Deliverables
School-related problems			
Limited number of enterprises which are willing to accommodate interns	Ocular inspection to other nearby business establishments possible and aligned with the specialization of the senior high school students Onsite assessment Inform/ Encourage business owners to accept work immersion activities of senior high school students Advocacy campaign promoting Senior High School Program	School Administrator Head Teachers Master Teachers SHS Teachers SHS Manuals DepEd Orders pertaining to work immersion of SHS students	A greater possibility for the enterprises to accept work immersion activities of senior high school students
Skills needed by the senior high school students may not be	Questionnaire checklist to determine the	School Administrator	The school may find enterprises that is suited to the

<p>available among possible enterprises partners</p>	<p>alignment of the enterprises to the specialization of the students</p> <p>The school administrator will set an appointment with the enterprises</p> <p>Orientation/ Seminar will be conducted and the participants are the owners or managers of the enterprises</p> <p>Use of simulation or other culminating activity in replacement of the work immersion activities of the senior high students</p> <p>Setting-up of a real like workplace or facilities that is aligned to the specializations of the senior high school students</p>	<p>Head Teachers</p> <p>Master Teachers</p> <p>SHS Teachers</p> <p>SHS Manuals</p> <p>DepEd Orders pertaining to work immersion of SHS students</p>	<p>specialization of the senior high school students</p> <p>Application of the students' learning through Simulation or other Culminating activities</p>
<p>Inadequate facilities like laboratories and</p>	<p>Look for other enterprises with</p>	<p>School Administrator</p>	<p>The school can find an enterprise with</p>

<p>equipment in the enterprises where senior high school students may undergo work immersion</p>	<p>enough and complete laboratories suited for the students' specializations</p> <p>List all the possible enterprises for each specific track</p> <p>Encourage the school to partner with SUCs or HEIs</p> <p>Meeting with SUC administrators</p> <p>Onsite assessment</p> <p>Questionnaire checklist to determine the enough laboratories of the enterprises to the specializations of the students</p>	<p>Head Teachers</p> <p>Master Teachers</p> <p>SHS Teachers</p> <p>SUC Administrators</p> <p>Questionnaire</p>	<p>functional laboratories where the students can learn and apply their skills in the work place.</p> <p>Conduct of work immersion in SUCs or HEI where there are facilities and laboratories</p>
<p>Programming/ Scheduling of senior high school students who will undergo work immersion</p>	<p>The school head should assign a focal person or a coordinator pertaining to the overall activities of students in their work immersion</p> <p>Facilitate</p>	<p>School head</p> <p>Focal Person to be assigned</p>	<p>Monitored and properly programmed schedule of students regarding the immersion placement for senior high school</p>

	orientation of students bound for work immersion		
Enterprises-related problems			
Facilities like laboratories and equipment may not be available for the interns	Encourage the enterprises to let their laboratories or equipment be available to the interns by telling them the benefit of a hands-on laboratory experience Assigning coordinator to make sure the safety of students and to avoid incidences in the enterprises	School Head Work Immersion Coordinator Enterprises Owner/ Manager/ Coordinator	Availability of facilities to interns
Rooms for interns are limited	The enterprises should only accept interns enough for the size of the enterprises	School Head Work Immersion Coordinator Enterprises Owner/ Manager/ Coordinator	Uncrowded workplace for work immersion
Work distraction or disruption which may be encountered during internship	The enterprises should assign a coordinator solely to oversee,	School Head Work Immersion Coordinator	Work distraction or disruption will be avoided

	supervise and manage the works of the interns	Enterprises Owner/ Manager/ Coordinator	
Question of quality of output, in case interns may be allowed to substitute the regular employee	The enterprises should closely monitor and supervise the interns to avoid any undesirable matters inside the enterprises by assigning a coordinator	School Head Work Immersion Coordinator Enterprises Owner/ Manager/ Coordinator	Question of quality of output will be avoided
Time management in terms of scheduling of interns	The enterprises should assign an employee closely monitor the scheduling of students	School Head Work Immersion Coordinator Enterprises Owner/ Manager/ Coordinator	Time management in terms of scheduling of interns will be organized.

CONCLUSION

Based on the results and findings, the following conclusions are derived:

1. Majority of the enterprise respondents are service enterprises that need office assistance, cooking, and encoding.
2. Majority of the enterprises are ready in accepting work immersion activities of senior high school students in terms of facilities, alignment, proximity, legal requirements, scope of operation, and presence of corporate social responsibility.
3. There are limited enterprises that need interns and willing to accommodate interns.
4. Availability of skills needed by the students and facilities were identified as the topmost possible problems both by the school and the enterprises in relation to work immersions.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are hereby presented:

1. The school should look for other enterprises with work requirements, other than enterprises that need office assistance, encoding and cooking, that are aligned with the other specializations of the senior high school students of Corazon C Aquino High School by conducting an ocular inspection or onsite assessment and/or giving a questionnaire instruments to the enterprises that will determine the line of business or the classification and the skills needed by the enterprises.
2. Brochures and pamphlets should be used to inform this ready enterprise about the existence of work immersion activities of senior high school students. In addition, they could conduct orientation/ seminars to the enterprises to inform the objectives and purposes of work immersion activities of the students.
3. The School heads, head teachers, master teachers and other people involved in the work immersion activities of senior high school students should encourage and explain to the enterprises about the benefits of accepting work immersion activities of senior high school students by conducting an orientation/ seminar or giving pamphlets or brochures and also to make them realize that through welcoming and accepting students they could contribute to the professional growth of senior high school students.
4. In the absence of possible workplace for work immersion activities of the senior high school students; simulations, research or other culminating activity should be utilized so students' learning can still be applied. Also, the schools may partner with State Universities and Colleges (SUCs) where complete laboratories and facilities are available.

APPENDIX

Available from the author on request

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