Development of Work Immersion Workbook In TVL-Home Economics for Distance Learning

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Abstract

Work Immersion is one of the key features of the K to 12 Basic Education Program for the Senior High School curriculum based on DepEd Order No. 30., s. 2017. Work Immersion can be conducted in different way depending on the needs of the learners and the community. Based on the said DepEd Order on section 1, the goals of the K to 12 Basic Education Program is to develop among learners the competencies, work ethic and values relevant to pursuing further education and/or joining the world of work. The study was made to determine the effectiveness of the developed Work Immersion Workbook for TVL-Home Economics for Distance Learning of Grade 12 Senior High School students of Nagcarlan Senior High School in the Division of Laguna. When the developed Work immersion Workbook began to be used as guide of the students in their pre-immersion, immersion and post-immersion proper, they were remarkable viewpoints when it was used during the process. Experimental Design was used to determine the effect of the developed Work Immersion Workbook in the Second Semester of the School Year 2021-2022. Purposive sampling was used to as sampling technique. There were 40 grade 12 students from two different sections who were used as the respondents of this study. Survey Questionnaires were validated by different experts from the Department of Education in Nagcarlan District, Schools Division Office of Laguna. Based on the gathered data, it showed that: (1)The level of the features of Work Immersion Workbook in terms of cognitive learning cognitive skills, practical skills and values was highly acceptable among the respondents ; (2) The level of characteristics of Work immersion Workbook in terms of usability, objectives, adaptability and design was highly acceptable among the respondents; (3) The extent of Work Immersion Process in terms of pre-immersion, was very satisfactory; (4) The extent of Work Immersion Process in terms of immersion proper, was very satisfactory; (5) The extent of Work Immersion Process in terms of post-immersion, was outstanding; (6) It can be seen that the features of the develop workbook does not have significant effect on the pre-immersion, immersion, and post-immersion; and (7) It also showed that the characteristics of developing workbook does not have a significant effect on the pre-immersion.

Keywords: Work Immersion; Technical Vocational Livelihood; Distance Learning; Pre-Immersion; Immersion; Post Immersion

1. Main text

Introduction

Senior High School implementation seeks way to level the quality standard of our education. This aims specifically to give intensified actual training to the students through its program called work immersion. Based upon DepEd Order 30, s. 2017, Work immersion is the key feature of the Senior High School (SHS) Curriculum. It can be conducted in different ways depending on the purposes and needs of the learners. In

section 1 of its rationale, it is stated that one of the goals of the K to 12 Basic Education Program is to develop among learners the competencies, work ethic and values relevant to pursuing further education and/or joining the world of work. This will lead them to actual on-field training on relevant and practical industrial skills, realization on the importance and application of the principles and theories taught in school, technical knowledge, communication and human resource skills enhancement, and development of good work habits, attitude, and respect for work.

As stated by Llego (2019) in his article entitled, "2019 DepEd Guidelines for Work Immersion", Work Immersion refers to the subject of the Senior High School Curriculum, which involves hands-on experience or work simulation in which learners can apply their competencies and acquired knowledge relevant to their track.

Moreover, it is important that students who undergoing Work Immersion has guide what they need to do, what they need to know before, during and after Work Immersion. In line with this, the researcher is motivated to develop a Student Work Immersion Workbook for the New Normal Education setting, to give students and their parents/guardians, and School Partner

Establishments an understanding of the general rules and guidelines for Work Immersion implementation and a framework what the students and the stakeholders who are partners not only by the school, but also the students who will learn from them.

Statement of the Problem

The primary aim of this study is to determine the effects of using Work Immersion Workbook in the Workplace of the students among Grade 12 TVL- Home Economics Section. Specifically, it sought to answer the following questions:

1. What are features of Work Immersion Workbook in terms of:
   1.1 cognitive learning;
   1.2 practical skills; and
   1.3 values?
2. What appropriateness of the characteristics of Work Immersion Workbook in terms of:
   2.1 usability;
   2.2 objectives;
   2.3 adaptability; and
   2.4 design?
3. What is the grades of Work Immersion Process relative to:
   3.1 pre-immersion;
   3.2 immersion proper; and
   3.3 post-immersion?
4. Do the features and characteristics of the develop workbook has significant effect to the grades in work immersion process in the new normal for TVL-HE?
5. Do the features/characteristics of Work Immersion Workbook significantly affect the Work Immersion performance of the students?

