



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Competency Levels of Technical-Vocational and Livelihood (TVL) Students in Work Immersion

Cristine Q. Gorubat

Universidad de Sta. Isabel de Naga, Inc., Philippines

Corresponding Author email: cristineqgorubat@gmail.com

Received: 01 February 2025

Revised: 04 March 2025

Accepted: 06 March 2025

Available Online: 06 March 2025

Volume IV (2025), Issue 1, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study determined the competency levels of the Technical- Vocational and Livelihood students in the following specializations: Bread and Pastry Production, Cookery, Food and Beverage Services, and Housekeeping in the work immersion program in the 2nd Congressional, Libmanan District- Secondary schools, Division of Camarines Sur. Specifically, it determined the significant differences of competencies before and after the work immersion program along the four specializations. Furthermore, this study also delved with the facilitating and hindering factors identified by the students, specialized teachers, and partner industry.

Methodology: This study employed the explanatory sequential research design which has two phases of data collection combining quantitative and qualitative approaches. The descriptive design in the quantitative phase was utilized to discuss the level of competencies and significant differences in competency levels. For the qualitative phase, interviews and focus group discussions were conducted and analyzed using thematic analysis.

Results: Findings revealed that the basic competencies of BPP, Cookery, FBS, and Housekeeping students are competent and highly competent. The common competencies are highly competent, the core competencies of BPP were moderately competent while the Housekeeping, Cookery and FBS are competent. Significant difference in BPP revealed no significant effect of time while in Cookery, FBS, and Housekeeping was significant. Significant effect found for competency type for BPP and Cookery but not in FBS and Housekeeping. Significant interaction between time and competency type of BPP and Cookery, but not in FBS and Housekeeping. Two major themes emerged for the facilitating and hindering factors: teaching and learning process and the competency assessment process.

Conclusion: The competency levels of the TVL students specialized in BPP, Cookery, FBS, and Housekeeping along with the basic, common, and core competencies varied in scores before and after the conduct of the work immersion program. Moreover, for the BPP, the effect of time was not significant. The main effect was found for competency type with very highly significant interpretation. The interaction between time and competency type also found very highly significant. For the Cookery, the main effect of time was very highly significant. The main effect of competency type also was very highly significant. The interaction between time and competency type was found very highly significant. Meanwhile, for the FBS, the main effect of time was very highly significant. The main effect found for competency type was not significant, and interaction between time and competency type was also not significant. Finally, for Housekeeping, the main effect of time was very highly significant. The main effect towards differences among the competency types was not significant. Likewise with the interaction between time and competency type the result was not significant.

Keywords: Competency levels, Technical-Vocational and Livelihood, Work Immersion

INTRODUCTION

The students' immersion in different learning platforms placed emphasis on developing competencies while adapting the nature of work through actual experiences and interactions that define students' innate competence in the field. As the ever-changing society influenced by social, economic, and technological advancements requires a resilient and competitive workforce while having numerous demands in the global market, the formulation of the competency-based and skills development activities to prepare the students to be job-ready and be able to adapt



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

with the dynamic working environment in which competition grows both domestically and globally, becomes the focus of most of the academic institutions.

Adhering to the 21st century education, the competency development should highlight the attention on innovation, creativity, and skills in the technological field of industry. Thus, since this establishes the framework for the development of the skills and competencies necessary for success in higher education, it is imperative that students receive sufficient preparation throughout their Basic Education years (Silva et al., 2023).

To succeed in the purpose of 21st century education, the World Bank Organization (2024) emphasizes that competency development should have foundational and higher order skills, socio-emotional skills, specialized skills and digital skills which can boost and increase employability and labor productivity to create a competitive working environment. Moreso, the organization highlighted that competency development can be developed as early as students are building a solid foundation of learning practical activities in school.

Undeniably, education plays a vital role in the competency development of the students. In the Philippine educational system, the significant transitions in the curriculum, has been noted that the department continuously establishing its purpose to strengthen the curriculum to be able to adapt with the demands of the global market.

Along with this, the DepEd Order no. 21, s. 2019 "*Policy Guidelines on the K-12 Basic Education Program*" includes the Technical Vocational and Livelihood track under the Senior High School Program with work immersion subject as one of the highlights of this curriculum. It focuses on the development of skills in the different specializations, and also aims to give students technical-vocational training, and academic knowledge to prepare and expose them to the present needs of the industry (Ramos, 2021).

With the addition of the work immersion program in the curriculum, this ensures that students experience the real work environment or work simulation in the industry where they can apply their acquired knowledge and skills in their chosen field of specializations to boost the students' competencies.

Furthermore, work immersion can be a great training ground for the students to exhibit their potential and capabilities to be competent in adapting the nature and actual work in the industry. However, as work immersion gives very promising opportunities to the students, the issues, gaps, and concerns with regards to the skills mismatch comes along the implementation of the program even before the hit of Covid-19 pandemic. This was brought up through the DepEd Memorandum No. 179, s.2019 or the "*Annual Consultative Forum on Work Immersion!*" in November 2019. Although the department constantly doing initiatives to solve the issues, the unprecedented impact of paradigm shifts where the conduct of field work immersion was suspended for two school years, challenges continue.

To address these concerns, the advisory posted by the Department of Education in April 2022, Former DepEd Secretary Leonor Magtolis Briones stresses the reintroduction of physical work immersion in the ongoing progressive face-to-face classes expansion to increase active involvement of the schools in bridging the learning gaps and skills proficiency of the students. Thus, allowing the schools with senior high school offerings to build partnerships with possible industries aligned to their offered specializations under Technical Vocational and Livelihood track that will support the objectives of the program.

In view of this advisory, the Region V Regional Director issued a memorandum in November 2022 directing each school's division through the work immersion coordinators to do reorientation of the program through the DepEd Order No. 039 S. 2018 and DepEd Order No. 17, 2017 (Guidelines of Work Immersion) for the implementation of the work immersion for school year 2022-2023 in the Bicol region. To continuously ensure that the competency development of the students will be given equal importance, the opportunity in the success of the work immersion may be very relevant in enhancing students' skills for them to acquire the needed competencies especially in the tourism sector specializations. Thus, the implementation of this program must put emphasis on building a strong collaboration between the work immersion specialized teachers and partner industry supervisors to develop the skills and assess the performance of the students using the competency-based assessment to achieve the purpose of the curriculum.

The researcher believed that by utilizing a competency-based approach in assessing the performance of the students in the work immersion program would help them enhance their competency development levels that might affect their employability in the future. Thus, this study was focused on the assessment of the competency levels of the Technical Vocational and Livelihood students under the tourism sector particularly in their basic, common, and core competencies before and after the work immersion program in the Division of Camarines Sur, Second Congressional-Libmanan District to continuously enhance the competencies of the students.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Objectives

This study aimed to determine the competency development levels of the Technical-Vocational and Livelihood students under the Tourism sector in the work immersion program in the Division of Camarines Sur, Second Congressional-Libmanan District for the School year 2023-2024.

