



PERFORMANCE APPRAISAL FEEDBACK FROM TVL INDUSTRY PARTNERS AND SHS STUDENTS: BASIS FOR DEVELOPING STRATEGIC WORK IMMERSION MECHANISM INITIATIVES

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AND SHS STUDENTS: BASIS FOR DEVELOPING STRATEGIC
WORK IMMERSION MECHANISM INITIATIVES**

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II. ABSTRACT

The advent of contextualizing a strategic feedback mechanism initiative in assessing the deployment of Work Immersion for New Panay Senior High School students across TVL strand offerings provides insight into the performance of SHS students along with the services offered by industry partners. Mixed research design described the extent validity of the developed performance appraisal feedback instrument under varied indicators, and has been qualitatively triangulated along with generalizations underlined from meaningful experiences of participants. As key findings of the study, the developed tool obtained a very high level of validity along with very high evidence of indicators in content, relevance, and acceptability. Both TVL industry partners and SHS students were approximately contented from contributions of one another towards effective Work Immersion implementation. TVL Cookery and EIM emerged to have an evident manifestation of set indicators. Thus, both have similar standpoints from both ends on their competence to actualize expected outcomes of competencies. Highlighted general themes explored from TVL industry partners were: clamor on lack of expertise and ingenuine skills, dishonesties on fulfilling attendance, and discourteous character of students. Reputably, TVL SHS students highlight service quality offerings of industry partners as uncoordinated ever since, too distant working venues incurring costly fare commute, and impractical mindset of staff in letting to use equipment which opted for manual labor consequentially delays task completion. With sufficient review and enhancement, the deployment of the instrument as a contextualized strategic mechanism initiative for the Work Immersion delivery process is highly anticipated even towards its institutionalization at a regional scope.

Keywords: *Performance Appraisal Feedback, Strategic Work Immersion Mechanism Initiative, TVL industry partners and SHS students*

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The Researcher

IV. CONTEXT AND RATIONALE

The rich experience in TVL student's exposure to the actual scenario of work environment brings self-actualization of the theories learned from the confines of the classroom towards the actual application in a real workplace environment. Eventually, these experiences will help engage our learners in the curriculum content, reinforce skills essential to life in today's world, and, most importantly, require them to actively create rather than passively consume.

Work immersion is a requirement for graduation in the Senior High School (SHS) Program of the Basic Education Curriculum, especially in the Technical Vocational (TVL) Strand. It is one of the nine specialized subjects in the Senior High School Curriculum. During the immersion, learners are immersed in actual work environments relevant to the training of learners in school. During the work immersion, learners are being exposed to actual work environments relevant to the training of learners in school. The guidelines in conducting the immersion program are stipulated in DepEd Order No. 30, series 2017 that emphasizes the intention of the program to make the learner familiar with the workplace, to simulate employment, and to enable the students to apply their learning from the applied subjects. Schools have the flexibility to implement the work immersion of 80 hours for learners to have actual hands-on experience of work simulation (Dela Cruz, 2017).

Senior High School students have to undergo Work Immersion in an industry that directly relates to the student's postsecondary goal. Through Work Immersion, the students are exposed to and become familiar with work-related environment related to their field of specialization to enhance their competence. Specifically, the students can:

- (i) gain relevant and practical industrial skills under the guidance of industry experts and workers;
- (ii) appreciate the importance and application of the principles and theories taught in school;
- (iii) enhance their technical knowledge and skills;
- (iv) enrich their skills in communications and human relations; and
- (v) develop good work habits, attitudes,

appreciation, and respect for work. These prepare them to meet the needs and challenges of employment or higher education after graduation.

We have to realize the interplay of roles of teachers as a facilitator of learning with the partnership built upon the industry partners. In this regard, continuing refresher training and seminars workshops that promote a higher standard of quality service, better linkages, and adept individuals are being tapped. Professional, scientific, technical training and education programs shall enhance to the highest degree, professionalism, excellence, intelligence, and skills in the performance and discharge of duties and responsibilities of neophyte Senior High School students in the workplace aligned in their respective track of choice.

There is a lack of information and data on the satisfaction level on performance of SHS students and the services offerings of the industry partners during the conduct of the Work Immersion. Hence, this will be the basis for drafting a strategic feedback mechanism initiative of New Panay Senior High School across all TVL track offerings under Carpentry, Cookery, EIM, and SMAW; thereby, a more improved Work Immersion implementation for senior high school students will be catered.

V. RESEARCH INNOVATION, INTERVENTION AND STRATEGY

With all the aspects involved like economics, health, and education, our country has been experiencing big changes lately. For they say that change is only the constant thing in the world. In terms of education, the Philippine educational system has been developed to provide the learner's the best. It happened the moment we changed our curriculum system– the K-12 curriculum. And just recently, the Department of Education (DepEd) has released the guidelines for the conduct of work immersion activities for senior high school students in the country (Lozada, 2017).

The importance of work immersion must be seen as a vital point of giving students a venue to improve themselves through experiencing real stuff firsthand. This is the very highlight of the Senior High School program. It helps students to acquire knowledge and experience that can help them grow as professional individuals. Furthermore, this program provides opportunities to go through the actual methodologies of a specific job using real tools, equipment, and documents. In effect, the workplace becomes a development venue for us student trainees to learn more about their chosen field and practice what we have learned from the academy. Experience is considered to be one of life's greatest teachers. As trainees, they can use it as an inspiration as they gain expertise in their respective fields. This experience will surely help them not only for their present job as a student but also for their future job as a professional employee of this society.