Results and Discussion

Experimental Design was used to determine the effect of the developed Work Immersion handbook for the Second Semester of School Year 2021-2022. According to Frey (2018), Experimental designs are research schemes in which a subject or a group is observed after a treatment has been applied, in order to test whether the treatment has the potential to cause change. The prefix pre-conveys two different senses in which this type of design differs from experiments: (1) pre-experiments are a more rudimentary form of design relative to experiments and devised to anticipate any problems that experiments may later encounter vis-à-vis causal inference, and (2) pre-experiments are often preparative forms of exploration prior to engaging in experimental endeavors, providing cues or indications that an experiment is worth pursuing. The main source of the result of this study are the Grade 12 students at Nagcarlan Senior High School of School Year 2021-2022. Survey questionnaires were validated by different experts from the Department of Education. (DepEd) such as Master Teachers and Principals.

In this study, the features of the developed work immersion workbook w described in terms of cognitive knowledge, practical skills, and values, while its characteristics were described in terms of usefulness, relevance, adaptability, and design; and was determined by weighted mean and standard deviation. On the other hand, work immersion process was described in terms of pre-immersion, immersion process, post-immersion and was determined by frequency, percentage and mean.

Level of the Features of Work Immersion Workbook

Table 1 illustrates the level of feature of Work Immersion Workbook in terms of Cognitive Learning. From the statements below, "The objectives are clearly stated" yielded the highest mean score (M=4.80; SD= 0.61) and was remarked as Strongly Agree. This followed by "It contains topics related to Work Immersion" with a mean score (M= 4.50; SD= 0.75) and was also remarked as Strongly Agree. On the other hand, the statement, "The instructions are clear and concise" and "The explanations are easy to understand by students, parents and others who are related to Work Immersion" received the lowest mean score of respondents with a mean score (M= 4.20; SD= 0.82, 1.09) yet were also remarked as Strongly Agree.

Table 1. Level of Features of Work Immersion Workbook terms of Cognitive Learning

STATEMENT	Mean	SD	Remarks
The instructions are clear and concise.	4.20	0.82	Strongly Agree
It contains topics related to Work Immersion.	4.50	0.75	Strongly Agree
The explanations are easy to understand by students, parents and others who are related to Work Immersion.	4.20	1.09	Strongly Agree
It focuses on the main topics- Work Immersion- TVL- Home Economics.	4.23	0.86	Strongly Agree
The objectives are clearly stated.	4.80	0.61	Strongly Agree

Overall Mean= 4.39
Standard Deviation= 0.826
Verbal Interpretation= Very High

The level of feature of Work Immersion Workbook in terms of Cognitive Learning attained a mean score of 4.39 and was very high among the respondents. In line with this, it showed that the overall feature of the Work Immersion Workbook in terms of Cognitive Learning was highly acceptable.

Cognitive learning aims to improve a student's or individual's capacity to comprehend or acquire certain abilities. The student's expanded and enhanced capacity makes cognition, learning, and skill acquisition much easier. When the talents required for comprehending are improved and developed, things become much easier to comprehend. Rather of utilizing traditional methods and approaches, cognitive learning focuses on the parts of the brain that are responsible for learning that need to be enhanced. It focuses on memory and the brain's ability to store enormous volumes of data, information, and knowledge (Man, 2021).

Table 2. Level of Features of Work Immersion Workbook terms of Practical Skills

STATEMENT	Mean	SD	Remarks
The workbook able to develop our skills.	4.70	0.56	Strongly Agree
The workbook helps to practice the skills needed in our field of specialization.	5.00	0.00	Strongly Agree
The workbook able us to easily understand the purpose of Work Immersion.	4.55	0.75	Strongly Agree
The workbook develops our hands-on skills.	4.30	0.85	Strongly Agree
The workbook able us to follow certain instruction.	4.58	0.68	Strongly Agree

Overall Mean= 4.63
Standard Deviation= 0.568
Verbal Interpretation= Very High

Table 2 illustrates the level of features of Work Immersion Workbook in terms of Practical Skills. From the statements above, "The workbook helps to practice the skills needed in our field of specialization" yielded the highest mean score (M=5.00; SD= 0.00) and was remarked as Strongly Agree. This followed by "The workbook able to develop our skills" with a mean score (M=4.70; SD= 0.56) and was also remarked as Strongly Agree. It followed by the statement of "The workbook able us to follow certain instruction" was remarked as Strongly Agree. The statement of "The workbook able us to easily understand the purpose statement "The workbook develops our hands-on skills" received the lowest mean score of the respondents with a mean score of (M= 4.30; SD= 0.85) yet remarked as Strongly Agree.

The level of feature of Work Immersion Workbook in terms of Practical Skills attained an overall mean score of 4.63 and was very high among the respondents. This implied that practical skills can also manifested without the actual training or actual work immersion.