Specifically, it sought to answer the following questions:

1. What are the competency development levels of the Technical Vocational and Livelihood students in the work immersion program in the following specializations:
 - a. Bread and Pastry Production;
 - b. Cookery;
 - c. Food and Beverage Services; and
 - d. Housekeeping?
2. Are there significant differences among the aspects of competency levels before and after the work immersion program of the Technical- Vocational and Livelihood students along the four specializations?
3. What are the facilitating and hindering factors in the competency levels of the Technical- Vocational and Livelihood students in the work immersion program?
4. What enhancement program may be proposed based on the results of the study?

Hypothesis

There were significant differences in the competency levels of the TVL students enrolled in the following specializations: Bread and Pastry Production, Cookery, Food and Beverage Services, and Housekeeping before and after the work immersion.

METHODS

Research Design

This study employed the Explanatory Sequential Mixed Method Design. The primary purpose of this design is to use qualitative data to provide deeper explanation for the findings derived from the quantitative data. As a methodology, the process typically begins by collecting and analyzing numerical data through surveys, and statistical tools to identify patterns, relationships, or trends. Based on these results, the design for the qualitative phase follows, which often involves interviews, focus groups, or observations, to explore and explain the underlying reasons or contexts for the quantitative outcomes.

Population and Sampling

The respondents were chosen using a purposive sampling who meet the specific criteria relevant to the research topic.

For the quantitative phase, there were two sets of respondents who evaluated the students' competency levels: nine (9) TVL specialized teachers (before the work immersion program) and eleven (11) partner industry supervisors (after the work immersion program). The respondents evaluated the competency levels of 177 senior high school students (BPP-90, Cookery-37, FBS-32, Housekeeping-18) in total enumeration who participated and completed the immersion program.

For the qualitative data collection on the facilitating and hindering factors on the competency levels of the students, the focus group discussion includes ten (10) senior high school students per school who completed the 80-hour or 10 days of the work immersion in the industry with a total of 80 participants. These student participants were selected based on the availability and recommendation of the TVL specialized teachers in the work immersion program. While the one-on-one interview for the TVL specialized teacher and partner industry supervisor was conducted separately depending on their available schedules to consider the demands of their respective workloads.

Instrument

For the quantitative phase, this research utilized a standard set of survey questionnaires adapted from the Training Regulation (TR) of the Curriculum-Based Training (CBT) developed by Technical Education and Skills Development Authority (TESDA).

For the qualitative phase, the semi-structured interview guide questions approved by the panel was used.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines
 Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Data Collection

The timing of the distribution of the questionnaires for the quantitative data collection was based on the intended schedules of the schools for the conduct of work immersion. Since the students’ competencies need to be assessed by the specialized teachers before the immersion, the questionnaire was delivered and retrieved by the researcher simultaneously before the deployment of the students in the work immersion program.

For the qualitative data collection, the timing of the one-on-one interview to the teachers, and partner industry supervisors as well as the focus group discussion with the students were also considered. The one-on-one interview and focus group discussions were conducted after each school was done with the work immersion to draw an in-depth understanding on the facilitating and hindering in the competency levels of the students.

Data Analyses

For the quantitative phase, Mean was used to determine the competency levels of the TVL students in the four specializations in terms of the basic, common, core competencies before and after the conduct of the work immersion program. Meanwhile, the Two-Factor ANOVA was utilized to explain the significant difference of the time, competency type and the interaction of which before and after the work immersion program in the four specializations.

For the qualitative phase, the thematic analysis was used to interpret the transcriptions from the specialized teachers, students, and partner industry supervisors on the facilitating and hindering factors on the students’ competency levels. In this study, the verbatim responses of the participants were transcribed, and organized using codes with similar patterns which eventually lead to come up with two major themes.

Ethical Considerations

The researcher ensured that the conduct of this study for the quantitative and qualitative phase is in adherence to the ethical considerations which include the voluntariness, confidentiality, anonymity, and the rights to withdraw of participation.

RESULTS and DISCUSSION

Competency levels of the Technical-Vocational and Livelihood Students in the four specializations (BPP, Cookery, FBS, Housekeeping)

Table 1 presents the summary of the competency levels of TVL students along the basic competencies of the four specializations under the tourism sector.

Table 1

Summary of Competency Levels of Technical Vocational and Livelihood Students along Basic Competencies

SPECIALIZATION	Mean Before	Interpretation	Mean After	Interpretation
Bread and Pastry Production	3.99	Competent	4.52	Highly Competent
Cookery	3.54	Competent	4.17	Competent
Food and Beverage Services	3.82	Competent	4.35	Highly Competent
Housekeeping	4.54	Highly Competent	4.19	Competent

The mean before of the basic competencies of BPP with 3.99, Cookery with 3.54 and FBS with 3.82 were interpreted as competent. This means to say that students demonstrate competence in the performance indicators before they undergo the immersion. On a high note, the housekeeping students gained a mean of 4.54 or highly



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

competent. Specifically, the scores of BPP students suggest that they met industry standards for baking and pastry-making.

The students' proficiency shows that they could carry out their jobs well and were aware of the fundamental procedures of the service sector, even though they could have improved their skills further before immersion. In a positive note, the rating of housekeeping students demonstrated a high level of proficiency in upholding organizational standards for hygiene and presentation, organizing guest amenities, and preparing rooms before to the immersion.

Meanwhile, the mean after of these specializations which were assessed by the partner industry during the work immersion program scored higher than the mean before except for the housekeeping. Specifically, BPP scored 4.52, Cookery with 4.17, FBS with 4.35, and Housekeeping with only 4.19. The decline of the mean score for Housekeeping could be the result of increased industry standards during immersion or unexpected difficulties students encountered while using their abilities in actual situations, highlighting areas in need of further improvement or modification.

The competent and highly competent ratings in the basic competencies of the TVL students show relevance with the study of Roble (2021) which reveals that the students' competency level was advanced in terms of their critical thinking and communication skills, entrepreneurship abilities, information technology and occupational health. These outcomes were anticipated since this generation of students understood the importance of non-technical abilities in the competitive workplace. Hence, these insightful results of the skills are necessary for the success in the contemporary workplace and student mind setting.

Moreover, Table 2 presents the summary of the common competency levels of the TVL students in the four specializations. The mean before of BPP, Cookery, and FBS scored 3.97, 3.30, and 4.04 which were interpreted as competent while the Housekeeping received the highest rating with 4.62 or highly competent.