Along with the work immersion, students must consider an evaluation of their performance based on the set competencies expected under their TVL strand specialization. Performance appraisal has widened as a concept and as a set of practices and in the form of performance management has become part of a more strategic approach to integrating HR activities and business policies. The context of appraisal concentrates on cultural differences and the impact of new technology and some implications for appraisal practice at both organizational and individual levels (Fletcher,

2001). Teams differ in their membership configuration, the complexity of their tasks, and level of interdependence from other organizational units (Scott, S. G., & Einstein, W. O., 2001). Further, satisfaction on the part of the industry partners is likewise relevant to the goals set by the department that work immersion students are exposed to actual skills and aligned to their job interest. Satisfaction should be higher when the heterogeneity/homogeneity of demand is matched by the supply. Cronin et al., (2000) synthesized to build on the efforts to conceptualize the effects of quality, satisfaction, and value on consumers' behavioral intentions. The results further suggest that the indirect effects of the service quality and value constructs enhanced their impact on behavioral intentions.

The word "immersion" as it applies to the K to 12 curriculum is defined in the Department of Education (DepEd) Order No. 40, series of 2015: "Work Immersion 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 under the supervision of the School Head and the designated personnel of the Partner." 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." Immersion is only one of four options under "Work Immersion / Research / Career Advocacy / Culminating Activity." 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. 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.

There are different models the immersion program can be delivered. All these consider the number of hours, the need and purpose of the learner, the capability and

compliance of the school to the TESDA, DOLE, and DepEd Work Immersion guidelines. Unlike before, it was thought that work immersion can only be done during the second semester of Grade 12. Based on DO 30, s2017, work immersion may be taken by the learners during semestral break or summer as long as the specialization being practiced during the work immersion has been completed. The program requires the School Head to adhere to the guidelines on partnership issued by DepEd through DepEd Order # 40, series 2015 on K to 12 Partnership. The School Head is authorized to seek partnership between DepEd and partner institutions. Working with the School Head in the frontline is the senior high school focal person and the immersion teacher.

Not all senior high school students are required to undergo work immersion. For the students with ABM as the area of specialization, they have options aside from work immersion like Research/Career Advocacy/ Culminating Activity i.e. Business Enterprise Simulation. Students taking up STEM have options to conduct Research/Career Advocacy/Culminating Activity in place of the work immersion. Other students taking up other SHS specializations also have options to choose from if work immersion will not be conducted. However, students specializing in TVL are required to undergo the work immersion since the specializations are more on skills development. Before the release of the DepEd guidelines for work immersion, the Department of Labor and Employment (DOLE) already issued a labor advisory as regards work immersion for senior high school students. The advisory states that the work immersion can only be done between 8:00 in the morning and 5:00 in the afternoon. It is emphasized that 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. DOLE explicitly prohibits the exposure of learners in industries and activities considered as hazardous per Dole Department Order 149-2016. (Dela Cruz, 2017).

Further, the basis of crafting a Strategic Development Action Plan will help school administrators determine the best opportunities to pursue growth goals. Moreover, this

research wanted to explore the emerging strengths and weaknesses of implementing the work immersion program of New Panay Senior High School to improve the program implementation as a key part of the K to 12 Curriculum.

Conceptual Framework of the Research

This study is anchored along with the guidelines in conducting the immersion program that is stipulated in DepEd Order No. 30, series 2017 “Guidelines for Work Immersion” that emphasizes the intention of the program to make the learner familiar with the workplace, to simulate employment, and to enable the students to apply their learning from the applied subjects. Work Immersion of Grade 12 Senior High School students was offered every second semester in the month of October until January.

This study was concentrated on the results of the performance appraisal feedback on Work Immersion by the TVL industry partners and TVL SHS students respectively under different TVL track specialization namely: Cookery, EIM, Carpentry, and SMAW, which will serve as the independent variable of the study. Intervening variables are hypothetical variables that are used to explain causal links between other variables, need not be observed namely: TVL Industry Policies, TVL Industry Partner Focal Person’s Competence, and common issues, concerns and challenges met during work immersion. On the other hand, the level of satisfaction by the focal person of industry partners in Work Immersion and SHS students in terms of personal characteristics, social growth, and professional growth will serve as the dependent variable. The diagram below illustrates how the variables will be treated:

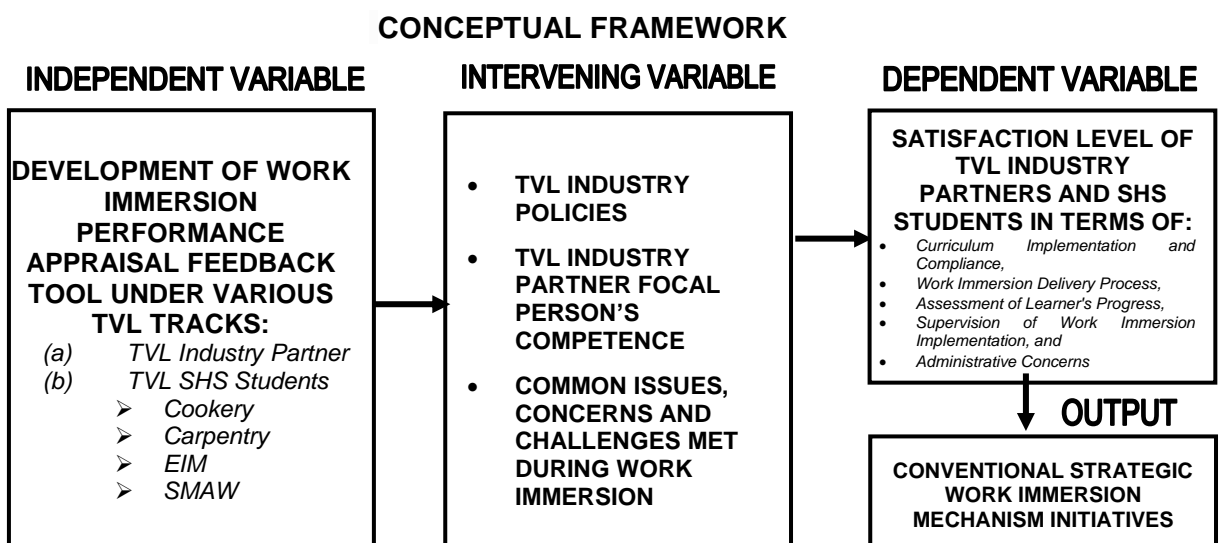


Figure 1. The Conceptual Paradigm of the Study

VI. ACTION RESEARCH QUESTIONS

The study attempted to explore the implementation of the TVL Work Immersion program of New Panay Senior High School using a developed tool on performance appraisal feedback, which serves as the baseline for developing strategic work immersion mechanism initiatives.

With these, the following specific questions were formulated:

1. What is the performance appraisal feedback from TVL industry partner across TVL Strands during Work Immersion of TVL SHS students in terms of:
 - a) Curriculum Implementation and Compliance,
 - b) Work Immersion Delivery Process,
 - c) Assessment of Learner's Progress,
 - d) Supervision of Work Immersion Implementation, and
 - e) Administrative Concerns?
2. What is the performance appraisal feedback from students across TVL strands about service quality offerings of TVL industry partners during Work Immersion in terms of:
 - a) Curriculum Implementation and Compliance,
 - b) Work Immersion Delivery Process,
 - c) Assessment of Learner's Progress,
 - d) Supervision of Work Immersion Implementation, and
 - e) Administrative Concerns?
3. Is there a significant difference between the performance appraisal feedback on Work Immersion from TVL industry partners and TVL SHS students?
4. What are the common issues, concerns, and challenges met in the implementation of work immersion as experienced by TVL industry partners and TVL SHS students?
5. What strategic mechanism initiatives will be undertaken from the results of Work Immersion performance appraisal feedback?

Significance of the Study

The primary emphasis of the research report is upon incremental improvements on the implementation of Work Immersion as part of the Senior High School Curriculum. It can serve as a standard operating procedure among senior high school teachers as facilitators to be relevant to whatever decisions to emphasize the intention of the program to make the learner familiar with the workplace, simulate employment, and allow them to apply their learning from the applied subjects. It can also reinforce the partnership built on industry partners that represent their satisfaction with the performance of students from the varied rich experiences and exposures to the actual work environment scenario.

This study offers an effective and useful assessment tool on the performance of both TVL SHS students and the industry partner, which served as a basis for the development of a strategic framework initiative to further enhance the operation of the Work Immersion program. Besides, this research highlights the emerging strengths and limitations explored during the rollout of the latest work immersion program to recognize the best opportunities and achieve development targets as a key part of the K to 12 Curriculum. Hence, the results of the study provide a basis for decision making for prospect school-wide adoption or best practices.

Scope and Delimitation of the Study

The study was limited only to the description of the performance of TVL SHS students during the conduct of Work Immersion perceived by the industry partners' focal person vis a vis likewise, by SHS students towards service quality offerings of TVL industry partners. Furthermore, interviews and FGD sessions conducted served as the basis for evaluating Work Immersion implementation that highlights common concerns, learnings, challenges, and recommendations to materialize a proposed strategic mechanism initiative.

VII. ACTION RESEARCH METHODOLOGY

The researcher utilized mixed methods research specifically convergent parallel design. The study described the level of performance of TVL senior high school students during the period of work immersion and the industry partners duly represented by their respective focal persons. Furthermore, it highlights common concerns, learnings, challenges, and recommendations for further program enhancements from the interview and FGD sessions conducted.

Research Respondents/Participants

The respondents were a complete enumeration of forty-five (45) TVL senior high school students during the School Year 2019-2020, as follows: fifteen (15) Cookery, seven (7) Carpentry, thirteen (13) EIM, and ten (10) SMAW. On the other hand, four (4) TVL work immersion industry partner focal persons were the key informants on emerging themes for the qualitative treatment analysis of the study.