Practical skills are self-help and life-saving skills and lessons that you can learn (often easily), teach to others, and practice every day to prepare and protect your and others' health. Most practical skills do not require special certification or formal training to perform, but you do need education (Center for Preparedness and Response, 2021).

Table 3. Level of Features of Work Immersion Workbook In terms of Values

STATEMENT	Mean	SD	Remarks
The workbook showed equality.	4.65	0.62	Strongly Agree
The workbook showed values formation.	4.48	0.78	Strongly Agree
The workbook showed respect to the ideas of others.	4.33	0.92	Strongly Agree
The workbook showed gender equality.	4.73	0.72	Strongly Agree
The workbook showed involvement of the society.	4.50	0.85	Strongly Agree

Overall Mean= 4.54
Standard Deviation= 0.778
Verbal Interpretation= Very High

Table 3 illustrates the level of features of Work Immersion Workbook in terms of Values. From the statements above, "The workbook showed gender equality" with the highest mean score (M=4.73; SD=0.72) and was remarked as Strongly Agree. This followed by the statement "The workbook showed equality" with a mean score (M=4.65; SD= 0.62) and was remarked as Strongly Agree. The statement "The workbook showed involvement of the society" got a mean score (M= 4.50; SD= 0.85) was remarked as Strongly Agree. Meanwhile, the statement "The workbook showed values formation" received a mean score (M= 4.48; SD= 0.78) which got a remarked of Strongly Agree. Among the statements, "The workbook showed respect to the ideas of others" received the lowest mean score (4.33; SD= 0.92) and was remarked as Strongly Agree.

The level of features of Work Immersion Workbook in terms of Values obtained an overall mean score of 4.54 and was very high among the respondents. It implied that values shall be included in every learning material that a teacher made.

Values help us live with direction and purpose – like a guiding compass. Whatever is going on in our lives, our values can show us a path forward, and help us make better choices. Values are also intimately linked to our sense of self, and they're essential for our mental health. They create feelings of happiness, satisfaction and fulfilment, and help us develop healthy patterns of behaviour. They also connect us to other people – whether individuals, groups or communities – and help us develop meaningful relationships with them (My Online Therapy, 2021).

Table 4. Level of Characteristics of Work Immersion Workbook in terms of Usability

STATEMENT	Mean	SD	Remarks
The workbook is useful in the field of Work Immersion.	4.48	0.80	Strongly Agree
The workbook is useful during pre-immersion, immersion and post-immersion.	4.65	0.79	Strongly Agree
The workbook can be used in schools who offer TVL- Home Economics.	4.45	0.65	Strongly Agree

STATEMENT	Mean	SD	Remarks
The workbook is useful as a guide in Immersion.	4.65	0.65	Strongly Agree
The workbook is useful to both students and teachers.	4.30	0.66	Strongly Agree

Overall Mean= 4.51
Standard Deviation= 0.71
Verbal Interpretation= Very High

Table 4 illustrates the level of characteristics of Work Immersion Workbook in terms of usability. From the above statements, "The workbook is useful during pre-immersion, immersion and post-immersion" and "The workbook is useful as a guide in Immersion" yielded the highest mean score (M=4.65; SD= 0.79, 0.65) and was remarked as Strongly Agree. This followed by "The workbook is useful in the field of Work Immersion" with a mean score (M= 4.48; SD= 0.80) and was also remarked as Strongly Agree. On the other hand, the statement "The workbook is useful to both students and teachers" received the lowest mean score from the respondents with a mean score (4.30; SD= 0.66) and received a remarked of Strongly Agree.

The level of characteristics of Work Immersion Workbook in terms of usability attained an overall mean score of 4.51 and was very high among the respondents. This implied that the Work Immersion Workbook is useful to the students specifically this time of pandemic.

Usability is a quality attribute that assesses how easy user interfaces are to use. It refers to methods for improving ease-of-use during the design process (Nielsen, 2012).