This data reveals that although the Cookery received the lowest scores, the FBS received the highest, indicating that all three categories: BPP, Cookery, and FBS had mean scores that were within the competent range. This shows that although students were sufficiently ready for immersion in these areas of competencies, there were differences in their preparedness according to their specialization.

On the other hand, the scores in the mean after of these specializations remain in high scores as the BPP received 3.97, FBS with 4.31 both interpreted as competent while the Cookery with 4.38 and Housekeeping with 4.22 were described as highly competent.

Table 2

Summary of Competency Levels of Technical Vocational and Livelihood Students along Common Competencies

SPECIALIZATION	Mean Before	Interpretation	Mean After	Interpretation
Bread and Pastry Production	3.97	Competent	3.97	Competent
Cookery	3.30	Competent	4.38	Highly Competent
Food and Beverage Services	4.04	Competent	4.31	Highly Competent
Housekeeping	4.62	Highly Competent	4.22	Highly Competent

These results show that the partner industries of the Cookery and Housekeeping students note their excellent performance in the shared skills in the customer-related services. This is noteworthy because providing excellent customer service is essential to success in the travel and hospitality sectors, and high-performing staff are frequently recognized for their ability to engage with guests in a positive way.

Finally, table 3 presents the summary of the competency levels of the TVL students along with the core competencies. The BPP received a mean before of 4.99 or highly competent. This high score reveals that students showed exceptional skill in baking and pastry-making tasks during their training in school. They most likely



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

demonstrated a command of methods, instruments, and procedures in a regulated learning environment, excelling in both the theoretical and practical facets of their field. However, its mean after shows decline in score with only 3.21 or moderately competent.

Table 3

Summary of Competency Levels of Technical Vocational and Livelihood Students along Core Competencies

SPECIALIZATION	Mean Before	Interpretation	Mean After	Interpretation
Bread and Pastry Production	4.99	Highly Competent	3.21	Moderately Competent
Cookery	3.36	Competent	4.11	Competent
Food and Beverage Services	4.15	Competent	4.22	Highly competent
Housekeeping	4.89	Highly Competent	4.26	Highly Competent

This observable decline indicates that students' performance in BPP encountered difficulties when they moved from the training kitchen or classroom to an actual environment. The drop could have been caused by several factors such as increased pressure in a working environment, complexity of the tasks, practical limitations or the gap between training in school and industry standards.

On the other hand, the specializations such as Cookery and FBS scored in the mean before of 3.36 and 4.15, respectively. Meanwhile, its mean after revealed increase in scores with 4.11 and 4.22 which were interpreted as competent and highly competent. Notably, the Housekeeping received the highest mean before of 4.89 and mean after of 4.26 or highly competent. The data implies that while some specializations, like Cookery, showed improvement after immersion, the Housekeeping students consistently outperformed in both pre- and post-immersion assessments. This suggests that Housekeeping students were not only well-prepared but also able to maintain a high level of competency in the real-world environment.

The work immersion played a crucial role in enhancing the skills of students in all specializations, helping them bridge the gap between academic learning and the practical demands of the hospitality industry. Furthermore, the students' skills and competencies are further improved as they engage in real-world job scenarios where they acquire new experiences, skills that last a lifetime, and the right mindset towards work. Additionally, students are more likely to perform and show efficiency in completing activities when they are exposed to employment assignments linked to their career paths.

Significant differences among the aspects of competencies before and after the work immersion program of the Technical Vocational and Livelihood students along the four specializations

Table 4 presents the results of a two-factor ANOVA conducted to assess the effect of time (before and after the work immersion program) and competency type (basic, common, and core competencies) on student competency scores in Bread and Pastry Production. The analysis revealed no significant main effect of time, $F(1,515) = 1.96$, $p = .162$, $\eta_p^2 = .004$, indicating that there was no statistically significant difference in competencies before and after the work immersion program.

This suggests that, on average, student competency scores did not change significantly as a result of the program when evaluated overall which could imply that the immersion program given limited time of students' exposure may not have had a substantial impact on improving student competencies across time. Although, the significant difference was not observed in time of evaluation, the scores after the work immersion were improved indicating that the students specialized in bread and pastry production were able to perform better in the actual work setting.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

However, a significant main effect was found for competency type, $F(2,515)=76.62, p=.000, \eta_p^2=.229$. This indicates that there were significant differences in competency levels across the three types (basic, common, and core). This finding implies that the students' proficiency varies depending on the competency being measured, with some competencies likely being stronger or weaker.

Table 4

Two Factor ANOVA Results on the Differences in the Competencies Before and After the Work Immersion Program and Among Aspects on Bread and Pastry Production

Source	Type III Sum of Squares	SumDf	Mean Square	F	Sig.	Interpretation
Time	.724	1	.724	1.961	.162	Not Significant
competencies_type	56.606	2	28.303	76.615	.000	Very Highly Significant
time competencies_type	58.630	2	29.315	79.355	.000	Very Highly Significant
Error	190.249	515	.369			
Total	8791.336	521				
Corrected Total	300.786	520				

Furthermore, the specific nature of the competency plays an important role in how well students perform, highlighting that certain areas may present more challenges to students, while others may be areas of relative strength. Nonetheless, the students were able to manifest the competencies learned in school which reflected on their performance during the work immersion program.

Additionally, there was a significant interaction between time and competency type, $F(2,515)=79.36, p=.000, \eta_p^2=.236$. This significant interaction suggests that the effect of the work immersion program on student competencies was not consistent across the different competency types. In other words, the impact of time on student competency scores depends on the type of competency being evaluated.

To further explore these differences, HSD post-hoc test was conducted. The post-hoc analysis revealed that basic and common competencies did not significantly differ from one another (mean difference = -0.002, $p=.999$), while both basic and common competencies significantly differed from core competencies. Specifically, core competency scores were significantly lower than both basic (mean difference = 0.668, $p<.001$) and common competencies (mean difference = 0.670, $p<.001$). This indicates that students performed better in basic and common competencies compared to core competencies.

While these results revealed significant difference in the competency types, the study of Rodil and Briones (2022) on the other hand, implies that the basic and common competencies such as conceptual skills communication skills, and interpersonal skills, and leadership skills were significantly related to core competencies in terms of preparing and producing bakery products, preparing and presenting gateaux, tortes and cakes.

This result also supports the study of Capua (2021) where the students were observed lack of competence across several specific areas. The partner industry revealed that this result could be because the students had lack of exposure and experience in the field of work that greatly affect their competency levels. In addition to impeding the development of particular technical abilities, this lack of exposure also makes it more difficult for students to solve problems, adjust to real-world scenarios, and work well with others.