Data Gathering Instrument

A developed tool as an outcome of Work Immersion mechanism initiatives become the researcher-made survey questionnaire. It was materialized in consultation with persons who are experts in the topic to establish its validity. The tools were pre-tested to assess their reliability. The first tool is the performance appraisal feedback of the industry partners to the work immersion students duly represented by their respective focal person; while the second tool is for the performance appraisal feedback of the students regarding the service quality offerings of TVL industry partners. Both tools are composed of five (5) sections assigned with respective indicators, to wit: (A) Curriculum Implementation and Compliance (B) Work Immersion Delivery Process (C) Assessment of Learner's Progress (D) Supervision of Work Immersion Implementation, and (E) Administrative Concerns. The data was tabulated, tallied, organized, statistically treated, and analyzed. On the other hand, interview sessions were conducted among the TVL work immersion industry partner focal person and FGD for SHS students to capture statements that highlight emerging themes on the issues, concerns, and challenges met during the conduct of Work Immersion.

Table 1. Work Immersion Performance Feedback Appraisal from TVL Industry Partner towards TVL SHS students

Scale	Descriptors	Qualitative Rating
4	Evident	Student's performance during work immersion implementation consistently exceeds expectations required. Displays at all time, a consistently high level of performance-related skills, abilities, attributes, initiatives, and with completion beyond the level of expectation.
3	Evident but Inadequate	Student's performance during work immersion implementation quite meets expectations required. Displays the basic level of work and performance outputs as required outcomes or expectations of the job.
2	Not Evident	Student's performance on the job and outputs frequently fail below standard. Work outputs consistently low needing repetition of duty or by the completion of others.
1	Not Applicable	Work Immersion implementation failed and unrelated to meet all expectations. The student may need immediate instructional support.

Table 2. Work Immersion Performance Feedback Appraisal from TVL SHS students towards Service Quality Offerings of TVL Industry Partners

Scale	Descriptors	Qualitative Rating
4	Evident	Students are precisely contented and pleased with the performance of the TVL Industry Partner on providing satisfactory provisions required during the work immersion.
3	Evident but Inadequate	Students are precisely contented but slightly not pleased with the performance of TVL Industry Partner on providing satisfactory provisions required during the work immersion.
2	Not Evident	Students are not contented and pleased with the performance of TVL Industry Partner on providing satisfactory provisions required during the work immersion.
1	Not Applicable	Students disclosed disapproval in the performance of TVL Industry Partner on provisions required for work immersion.

Table 3. Validity Indicators of the Developed Work Immersion Performance Appraisal Feedback Tool for TVL Industry Partners and SHS Students

Indicators	\bar{x} (Mean)	Descriptive Rating
Acceptability	4.78	Very High
Relevance	4.68	Very High
Content.	4.65	Very High
Grand Mean	4.70	Very High

As shown, expert validators evaluate the effective utilization of the developed work immersion performance appraisal feedback tool for TVL industry partners and SHS students through content-face validity with the aid of the evaluation tool indicating varied indicators. It is seen that its validity garnered a grand mean of 4.70 described as Very High. 'Acceptability', had the highest indicator of 4.78 among other indicators likewise constitute a "Very High" rating. This means that the tool is very useful, functional, and relevant to cater to the needs of the teacher facilitators of Work Immersion implementation as a basis for strategic Work Immersion mechanism initiatives.

Data Analysis Techniques

Descriptive statistics such as mean was used to determine the results of performance appraisal feedback from TVL industry partners and SHS students during the Work Immersion. On the other hand, inferential statistics like f-test was used to determine whether there is a significant difference between performance appraisal feedback across various indicators and TVL strands. On the other hand, the researcher utilized the MAXQDA software tool for qualitative data analysis on emerging themes derived from transcripts of interviews and FGD from key informants.

VIII. DISCUSSION OF RESULTS AND REFLECTIONS

Presentation, Analysis, and Interpretation of Data

This presents the analysis and interpretation of the data gathered relevant to the study.

Table 4. Work Immersion Performance Appraisal Feedback across TVL Strands and Indicators from TVL Industry Partners

TVL Strand	Indicators					\bar{x}	Descriptive Rating
	A	B	C	D	E		
Cookery	3.25	3.55	3.30	3.50	3.20	3.36	Evident
Carpentry	2.20	3.45	2.10	3.05	2.65	2.69	Evident but Inadequate
EIM	2.65	3.35	3.55	2.25	3.35	3.03	Evident but Inadequate
SMAW	3.45	3.45	2.95	2.95	2.25	3.01	Evident but Inadequate
Grand Mean	2.89	3.45	2.98	2.94	2.86	3.02	Evident but Inadequate

**Indicators:*

(A) Curriculum Implementation and Compliance (B) Work Immersion Delivery Process (C) Assessment of Learner's Progress (D) Supervision of Work Immersion Implementation, and (E) Administrative Concerns

As shown in the table above, is the performance feedback appraisal from every focal person of TVL Industry Partners during the conduct of Work Immersion of SHS students across various indicators and TVL strands. It garnered a grand mean of 3.02 described as 'Evident but Inadequate'. Along with set indicators, 'Work Immersion Delivery Process', obtained the highest mean indicator of 3.45 with 'Evident' description while the rest of got 'Evident but Inadequate' descriptive indicator. Even across various TVL strands, TVL Cookery received the highest indicator of 3.36 described as 'Evident', while the rest of the TVL strands obtained 'Evident but Inadequate' descriptive indicators. Evidently, TVL industry partners are somehow contented with the outcome of the Work Immersion aligned with the capabilities of every student equipped with relevant skills under its respective specializations.