Table 5. Level of Characteristics of Work Immersion Workbook in terms of Objectives

STATEMENT	Mean	SD	Remarks
The objectives the workbook is relevant to the field of specialization.	4.48	0.85	Strongly Agree
The objective of the workbook is relevant to the needs of each student in the field.	4.38	0.77	Strongly Agree
The objective of the workbook is relevant to the needs of the community.	4.53	0.68	Strongly Agree
The objective of the workbook is relevant to the current situation- the New Normal.	4.55	0.71	Strongly Agree
The objective of the workbook is relevant to the needs of the industry.	4.53	1.01	Strongly Agree

Overall Mean= 4.49
Standard Deviation= 0.804
Verbal Interpretation= Very High

Table 5 illustrates the level of characteristics of Work Immersion Workbook in terms of objectives. From the statements above, "The objective of the workbook is relevant to the current situation- the New Normal" received the highest mean score (4.55; SD= 0.71) and was remarked as Strongly Agree. Meanwhile, statements "The objective of the workbook is relevant to the needs of the community" and "The objective of the workbook is relevant to the needs of the industry" received the same mean score (M=4.53; SD= 0.68, 1.01) and was remarked as Strongly Agree. On the other hand, the statement "The objectives the workbook is relevant to the field of specialization" received a mean score (M= 4.48; SD= 0.85) and was remarked as

Strongly Agree while statement "The objective of the workbook is relevant to the needs of each student in the field" received the lowest mean score (M= 4.38; SD= 0.77) yet were also remarked as Strongly Agree.

The level of characteristics of Work Immersion Workbook in terms of objectives attained an overall mean score of 4.49 and was very high among the respondents. This indicated that the objectives of the workbook were observed.

According to Wedger (2015), learners must understand the objectives. They must all understand what they're learning and why they're studying it. They must also understand the significance of the objectives in relation to the previous lesson's learning, the route they are taking, and the overall aim. This implies that the objectives cannot simply be written on the board and then copied down by the students.

Table 6. Level of Characteristics of Work Immersion Workbook in terms of Adaptability

STATEMENT	Mean	SD	Remarks
The workbook is adapted to the New Normal.	4.30	0.88	Strongly Agree
The workbook is adapted to needs of the students.	4.35	0.89	Strongly Agree
The workbook is adapted to the needs of the community.	4.68	0.66	Strongly Agree
The workbook is adapted to the needs of the school.	4.60	0.71	Strongly Agree
The workbook is adapted to the needs in the field.	4.55	0.85	Strongly Agree

Overall Mean= 4.50
Standard Deviation= 0.798
Verbal Interpretation= Very High

Table 6 illustrates the level of characteristics of Work Immersion Workbook in terms of adaptability. From the statements above, "The workbook is adapted to the needs of the community" received the highest mean score (M= 4.68; SD= 0.66) and was remarked as Strongly Agree. This followed by "The workbook is adapted to the needs of the school" with a mean score (M= 4.60; SD= 0.71) and was remarked as Strongly Agree. This followed by "The workbook is adapted to the needs in the field" with a mean score (M=4.55; SD= 0.85) and "The workbook is adapted to needs of the students" with a mean score (M=4.35; S 0.89) and was remarked as Strongly Agree. On the other hand, the statement "The workbook is adapted to the New Normal" received the lowest mean score (M=4.30; SD= 0.88) yet were also remarked as Strongly Agree.

The level of characteristics of Work Immersion Workbook in terms of adaptability attained an overall mean score of 4.50 and was very high among the respondents. This implied that the Work Immersion Workbook is adaptable in the new normal set-up of education during Work Immersion.

According to Martin et.al (20120), adaptability was positively connected with academic accomplishments, school happiness, life satisfaction, meaning, and purpose in life, and academic buoyancy among high school students. They also discovered that more adaptable students had higher incremental intelligence views (i.e., the idea that intelligence is flexible; Dweck 2006) and lower entity intelligence beliefs (i.e., the opinion that intellect is fixed; Dweck 2006).

Table 7. Level of Characteristics of Work Immersion Workbook in terms of Design

STATEMENT	Mean	SD	Remarks
The workbook design is simple and unique.	4.55	0.88	Strongly Agree
The workbook is designed based on the needs of the students.	4.73	0.60	Strongly Agree
The workbook design is connected to the field of specialization.	4.65	0.66	Strongly Agree
The workbook design is attractive.	4.45	1.01	Strongly Agree
The workbook design is very catchy.	4.20	1.04	Strongly Agree

Overall Mean= 4.52
Standard Deviation= 0.838
Verbal Interpretation= Very High

Table 7 illustrates the level of characteristics of Work immersion Workbook in terms of design. From the statements below, "The workbook is designed based on the needs of the students" yielded the highest mean score (M=4.73; SD= 0.60) and was remarked as Strongly Agree. This followed by the statement "The workbook design is connected to the field of specialization" received a mean score (M=4.65; SD= 0.66) and were remarked as Strongly Agree. It followed with the statement, "The workbook design is simple and unique" with a mean score (M= 4.55 SD=0.88) and was remarked as Strongly Agree, followed by the statement "The workbook design is attractive" with a mean score (M= 4.45; SD= 1.01) and was remarked as Strongly Agree. On the other hand, the statement "The workbook design is very catchy" got the lowest mean score (M=4.20; SD= 1.04) yet were remarked as Strongly Agree.