The lack of a significant effect of time indicates that the work immersion program did not lead to measurable improvements in overall competency scores, which may suggest a need to evaluate the structure or effectiveness of the program. The significant differences in competency types, particularly the lower scores in core competencies, highlight areas where students may need additional support or targeted training. The interaction between time and competency type suggests that the program may have different impacts on different types of competencies, implying that specific competencies might require different instructional approaches or more focused interventions.

Another two-factor ANOVA presented in table 5 was conducted to examine the effects of time (pretest and posttest) and competency type (basic, common, and core competencies) on student competency ratings in Cookery. The analysis revealed a significant main effect of time, $F(1,118) = 35.59, p=.000, \eta_p^2=.232$, indicating a statistically significant improvement in student competency ratings from pretest ($M = 3.59$) to posttest ($M = 4.21$).

This suggests that the work immersion program had a positive impact on the students' overall competency levels in Cookery. This also indicates that students gained valuable skills and knowledge because of the program,



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

leading to higher competency levels in the posttest evaluation. Moreover, the large effect size ($\eta^2 = .232$) reinforces the idea that the program contributed meaningfully to the development of student skills, and theoretical knowledge accounting for nearly a quarter of the variation in competency ratings in Cookery.

Table 5

Two Factor ANOVA Results on the Differences in the Competencies Before and After the Work Immersion Program and Among Aspects on Cookery

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Interpretation
Time	11.827	1	11.827	35.592	.000	Very Highly Significant
comp_type	4.832	2	2.416	7.270	.001	Very Highly Significant
time * comp_type	6.383	2	3.191	9.604	.000	Very Highly Significant
Error	39.210	118	.332			
Total	1943.390	124				
Corrected Total	62.183	123				

The analysis also showed a significant main effect of competency type, $F(2,118) = 7.27$, $p = .001$, $\eta_p^2 = .110$, suggesting that competency ratings differed significantly across the three types of competencies. Specifically, students scored highest in basic competencies ($M = 4.18$), followed by common competencies ($M = 3.81$), and lowest in core competencies ($M = 3.72$).

Apparently, having the core competencies with low scores suggest that students need to be given more performance assessments likely through hands-on experience, exposure to real-world scenarios, and engagement with industry practices involving the preparation of appetizers, salads and dressing, sandwiches, seafood dishes, stocks, sauces, soups, meat dishes vegetables dishes, starch dishes, poultry and game dishes, desserts, and package prepare food.

Additionally, there was a significant interaction between time and competency type, $F(2,118) = 9.60$, $p = .000$, $\eta_p^2 = .140$, suggesting that the effect of time on competency ratings varied depending on the type of competency. This interaction indicates that the work immersion program had a differential impact on the various competency types.

On the other hand, the post hoc tests using Tukey's HSD revealed that basic competencies were rated significantly higher than both common (mean difference = 0.39, $p = .007$) and core competencies (mean difference = 0.45, $p = .001$). However, no significant difference was found between common and core competencies (mean difference = 0.06, $p = .874$).

Roble (2021) supports this data stating that the reason why students were advanced in their basic competencies most especially in terms of critical thinking, communication skills, entrepreneurship abilities, information technology and occupational health was because the students in this generation were fully aware of that non-technical skills are needed in the competitive working environment.

The fact that there was no significant difference between common and core competencies implies that students did not perceive much distinction in their abilities across these two areas. Both common and core competencies are likely more advanced or specialized than basic competencies, which may explain why students were rated similarly and lower overall. Common competencies could involve transferable skills, while core competencies are more specific to the field, but the students' comparable performance in both suggests that they found these competencies equally challenging.

A two-factor ANOVA was also conducted to examine the effects of time (pretest vs. posttest) and competency type (basic, common, and core competencies) on student ratings in Food and Beverage Services. The analysis in table 6 revealed a significant main effect of time, $F(1,181) = 11.90$, $p = .001$, $\eta_p^2 = .062$, indicating that student ratings significantly increased from pretest ($M = 4.00$) to posttest ($M = 4.29$).



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 6

Two Factor ANOVA Results on the Differences in the Competencies Before and After the Work Immersion Program and Among Aspects on Food and Beverages Services

Source	Type Sum Squares	IIDf of	Mean Square	F	Sig.	Interpretation
Time	3.917	1	3.917	11.898	.001	Very Highly Significant
comp_cat	.395	2	.197	.600	.550	Not Significant
time * comp_cat	1.641	2	.820	2.492	.086	Not Significant
Error	59.590	181	.329			
Total	3278.438	187				
Corrected Total	65.711	186				

In contrast, no significant main effect was found for competency type, $F(2,181)=0.60, p=.550, \eta_p^2=.007$, indicating that the ratings across basic, common, and core competencies were not significantly different. The lack of significant differences among competency types suggests that students performed similarly across these three categories, with no single competency type standing out in terms of performance.

This means to show that the students did not excel or underperform in any specific type of competency relative to the others as they were all rated as "competent". Moreover, this could imply that the competencies are equally well understood or that students have similar levels of performance across these areas. Icban (2019) affirms this result that the students in Food and Beverage Services were found competent across several competencies after the immersion program. However, although the students' skills have some implications on their potential for employment, it cannot be definitively said that their work immersion competency levels will be sufficient to secure them a possible employment.

The interaction between time and competency type was not statistically significant, $F(2,181)=2.49, p=.086, \eta_p^2=.027$. This suggests that the effect of time (pretest vs. posttest) on student ratings did not vary significantly based on the type of competency. In other words, the improvement observed from pretest to posttest was consistent across basic, common, and core competencies.

The lack of significant differences across the three competency types implies that the program was equally effective (or ineffective) in addressing all aspects of the students' competencies. Since no competency type showed a marked advantage, future interventions might benefit from a more targeted approach to addressing specific competency gaps. It also implies that the general structure of the program did not specifically enhance one area of competency over another.

Finally, the non-significant interaction between time and competency type suggests that the program's impact on competencies was uniform across categories. This implies that while the program was successful in providing the students with training and assistance which generally led to improvements, it did not differentially affect specific competencies, which might suggest that further specialization in training could be useful for targeting particular skills to make a more pronounced impact on areas where students may need additional support or development.

Similarly, a two-factor ANOVA was conducted to assess the effects of time (pretest vs. posttest) and competency type (basic, common, and core competencies) on student competency ratings in Housekeeping. Table 7 revealed a significant main effect of time, $F(1,102)=34.17, p<.001, \eta_p^2=.251$, indicating that student competency ratings significantly decreased from pretest ($M = 4.68$) to posttest ($M = 4.22$).