Table 5. Work Immersion Performance Appraisal Feedback on Service Quality Offerings of TVL Industry Partners across Indicators and TVL Strands from SHS students

TVL Strand	Indicators					\bar{x}	Descriptive Rating
	A	B	C	D	E		
Cookery	3.50	3.75	3.55	3.65	3.25	3.54	Evident
Carpentry	2.45	3.65	2.35	3.20	2.70	2.87	Evident but Inadequate
EIM	3.00	3.55	3.80	2.70	3.40	3.29	Evident
SMAW	3.70	3.65	3.20	3.10	2.30	3.19	Evident but Inadequate
Grand Mean	3.16	3.65	3.23	3.16	2.91	3.22	Evident but Inadequate

**Indicators:*

(A) Curriculum Implementation and Compliance (B) Work Immersion Delivery Process (C) Assessment of Learner's Progress (D) Supervision of Work Immersion Implementation, and (E) Administrative Concerns

Table 5 shows the performance appraisal feedback from SHS students across various TVL Strand offering and indicators with regards to the service quality offerings of TVL industry partners during the conduct of Work Immersion. Along with indicators set, it garnered a grand mean of 3.22 described as 'Evident but Inadequate'. 'Work Immersion Delivery Process', as the highest indicator, obtained 3.65 with 'Evident' description while the rest of indicators obtained 'Evident but Inadequate' description. Even across various TVL strands, TVL Cookery and TVL EIM were perceived to have received both high indicators of 3.54 and 3.29, respectively described as 'Evident', while the rest of the TVL strands obtained 'Evident but Inadequate' descriptive indicators. Hence, SHS students as major beneficiaries perceived that they are somehow satisfied with the delivery process of Work Immersion being facilitated by every focal personnel of TVL industry partners.

Table 6. *f*-Test on Significant Difference between Work Immersion Performance Appraisal Feedback from TVL Industry Partners and SHS students

Respondents	df	<i>F</i> computed Value .05	<i>F</i> critical Value	Remarks
TVL Industry Partners	19	0.94	3.06	Accept H ₀
TVL SHS Students		1.27		

As shown in the table is the variance between Work Immersion performance appraisal feedback from TVL industry partners and SHS students. From the perceived responses of TVL industry partners and SHS students, both the *f*-computed values of 0.94 and 1.27 are greater than the tabular *f*-value of 3.06 at 0.5 level of significance respectively. This means that the null hypothesis is accepted which only implies that there is no significant difference between their Work Immersion performance feedback appraisal. Commonly, the respondents are on the same perspectives on their capabilities to actualize expected outcomes from both ends on the proper implementation of the Work Immersion program.

Common Issues, Concerns, and Challenges Met in the Implementation of Work Immersion as Experienced by TVL Industry Partners and TVL SHS Students

To highlight common issues, concerns and challenges met concerning the effective implementation of Work Immersion, significant themes were drawn from the

individual interview from TVL Industry Partners' focal person and Focus Group Discussions from TVL SHS Students. It was treated through In-Vivo coding which utilized the MAXQDA text analysis software.

A. TVL Industry Partner

- *It was clear that TVL SHS students had insufficient life skills under their respective specializations with relatively weak initiatives when experienced with more demanding tasks despite actual supervision;*
- *Few students are not time-aware and lack honesty reflecting actual attendance;*
- *Some learners often lack character, particularly showing politeness and being respectful to the authority.*

B. TVL SHS Students

- *Focal persons from certain TVL industry partners clamor who even lack the necessary coordination just to oversight students with established policies and regulations ever since the orientation.*
- *The facilities and venues on work sites are somehow too distant for some students to be charged while commuting with the unreasonable fare on a routine basis.*
- *Instead, relevant tasks are accomplished simply, some staff of TVL industry partner opted students to conventional manual labor during actual work scenarios due to their unwillingness to hand over relevant work equipment, which was not a meaningful activity for them.*

Reflections

Significant themes and codes drawn in the conducted interviews from TVL industry partner focal person, to wit: insufficient specialized skills and ingenuities on task completion even supervised; deceptive in reflecting daily attendance; some are disrespectful to the authority as part of civil character. While, FGD from TVL SHS students highlights service quality offerings of industry partners, to wit: incoordination to teacher facilitators in strict execution of workplace policies since orientation; distant working venues thus incurring costly fare in every commute, and hesitance of staff in letting equipment handling rather opted traditional work instead which consequentially delays task.

Conclusions

1. TVL industry partners are almost contented with the outcome of the Work Immersion of SHS students which is generally described as 'Evident but Inadequate'. The most acknowledged indicator was 'Work Immersion Delivery Process', while TVL Cookery across various TVL strands mostly agreed to manifest it.
2. TVL SHS students are somehow contented with the outcome of the Work Immersion from TVL Industry Partners which is generally described as 'Evident but Inadequate'. 'Work Immersion Delivery Process' among indicators obtained the most acknowledged indicator, while both strands of TVL Cookery and TVL EIM mostly agreed to manifest it.
3. There is no significant difference between Work Immersion performance feedback appraisal of both from the perceived responses of TVL industry partners and SHS students who have similar standpoints from both ends on their competence to actualize expected outcomes on Work Immersion implementation.