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 7

Two Factor ANOVA Results on the Differences in the Competencies Before and After the Work Immersion Program and Among Aspects on Housekeeping

Source	Type Sum Squares	III ofdf	Mean Square	F	Sig.	Interpretation
Time	5.778	1	5.778	34.173	.000	Very Highly Significant
comp_type	.832	2	.416	2.460	.090	Not Significant
time * comp_type	.373	2	.186	1.102	.336	Not Significant
Error	17.245	102	.169			
Total	2165.747	108				
Corrected Total	24.228	107				

These results confirm the study of Ojales (2021) where the students encountered difficult learning competencies more specifically in identifying and explaining several applications of cleaning tools, materials, and equipment in room service. The findings revealed that these competencies were found too much for the students to handle and that they need to develop their interest in the various Housekeeping competencies to be more proficient.

Although there was a trend towards differences between the competency types (basic, common, and core), it did not reach statistical significance, $F(2,102)=2.46$, $p=.090$, $\eta_p^2=.046$. This suggests that while there may be slight variations in performance across different competency types, these differences were not strong enough to be statistically significant.

Moreover, the interaction between time and competency type was not significant, $F(2,102)=1.10$, $p=.336$, $\eta_p^2=.021$, suggesting that the decline in competency ratings from pretest to posttest was consistent across all three competency types. In other words, the program did not have a differential impact on the basic, common, or core competencies, as the decrease in ratings was uniform.

The differences of the results between the pre and post assessments of the students' performance could be further explained by Skinner's Behavioral Theory wherein the understanding of students' sets of behaviors and performance were based on their responses to the learning environment which could be observed objectively without the influence of cognitive abilities (Reimann, 2018). Thus, as the students perceived their behaviors in learning the skills in school where regular activities and training were given to improve their performance as much as possible, their responses may be influenced and reinforced by the present activities they had encounter in the actual industry workplace which includes pressure, complexity of tasks, and limited exposure could contribute to their behaviors toward work which certainly affected their competency levels.

Facilitating and Hindering Factors in the Competency Levels of the TVL Students

Facilitating Factors

Curriculum-Based Training

The curriculum-based training in this study pertains to the training practices and activities aligned to the TVL curriculum which were facilitated by the partner industry and specialized teachers to develop the competencies needed by the students.

The competent and highly competent ratings reflected on the assessment of the basic, common, and core competencies of the students in Bread and Pastry Production, Cookery, Food and Beverage Services, and Housekeeping, although having variations in scores, in the work immersion program was confirmed by the partner industry supervisor. These were elaborated in the following responses:

"Sa dining kasi, kaya garo madali sinda naka-adapt sa dining kasi naadalan naman ninda si mga basic, ugwa na sindang idea before. Dae na mahirap samu na itukdo idto sainda (Participant 16, 2024)"



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

"All I can say, the alignment of the learnings they have in school was a big factor on the performance they have shown during the immersion. In short, the curriculum that they have applied and seen on their performance (Participant 15, 2024)."

"May knowledge na sinda sa pastry, pinagibo mi sinda nin batter nin waffle. 'Pag tinutukduan mi sinda, ugwa sinda nin mga aram na arog kaidtong pag mix nin batter, cut and fold, may aram sindang dikit na na-apply ninda igdi na mas lalong na-enhance si aram ninda igdi (Participant 9, 2024)."

These responses were also recognized by the specialized teachers as they reiterate that what made the students competent was because before the students were immersed, the students' activities in school were conducted from instructional to performance assessments based on the curriculum guide by the specialized teachers. These are mentioned in the following statements:

"They are competent because by grading period, I have target competencies based on the curriculum guide of the topics and competencies that should be tackled for the first grading. Then, likewise for the second quarter until we are able to finish all the competencies. At the same time, we have a lot of practical activities to support the theory they learned (Participant 5, 2024)."

"We depend the competencies on the curriculum guide by quarter. I usually divide it into two. For example, if the topic is about the presentation of bakery and pastry products, so the focus of the activities revolved in these competencies. Then, during the second quarter, their focus is for decorating cakes to make sure that all the competencies will be tackled. We only have shorter discussions because they have more laboratory activities. Their competencies were developed when they have laboratory instead of having only a theory (Participant 2, 2024)."

Certainly, the students expressed that the activities conducted in school played a pivotal role in equipping them with prior knowledge that laid opportunities for their practical application of competencies in the workplace. These school-based activities not only introduced them to essential concepts and skills but also fostered a sense of readiness and confidence as they transitioned into real-world working environment. Students noted that their competencies were enhanced through the training experiences offered by partner industries, which provided them with valuable insights and hands-on practice that complemented their academic learning.

It can be established from these responses that the curriculum-based training using curriculum guide served as the teachers' measurable plan in determining learning outcomes and developing the competencies of the students. The competent ratings of the students' performance were supported by the activities of the students in school which were aligned with the curriculum. Mwanza and Sitwe Benson Mkandawire (2020) emphasized that the curriculum implementation will determine the success or failure of transfer of learning. Thus, the teachers as the primary implementers should provide curriculum-based activities through planned and unplanned learning experiences to guide the teaching and learning processes of the students.

Moreover, the students' prior knowledge has been one of the instruments for the partner industries to mark the students' performance as "competent" in general. Brod (2021) verifies this result which explains that the students' prior knowledge must be activated, and it must be relevant to the current learning task to be effective.

Training Strategies

The training strategies relates to the strategies conducted by the partner industry during the work immersion program. The strategies such as workplace orientation, and skills demonstration were deemed effective to facilitate the teaching and learning process that directly impacted the extent to which students acquire the desired competencies and successful transition from the classroom to the workplace.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Workplace Orientation

Along with the highly competent rating of the partner industries in the career professionalism performance of the students in Cookery, Food and Beverage Services and Housekeeping during the work immersion program revealed that the conduct of orientation in the nature and process of work according to the students' job descriptions during the work immersion were effective to let the students be more professional in their respective tasks and responsibilities. The partner industries had clearly set expectations and responsibilities among the students, thus the orientation enabled students to understand not only their tasks but also the professional standards and behaviors required in a real-world setting. These were mentioned in the following responses:

"Si pagtukdo mi po kaya sainda ma'am talagang through orientation. Duman sa orientation tinao mi sainda si mga bagay na dapat ninda gibuhon. Tapos kan na-orient mi na po sinda, tig-oobserve mi po, kung may mga kulang, padikit-dikit mi sindang tigasabihan na arog kaini ang gigibuhon kaya masa naging responsible po sinda (Participant 9, 2024)"

"Na-orient po kasi namin sila kong anu yung dapat and hindi dapat sa loob ng immersion. And then sa pag-start nila sa mga bagay na dapat gawin, hindi po namin sila binigla talaga. Step by step talaga (Participant 14, 2024)"

Likewise, the orientation conducted by the partner industry was deemed important for the students because they want to be informed and involved in the process by telling them the things that they need to do. Furthermore, being informed about the processes and standards of the industry helped to alleviate any uncertainties or anxieties they might have had in a professional environment.

It was noticeable in these responses that the conduct of orientation to the students during the work immersion program as if they are new employees in the workplace play a big impact on how they were able to integrate their personal objectives with the goals of the industry. Moreover, this enabled them to learn and apply the process in a work focused setting in a professional manner. The students were taught of the step-by-step procedures that eventually helped them to be more professional in dealing with the assigned tasks in the workplace. This finding supports the study of Chinasa and Kenmi Eseitonghe (2022) which explains that giving orientation is one way to address favorable work experiences among workers to lessen their feelings of anxiety and uncertainty in work they will perform, and to instill in them a culture that enhances their performance and success within the context of professional environment.

Skills Demonstration

Meanwhile, the partner industry supervisors shared that the skills demonstration included in training the students contribute to having a highly competent performance of the students in Food and Beverage Services along the core competencies more particularly in welcoming and greeting the guest and providing food and beverage services to the guests as shown in the following statements:

"Ang ginawa ko sa kanila lalo na sa 'pag welcome ng guest, una parang sa pagtuturo, ide-demonstrate ko muna sa kanila panu gagawin and then iha-hands-on ko sila nakuha naman nila kaagad (Participant 13, 2024)."

"Siguro kaya madali ninda nanudan ta more on hands-on po ang ginigibo ko. Tigde-demonstrate ko muna sainda na enot bago ka mag-welcome nin guests, dapat proper handling kan table implements and syempre anu tong mga equipment na gagamiton sa service (Participant 12, 2024)."

Furthermore, the students also found the skills demonstration as an easy way to immediately imitate and learn the skills they need to develop. As the students practiced these skills in real time and received immediate



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

feedback from industry supervisors, the direct application of what they observed strengthened their learning in this competency.

This affirms the study of Aisah (2021) in which skills demonstration promotes an active participation of the students. Furthermore, students will be able to grasp the information and instruction given and presented by the teacher in learning the competency. This approach also enables them to comprehend the process of practicing the skills they need to acquire.

Assessment Strategies

The assessment strategies define the strategies of the partner industries and specialized teachers in conducting students' assessment in the work immersion program. It aligns the activities such as experiential learning, authentic assessments, feedbacking, in which students were directly exposed to work in an actual work setting, thus, allowing them to be more involved in the assessment process.

Experiential Learning

Meanwhile, the notable increase of scores in the basic, common, and core competencies from previously rated "moderately competent" to "competent" remarks in Cookery after the conduct of the work immersion program were verified by the partner industries stating that the competent ratings could be the result of experiential learning and actual process in the work setting in which the students acquire knowledge, skills, and values towards work.

"Competent sinda sa assessment ta from the day na may naglaog ng customer, sinda na ang naggi-greet, sinda na ang nagtatao nin menu, sinda na ang nagtataong tubig, tapos pag-prepare man nin drinks and dessert, sinda na din ang naggigibo. So more on actual talaga ang ginigibo ko. Aside kayan, may staffs akong nag-oobserve sinda (Participant 16, 2024)."

"Pinaka-the best way na ginibo ko is more on actual. Pina-experience ko talaga sinda. Let's say may order sa table 9, kung anu 'tong order ninda, make sure na aram mo so dapat may idea ka duman sa nag-order, kong anu tong food na yaon duman, kung anu tong mga kulang sinda, so dapat ma-provide nindo to gabos. Kaya during sa process na may customer, sinda na kayan ang nagigibo, tigbabayaan mi po yan kasi duman sinda mas lalong macha-challenge sinda na makanood (Participant 12, 2024)."

Authentic Assessments

In the same context, the specialized teachers in Bread and Pastry Production also confirmed that the competent ratings in the basic, common, and core competencies of the students before the work immersion program were the results of conducting numerous authentic assessments. They focus more on quality of the instruction over the quantity of competencies to be taught by making sure that one theory serves one performance task. These were stated in the following statements:

"Kaya sila competent kasi ang ginagawa ko po para mas matutunan nila yung technical aspects ng BPP ay, every topic na matatapos namin, may performance task sila. Hindi po pwede pagsama-samahin. Kong cakes, cakes muna. And then icing, kasi kasama na yun. Syempre tatapusin muna yung discussion and then performance tasks (Participant 9, 2024)."

"Malaking bagay yung process ng assessment sa competency nila. Halimbawa sa isang topic isang theory and then performance task. For example, sa cake, theory muna and then performance task hanggang sa packaging. Kapag sa pastry naman, same din mga three to four products ang ginagawa nila, iba-iba yan. Pagdating naman doon sa cakes, isang product lang pero dinederetso na din naming sa petit fours, sa dessert, dine-deretso na lang naming para isahan na lang (Participant 11, 2024)."



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

On a strong note, the students verified in the following responses that the authentic assessments and experiential learning evolved to have great importance on learning the skills easily. They explicitly explained that learning the concepts would be easier when they were able to experience the task on hand. This activity arouses their active participation to be engaged in real work setting activities which were relevant to their personal goals during the immersion and improving their competency levels.

As mentioned in the preceding explanations, it can be understood that the regular conduct of performance-based and authentic assessments after each topic has been discussed (in classroom setting) helped the teachers to assess whether the students learned the concepts and be able to apply into practice. This is the reason why most of the specialized teachers have given the students' performances with high scores before the immersion because they believe that authentic assessments served as their basis and measurable instrument as they use rubrics to evaluate the students. On the other hand, the partner industries as well as the students agreed that it was highly effective to make the learning experience memorable and impactful in acquiring the skills by means of experiential learning.

This implies that it is necessary to engage the students in authentic assessments to build a thorough understanding of a topic that is adequately focused. This will allow them to use their prior knowledge, go beyond it, practice the skills needed, perform their work, and communicate their results in detail (Sewagegn & Diale, 2020).

Feedbacking

Concurrently, the partner industry supervisors emphasized that the competent and highly competent ratings of the students in basic, common, and core competencies in the four specializations would not be achieved without providing them with immediate feedbacking of the authentic assessment results. These were stated in the following responses:

"Well, competent sila kasi kami po talaga yung nagtutuk sa pag-rate sa kanila. Sinasabi po namin sa kanila kong bakit ganito yung binigay namin na rating. May feedback po kami sa bawat studyante na binigyan namin ng grade. Pagkatapos po ng last day nila, pag bigay po naming ng certificate sinabi po namin sa kanila yung mga areas na pwede pa silang mag-excel, kong anu pa yung pwede nilang ipush para makuha (Participant 14, 2024)."