Recommendations


1. As a result of strategic work immersion mechanism initiatives, the developed tool was intended for the use of TVL industry partners and students, so it is proposed to develop a similar evaluation tool that also highlights the role of teacher facilitators.
2. Similar study on the use of the instrument in selected senior high schools in the Sultan Kudarat Division is highly recommended to validate the results of its efficacy on an annual basis as a school's unique intervention mechanism.
3. This study aims to incorporate a work immersion mechanism tool as a contextualized strategic mechanism initiative to assist its delivery process; thus, it is proposed for its adaption towards its institutionalization in regional scope.

IX. ACTION PLAN BASED ON THE RESULTS OF THE STUDY

With the acknowledgment of the DepEd Division EPS in charge of the SHS Program, the researcher shall seek the approval of the proposed strategic work immersion mechanism initiatives. Beforehand, teacher facilitators of the TVL SHS Work Immersion must be trained in similar workshops on the drafting of their localized strategic work immersion mechanism initiatives in a form of an action plan. Accordingly, substantial outputs from these teachers as innovators can be reviewed and certified by an authorized Division EPS as a future reference, thereby considering its potential integrative program innovation towards division-wide or regional wide institutionalization.

Activities	Objectives	Resources Needed	Persons Involved	Time Frame	Means of Verification	Success Indicators
I. Planning and Implementation A. Seek approval from the school principal and school's division superintendent B. Present the findings of the study to the TVL SHS teachers and parents/guardians as the orientation of Work Immersion during Parent's Assembly.	1. To disseminate the findings of the study to the co-teachers and discuss with an action.	At least 40 copies of Work Immersion performance appraisal feedback instrument, bond papers, printer, laptop	School Principal Researcher NPNHS Teachers	October 2021	Approved Action Research (BERF) Attendance and Picture during SLAC Session	1. The findings of the study had been disseminated to all involved teachers in school and submitted to SHS EPS file copy.
II. Implementation Stage Conduct post-evaluation every after the implementation of the Work Immersion program	1. To utilize the developed Work Immersion performance appraisal feedback instrument To conduct the post-evaluation every after the implementation of the Work Immersion program	Copies of Work Immersion performance appraisal feedback instrument, School Supplies, laptop, printer	School Principal, Researcher, Teachers	Nov. 2021 to March 2022	Memorandum, a picture during the respective activities, attendance of the SHS Work Immersion.	. The developed Work Immersion mechanism instrument should be utilized during Work Immersion every 2 nd Semester is Grade 12 TVL track.
III. Enhancement Stage From the findings of the recent evaluation using the developed instrument, the school conducts SLAC sessions as a workshop on the drafting and modifying localized strategic work immersion mechanism initiatives in a form of an action plan.	To draft and modify localized strategic work immersion mechanism initiatives in a form of an action plan as enhancement of the next school year's Work Immersion implementation.	Reproduction of analyzed data for interpretations, School Supplies, laptop, printer	School Principal, Researcher, Teachers	May 2022	Documented Minutes of SLAC, attendance, and form evaluation	For the approval of a localized strategic Work Immersion mechanism initiatives as a consensus school Action Plan

Prepared by:


MELVIN A. GARCIA, PhD
 Master Teacher/ Researcher

X. REFERENCES

A. Journals

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- Scott, S. G., & Einstein, W. O. (2001).** Strategic performance appraisal in team-based organizations: One size does not fit all. *The Academy of Management Executive*, 15(2), 107-116.

B. Internet Source


- Cruz, I. (2015)** Immersion in K to 12 Retrieved February 14, 2018 at <http://tucp.org.ph/2015/09/immersion-in-k-to-12/>
- Dela Cruz, L. (2017)** Are all senior high students required to undergo immersion? Sun Star Pampanga 6 Sep 2017 Retrieved February 13, 2018 at <https://www.pressreader.com/philippines/sunsta>
- Lozada, M. (2017)** Work immersion in senior High School: Press Reader - Panay News: 2017-11-16 Retrieved February 18, 2018 from <https://www.pressreader.com/philippines/panay-news/20171116/281547996182512>

XI. FINANCIAL REPORT

RESOURCES: (DEPED BERF 2020 RESEARCH FUND)

Nature of Expenses	Means of Verification (MOV's) for Liquidation Purposes	Amount Needed (Php)	Other Means of Verification
Transportation	Official Receipts and Travel Order, CA	4,000.00	Documented pictures of the different activities, research instruments, approved communication letters, and answered questionnaires, and corrected manuscripts
Cellphone Load	Official Receipt	3,250.00	
Assorted Research Materials/Instruments <i>(Bond Papers, Printer Inks, and other needed materials)</i>	Official Receipt, Picture	3,800.00	
Meals and Snacks <i>(Rice, Viand, Soft Drinks)</i>	Official Receipt, Attendance, Pictures	4,450.00	
Printing and Book Binding Services	Official Receipt	2,500.00	
TOTAL		18,000.00	

Prepared by:


MELVIN A. GARCIA, PhD
 Master Teacher
 Researcher

Appendix A



Department of Education
Region XII
Division of Sultan Kudarat
NEW PANAY NATIONAL HIGH SCHOOL
New Panay, Esperanza, Sultan Kudarat



WORK IMMERSION PERFORMANCE APPRAISAL FEEDBACK

Name of Student: _____ School Year (2nd Semester): _____

Name of Industry Partner: _____

Name of Industry Focal Person: _____

Date of Work Immersion Schedule: _____ Number of Hours: _____

Dear TVL Industry Partner Focal Person:

Use a rating scale with 1 as lowest and 4 as the highest. Please check the indicator corresponding your assessment of the Work Immersion implementation of your school. For clearer understanding, refer to the expanded rubrics for the holistic description/interpretation of the rating values listed below:

④ – EVIDENT

Student's performance during work immersion implementation consistently exceeds expectations required. Displays at all time, a consistently high level of performance-related skills, abilities, attributes, initiatives, and with completion beyond the level of expectation.

③ – EVIDENT BUT INADEQUATE

Student's performance during work immersion implementation quite meets expectations required. Displays the basic level of work and performance outputs as required outcomes or expectations of the job.

② – NOT EVIDENT

Student's performance on the job and outputs frequently fail below standard. Work outputs consistently low needing repetition of duty or by the completion of others.

① – NOT APPLICABLE

Work Immersion implementation failed and unrelated to meet all expectations. The student may need immediate instructional support.

Curriculum Implementation and Compliance	Rating			
This section of the report is focused on the implementation of the curriculum of the Work Immersion.	NA	NE	EBI	E
1. Curriculum Guide is being followed properly.	1	2	3	4
2. Objectives of the program are critically tracked to be achieved before semester ends.	1	2	3	4
3. The specialized skills displayed are appropriately relevant with community's needs.	1	2	3	4
4. Specializations done are aligned to the Work Immersion partner-institution.	1	2	3	4
Work Immersion Delivery Process	NA	NE	EBI	E
This part of the report focused on the processes used in the delivery of the Work Immersion.	NA	NE	EBI	E
5. Activities of the learners are programmed based on the set competencies	1	2	3	4
6. Students are equipped before the actual Work Immersion.	1	2	3	4
7. Students are open-minded with constructive criticisms while in Work Immersion.				
8. Learners modestly reacts when being given feedback about their performance in the Work Immersion.	1	2	3	4
9. Learners channel their personal agenda for enhancement of knowledge, skills, and attitudes while in the Work Immersion.	1	2	3	4
Assessment of Learner's Progress	NA	NE	EBI	E
This part of the report focused on the assessment of the learners' progress.	NA	NE	EBI	E
10. Learners follow what was oriented on how their performance will be measured.	1	2	3	4
11. Assessment results are openly explained to the learners, leading to their realization of the area for improvement.	1	2	3	4
12. Students keep track of their progress in the work Immersion.	1	2	3	4

13. Students display civilized character in dealing with authorities of the TVL industry partner.	1	2	3	4
14. Students pose politeness and respect towards the authority at all times.	1	2	3	4
Supervision of Work Immersion Implementation This part of the report focused on the supervision activities conducted in the delivery of the Work Immersion.	NA	NE	EBI	E
15. A clear Monitoring Plan (Work Immersion Teacher, School Partnership Focal Person, and School Head) before the start of the Work Immersion is evident.	1	2	3	4
16. Assessment results were understood by learners, leading to their realization of the area for improvement.	1	2	3	4
17. Monitoring Plan is properly implemented and received by students.	1	2	3	4
18. Monitoring results are discussed by students with the concerned personnel so as to encourage actions needed to improve Work Immersion delivery.	1	2	3	4
19. Daily monitoring results utilized to improve not just to Work Immersion delivery but as well the mindset of students to improve on their craft.	1	2	3	4
20. Students are well aware of proper coordination, planning, and feedback system are being enforced.	1	2	3	4
21. Capacity building before Work Immersion is being conducted and well received by students to improve one's well-being.	1	2	3	4
Administrative Concerns This part of the report focused on the administrative concerns in the delivery of the Work Immersion.	NA	NE	EBI	E
22. Students accomplish their parental consent before the actual Work Immersion.	1	2	3	4
23. Students with their parents participate well during orientation being conducted by both the School and Partner-Institution before Work Immersion begins.	1	2	3	4
24. Profiles of confirmed Work immersion partners are organized and presented in their personal portfolio as available reference by students, parents, and teachers.	1	2	3	4
25. Students are aware that MOA is strictly followed by both School and Partner-Institution.	1	2	3	4
26. Materials and relevant supplies are properly utilized and stored by students to be available for the learners and teachers of Work Immersion	1	2	3	4
27. Learners pose considerable concern in taking care of facilities and venues being assigned to them during Work Immersion.	1	2	3	4
28. Students show enthusiasm when insurance are provided during their Work Immersion.	1	2	3	4
29. Duties and responsibilities of personnel are clearly defined by students.	1	2	3	4
30. Correct reports are submitted and tasks are completed promptly.	1	2	3	4

Please provide explanations and Actions to be Taken for Areas found to be NOT EVIDENT and EVIDENT BUT INADEQUATE

 _____.

ISSUES, CONCERNS AND RECOMMENDATIONS

This section of the report should contain the enumeration of the issues and concerns met but were not covered by the evaluation tool. Indicate your corresponding recommendation to address them

 _____.

Submitted by:

 TVL Industry Partner Focal Person

Attested:

 Work Immersion Teacher



Department of Education
Region XII
Division of Sultan Kudarat
NEW PANAY NATIONAL HIGH SCHOOL
New Panay, Esperanza, Sultan Kudarat



WORK IMMERSION PERFORMANCE APPRAISAL FEEDBACK

Name of Student: _____ School Year (2nd Semester): _____

Name of Industry Partner: _____

Name of Industry Focal Person: _____

Date of Work Immersion Schedule: _____ Number of Hours: _____

Dear TVL SHS Students:

Use a rating scale with 1 as lowest and 4 as the highest. Please check the indicator corresponding your assessment of the Work Immersion implementation of your school. For clearer understanding, refer to the expanded rubrics for the holistic description/interpretation of the rating values listed below:

④ – EVIDENT

Students are precisely contented and pleased with the performance of the TVL Industry Partner on providing satisfactory provisions required during the work immersion.