"I am giving them comments and they work-out on the feedback that I have given. It also affected their performance to be competent. Feedbacking is important because in that way, they were able to improve their competencies (Participant 13, 2024)."

"Kapag may nahihiling po kami na something na dapat i-correct, may feedback agad kaming tinatao para makanood sinda and mas-mainprove pa si performance ninda (Participant 9, 2024)."

In accordance with these responses, the students also established in their experiences that feedbacking influenced how they would perform correctly the tasks assigned to them. Because of the constructive feedback conducted the partner industry, the students were able to identify areas in which they performed very well as well as those that needs more mastery.

It can be noted in these responses that the feedback given by the partner industries in the students' performance creates an opportunity for them to enhance their capabilities in areas for improvement. Moreover, they emphasized the importance of discussing the results to the students through constructive feedbacking to give them a good avenue to assess their current performances and competency levels. Likewise, on the part of the partner industries, they have considered the students as if they are new employees in the workplace who needs training and assistance in the areas or stations they intended to work. The support of the supervisor to closely supervise the students' performance through feedbacking played a significant factor on the competent ratings.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Hindering Factors

Students' Observable Behaviors

The students' observable behavior was one of the hindering factors identified by the partner industry. It refers to the actions, attitudes, and mannerisms exhibited by students during the work immersion program that negatively impact their learning, interactions with colleagues and clients, and performance in general.

Undeniably, the partner industries revealed that the notable decrease of scores in the basic, common, and core competencies of the students in Housekeeping, from previously rated as highly competent by the specialized teachers to competent remarks, were affected by the observable behaviors that the partner industry supervisors have seen on some of the students' performances during the immersion program. These were elaborated on the following statements:

Lack of Confidence

Meanwhile, the lack of exposure of the students in an actual work setting where the complexity of the tasks and work pressure were present also affected the students' confidence and composure towards work. As a result, some students showed signs of anxiety and fear when faced with the demands of their positions, which further hinders their performance. Their overall performance and engagement suffered because of their hesitation to take initiative and their inability to make decisions due to their unfamiliarity with the fast-paced nature of the workplace. These were highlighted by the partner industries which greatly affected the students' competency levels.

Lack of Focus

Furthermore, some of the partner industries have noticed the lack of focus of the students while they are doing the assigned tasks, especially in the areas where technical knowledge was needed. In important instances where precision of the task was vital, like carrying out cleaning procedures in Housekeeping, the students' lack of focus was noticeable. The supervisors in the industry highlighted that the lack of attention and lack of engagement resulted in mistakes or unfinished assignments, which not only lowered the quality of the job but also gave the students a poor impression of their work ethics.

On these remarks, the students also shared their experiences why they have low confidence, out of focus, and feel pressured during the work immersion. Some of the students have expressed that they felt unprepared to handle the demands and complexities of their responsibilities, and that the change from a classroom setting to a fast-paced, real-world context was overwhelming. Their nervousness was increased by the high risks involved in jobs like serving clients or overseeing complex cleaning procedures, which made them doubt their own skills. Some students also expressed being overwhelmed by the wide range of knowledge and abilities they were supposed to acquire in a short amount of time, which made them feel even more under pressure. Furthermore, they also had trouble focusing on their work because they experienced mental blocked brought on by their anxiety of making mistakes in front of others. Their performance and learning possibilities were hampered by the cycle of pressure and distraction caused by the combination of circumstances. These were stated in the following statements:

"I am a bit uncertain of what to do because I am shy, and I might commit mistakes (Participant 15, 2024)."

"I was a little bit nervous at first so what I did was to stay in the corner, and I would just follow whatever task was given to me (Participant 40, 2024)."

"I am shy and afraid to commit mistakes (Participant 14, 2024)."

"I feel pressured that is why, I feel confused (Participant 71, 2024)."



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

*"I feel pressured when someone is observing me. I can focus more when I am alone
(Participant 68, 2024)."*

These statements, in general, were the reason why the competency levels of the students vary across areas of the competency assessment as reflected on the result of the data gathered in Housekeeping. The students' behaviors most especially in terms of their interest, focus, and confidence play a significant impact on acquiring their competencies. Despite that trainers are doing their best to ensure that students receive a quality of instruction and training, maintaining students' engagement all throughout the process, this remains a challenge to them especially for keeping their interest in performing technical aspects. This finding is supported by the study of Harefa (2023) which showed that students who have no interest in the learning process and do not understand why they are studying such courses often lead to having little motivation to learn and participate in the activities, thus they may face difficulties to develop their competencies.

Limited functions for area of assessments

The limited functions for the area of assessment are reflected as one of the hindering factors which pertain to the limited exposure of the students to function in areas where trained workers were required at least according to the partner industry.

On the other hand, the BPP students' performance in the core competency specifically in the parameters, prepare and produce pastry products, prepare and present gateaux, tortes, and cakes received a moderately competent rating from the partner industry after the immersion program. This result was explained by the partner industry supervisors as they consider the safety of the students, protect them from accidents, and from possible hazards they might experience, as well as to comply with the industry standards when it comes to product development, thus students were off-limit to operate industrial equipment and do other activities which resulted in limited functions for area of assessments.

The responses were acknowledged by the students because they knew how important their safety in the workplace during the work immersion. Moreover, they admitted that they were not experts on areas which require extensive training before they were able to handle the process. They recognized their limitations and the need for a structured training approach that prioritizes both skill development and safety awareness.

Limited Training Time

The limited training time on other hand, define the limited time allotted for the work immersion program to train the students to fully develop the competencies they need to acquire in the workplace. This limitation presented gaps between the range and depth of learning that students can acquire, which needs careful planning about which tasks and skills to be prioritize and possibly limiting exposure to facets in the work setting.

The partner industries affirmed that the low scores in the core competencies in Cookery particularly in the parameters, prepare salads and dressing, prepare starch dishes, prepare poultry and game dishes, and prepare desserts after the immersion program were affected by the time allotment for the training period of the students. They believed that the time intended for the work immersion most especially in establishing these competencies was not enough for the students to fully grasp holistically these competencies they must acquire. These were further explained in the following statements.

"The 80 hours is short for the learnings that we can give to the students. Because the other day they will rotate. So, in short, every day per station, they only pass by one station. For example, in frying, supposed they can stay for three days, but they cannot do it because they need to rotate. We are not letting them to stay in one station for so long so they can experience the other. That is why, it is very limited, and they can only have little learning experience in that station because the time is very short. They have limited learnings, and it also affects their competencies (Participant 12, 2024)."