③ – EVIDENT BUT INADEQUATE

Students are precisely contented but slightly not pleased with the performance of TVL Industry Partner on providing satisfactory provisions required during the work immersion.

② – NOT EVIDENT

Students are not contented and pleased with the performance of TVL Industry Partner on providing satisfactory provisions required during the work immersion.

① – NOT APPLICABLE

Students disclosed disapproval in the performance of TVL Industry Partner on provisions required for work immersion.

Curriculum Implementation and Compliance This section of the report is focused on the implementation of the curriculum of the Work Immersion.	Rating			
	NA	NE	EBI	E
1. Curriculum Guide is being followed properly by TVL industry partner.	1	2	3	4
2. Objectives of the program are critically tracked TVL industry partner to be achieved before semester ends.	1	2	3	4
3. The offerings of TVL industry partner are appropriate to the needs and demands of the community in general.	1	2	3	4
4. TVL industry partner assures that enhancements of specializations are aligned during Work Immersion implementation.	1	2	3	4
Work Immersion Delivery Process This part of the report focused on the processes used in the delivery of the Work Immersion.	NA	NE	EBI	E
5. Activities of the learners are programmed by TVL industry partner based on the competencies	1	2	3	4
6. TVL industry partner organized its students assigned as prepared before the actual Work Immersion.	1	2	3	4
7. TVL industry partner focal person instill to students being open-minded with constructive criticisms while in Work Immersion.				
8. Learners are being given feedback by TVL industry partner about their performance in the Work Immersion.	1	2	3	4
9. Learners' personal agenda / goals are being channeled by TVL industry partner for their knowledge, skills, and values development in the Work Immersion.	1	2	3	4
Assessment of Learner's Progress This part of the report focused on the assessment of the learners' progress.	NA	NE	EBI	E
10. Students are oriented by TVL industry partner on how their performance will be measured.	1	2	3	4

11. Assessment results are explained by TVL partner industry focal person to the students, leading to their realization of the area for improvement.	1	2	3	4
12. TVL industry partner focal person always reminds students to display good character and respect to authorities at all times.	1	2	3	4
13. TVL industry partner let students keep track of their progress in the work Immersion.	1	2	3	4
Supervision of Work Immersion Implementation This part of the report focused on the supervision activities conducted in the delivery of the Work Immersion.	NA	NE	EBI	E
14. There is an evident Monitoring Plan (Work Immersion Teacher, School Partnership Focal Person, and School Head) being presented before Work Immersion begins.	1	2	3	4
15. Assessment results are explained by TVL industry partner focal person to the students, leading to their realization of the area for improvement.	1	2	3	4
16. Monitoring Plan is properly implemented by the TVL industry partner focal person.	1	2	3	4
17. Monitoring results are discussed by TVL industry partner focal person with the concerned student/s so as to impose discipline and actions needed.	1	2	3	4
18. Monitoring results are utilized to improve Work Immersion delivery.	1	2	3	4
19. Proper coordination, planning, and feedback system are being enforced by TVL industry partner.	1	2	3	4
20. Capacity building for Work Immersion is being conducted by TVL industry partner.	1	2	3	4
Administrative Concerns This part of the report focused on the administrative concerns in the delivery of the Work Immersion.	NA	NE	EBI	E
21. TVL industry partner focal person collects student's parental consent before the actual Work Immersion.	1	2	3	4
22. There is an orientation for learners and parents being conducted by both the School and Partner-Institution before the start of Work Immersion.	1	2	3	4
23. Profiling of staff of TVL industry partners are organized and available for reference by learners, parents, and teachers.	1	2	3	4
24. Memorandum of Agreement (MOA) is properly documented and been presented for strict compliance.	1	2	3	4
25. TVL industry partner assures that materials and relevant supplies are readily available for the learners and teachers of Work Immersion	1	2	3	4
26. TVL industry partner tied up with the school to form Joint Working Group for Work Immersion.	1	2	3	4
27. The facilities and venues are prepared by TVL industry partner to be accessible to teachers and students.	1	2	3	4
28. Students are provided with an insurance duly obligated by TVL industry partner before Work Immersion.	1	2	3	4
29. Duties and responsibilities of personnel are clearly defined by TVL industry partner focal person	1	2	3	4
30. Reports are properly compiled and by TVL industry partner.	1	2	3	4

Please provide explanations and Actions to be Taken for Areas found to be NOT EVIDENT and EVIDENT BUT INADEQUATE

_____.

ISSUES, CONCERNS AND RECOMMENDATIONS

This section of the report should contain the enumeration of the issues and concerns met but were not covered by the evaluation tool. Indicate your corresponding recommendation to address them

_____.

Submitted by:

TVL Industry Partner Focal Person

Attested:

Work Immersion Teacher