Undoubtedly, the students have also expressed their experiences regarding the short period of time they were able to do the tasks in preparing salads and dressing, starch dishes, poultry and game dishes, and prepare desserts.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

They emphasized that the ability to master these skills was not only acquire upon their training but also heavily influenced by the specific orders taken from guests during their shifts. Thus, the probability of them to learn these competencies would be affected by the short period of training time they had in the work immersion program.

These findings would mean that the limited time allotted for learning these competencies could make it challenging for partner industries, and the students to thoroughly acquire the competencies across various skills in Cookery. As the students understood that the short training period would probably result in a decline in their competency in these areas, this circumstance highlighted the need for a longer and more organized training program highlighting activities that enables the students to have repeated practice and a more thorough understanding of every culinary task. Furthermore, the partner industries have stressed that the actual work setting has several stations and functions which could not be learned and mastered by the students if they would only be exposed for 80 hours or 10 days. Thus, the partner industries suggest that time extension would make it possible for the students to fully grasps the competencies. To avoid hampering the students' skills, support their learning, and highlight the importance of adaptability in the work setting, there must a need to extend time of students' exposure in the work immersion.

Conclusions

The notable variations of scores and the significant difference found among aspects of competencies before and after the work immersion program clearly shows the effect of the learning environment in the students' competencies. The training that the specialized teachers and partner industry conducted to the students, given limitations of resources in some areas of competencies had direct impact on acquiring the competencies. Thus, strengthening industry partnerships is crucial to ensure relevant and high-quality immersion experiences, complemented by a continuously updated curriculum reflecting current industry needs. Also, enhanced supervision and mentorship during immersion, alongside targeted skills development programs addressing identified competency gaps, will further refine students' competencies.

Recommendations

The researcher recommends a handbook for the enhancement program that serves as a structured guide to the specialized teachers which include possible interventions and training package in facilitating the enhancement program of the students with low competency levels. The activities are designed based on the controllable aspects of students' competency enhancement within the context of the Department of Education that highlights the practical activities with industry standards, ensuring that they acquire the skills and knowledge essential for their competency levels.

References

- Aisah, A. (2021). The Effect of Using the Demonstration Method on Students' Skills in Practicing Wudhu. *Interdisciplinary Social Studies*, 1(1), 10–19. <https://doi.org/10.55324/iss.v1i1.2>
- Brod, G. (2021). Toward an understanding of when prior knowledge helps or hinders learning. *Npj Science of Learning*, 8(1). <https://doi.org/10.1038/s41539-021-00103-w>
- Capua (2021). Employability skills and competencies of hospitality management students: Basis for Enhanced Curriculum" (RIGEO), 11(10), XXXX-XXXX. doi: 10.48047/rigeo.11.10.XXXX: www.rigeo.org
- Chinasa, C., & Kenmi Eseitonghe. (2022). Human Resource Manager's New Employees Orientation and Organizational Success. *BW Academic Journal*, 12–12. <https://www.bwjjournal.org/index.php/bsjournal/article/view/917>
- Department of Education (2022). Deped.gov.ph website: <https://www.deped.gov.ph/2022/04/27/deped-pushes-physical-work-immersion-for-shs-in-progressive-expansion-of-face-to-face-classes/>
- DepEd Memorandum No. 179, s.2019. Annual Consultative Forum on Work Immersion. Department of Education (2019). https://www.deped.gov.ph/wp-content/uploads/2019/11/DM_s2019_174.pdf



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- DepEd Order no. 21, s. 2019. Policy Guideline on the K-12 Basic Education Program. *Department of Education* (2019). https://www.deped.gov.ph/wp-content/uploads/2019/08/DO_s2019_021.pdf
- Harefa, D. (2023). The relationship between students' interest in learning and mathematics learning outcomes. *AFORE Jurnal Pendidikan Matematika*, 2(2), 112–122. <https://doi.org/10.57094/afore.v2i2.1054>
- Icban (2019). Fit or Misfit: Employability of the Technical Vocational Livelihood Students through their Work Immersion. <https://orcid.org/0000-0003-2779-6857>
- Mwanza, C., & Sitwe Benson Mkandawire. (2020). From Curriculum Guide to Classroom Practice: Teachers of English Language Narratives of the 2013 Revised Curriculum Implementation in Zambia. *Multidisciplinary Journal of Language and Social Sciences Education* (2664-083X, Online ISSN: Print ISSN: 2616-4736), 3(2), 193–215. <https://engineering.unza.zm/index.php/mjlsse/article/view/239>
- K-12 Curriculum. Accounts of Philippine Teachers and Students. <https://iopscience.iop.org/article/10.1088/1742-6596/1254/1/012031/pdf>
- Ojales (2021). Developing of Project Supplementary Materials in Enhancing the Performance of Senior High School Technical Vocational and Livelihood – Housekeeping. <https://www.ijresm.com>
- Ramos, F. G. (2021). An Evaluation of the Technical Vocational Livelihood Track in Public Senior High Schools in the Division of Batangas: Basis for an Enhancement Program. *International Journal of Academic Research in Progressive Education and Development*, 10(2). <https://doi.org/10.6007/ijarped/v10-i2/10269>
- Reimann, A. (2018). Behaviorist Learning Theory. *The TESOL Encyclopedia of English Language Teaching*, 1–6. <https://doi.org/10.1002/9781118784235.eelt0155>
- Roble (2021). *Competency Level, Employers' Expectations and Work Immersion Performance of Senior High School Technical-vocational and Livelihood (TVL) Students • Far Eastern University. (2021, September 24)*. Far Eastern University website: <https://www.feu.edu.ph>
- Rodil, F. M., & Briones, E. O. (2022). Acquired Skills and the Competencies in Bread and Pastry Production of Grade 11 TVL Senior High School Students. *International Multidisciplinary Research Journal*, 4(2), 212–222. <https://doi.org/10.54476/3403074>
- Sewagegn, A. A., & Diale, B. M.. (2020). Authentic Assessment as a Tool to Enhance Student Learning in a Higher Education Institution. *Advances in Higher Education and Professional Development Book Series*, 256–271. <https://doi.org/10.4018/978-1-7998-2314-8.ch013> Ability. *Cypriot Journal of Educational Sciences*, 16(3), 1290–1299. <https://eric.ed.gov/?id=EJ1309223>
- Silva, S., Marialina Corrêa Sobrinho, & Malveira, N. (2023). Development of 21st-Century Skills and Competencies in High School Students Through the Interactive E-Books Creation. *Revista Brasileira de Informática Na Educação*, 31, 971–1004. <https://doi.org/10.5753/rbie.2023.3001>
- World Bank Organization (2024). Skills Development. <https://www.worldbank.org/en/topic/skillsdevelopment>