The level of characteristics of Work Immersion Workbook in terms of Design attained an overall mean score of 4.52 and was very high among the respondents. It only showed that the design of the workbook caught the attention of the students. Designing instructional materials entails the creation of both text and graphics. Illustrations, charts, and images in words and graphics We work with text and visuals on paper and in other media as distant educators. We need a strong grasp of typography and layout in the workplace, just as we need a strong grasp of teaching techniques or educational advice (Rashid, et.al., 2014).

Extent of Work Immersion Process

Table 8. Extent of Work Immersion Process in terms of Pre-immersion

Grading Scale	Frequency	Percentage	Descriptors
90-100	4	10%	Outstanding
85-89	31	78%	Very Satisfactory
80-84	5	13%	Satisfactory
75-79	0	0	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations
Mean	86.58		Satisfactory

Table 8 reveals the extent of work immersion process in terms of pre-immersion. It can be manifested that 4 out of 40 or 10 percent of the students showed an outstanding performance, 31 out of 40 or 78 percent got a very satisfactory performance while there are 5 out of 40 or 13 percent obtained a satisfactory performance. The mean of 86.58 implied that the performance of the students was very satisfactory. This means further that majority of the students performed beyond satisfaction ever before the work immersion process.

Table 9. Extent of Work Immersion Process in terms of Immersion Proper

Grading Scale	Frequency	Percentage	Descriptors
90-100	26	65%	Outstanding
85-89	13	33%	Very Satisfactory
80-84	1	3%	Satisfactory
75-79	0	0	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations
Mean	89.93		Very Satisfactory

Table 9 reveals the extent of work immersion process in terms of immersion proper. It can be manifested that 26 out of 40 or 65 percent of the students showed an outstanding performance, 13 out of 40 or 33 percent got a very satisfactory performance while there is only 1 out of 40 or 3 percent obtained a satisfactory performance. The mean of 89.93 implied that the performance of the students was very satisfactory. This means further that majority of the students performed beyond satisfaction during the work immersion proper.

Table 10. Extent of Work Immersion Process in terms of Post Immersion

Grading Scale	Frequency	Percentage	Descriptors
90-100	37	93%	Outstanding
85-89	3	8%	Very Satisfactory
80-84	0	0%	Satisfactory
75-79	0	0	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations
Mean	89.93		Outstanding

Table 10 reveals the extent of work immersion process in terms of post-immersion process. It can be manifested that 37 out of 40 or 93 percent of the students showed an outstanding performance, 3 out of 40 or 8 percent got a very satisfactory performance. The mean of 92.90 implied that the performance of the students was outstanding. This means further that majority of the students performed beyond satisfaction after the work immersion proper.

Significant Effect of Features and Characteristics of the Develop Workbook for TVL-HE on Work Immersion Process

The computed p-values were compared to the level of significance at 0.05 to determine the significant effect of features and characteristics of the develop handbook on work immersion process for TVL-HE.

**Table 11. Significant Effect of Features of the Develop Workbook on
Work Immersion Process**

Variables		t-value	p-value	Analysis
Cognitive Knowledge		-1.54	0.132	Not Significant
Practical Skills	Pre-Immersion	-0.74	0.467	Not Significant
Values		0.09	0.932	Not Significant
Cognitive Knowledge		-2.23	0.032	Significant
Practical Skills	Immersion Proper	-2.03	0.050	Significant
Values		1.71	0.096	Not Significant
Cognitive Knowledge		-1.41	0.169	Not Significant
Practical Skills	Post-Immersion	-2.03	0.050	Significant
Values		2.37	0.023	Significant

*significant at .05 level of significance

Table 11 shows the effect of features of the develop workbook in terms of cognitive knowledge, practical skills and values on work immersion process during the pre-immersion, immersion proper and post immersion.

It can be seen that the features of develop workbook does not have significant effect on the pre-immersion process, cognitive knowledge obtained a p-value (0.132), practical skills gained a p-value (0.467) and values attained a p-value (0.932) which were all higher than 0.05 level of significance which suggested that these features have no significant effect on student's performance during the work immersion process. This meant that the assessment on the contents of the workbook has no impact on the students' performance as they are preparing for the actual immersion process.

On the other hand, the features of develop workbook showed a significant effect on the immersion process on two content areas. Cognitive knowledge obtained a p-value (0.032), and practical skills gained a p-value (0.050) which were both lower than 0.05 level of significance which support that these features have significant effect on student's performance during the work immersion. This meant that the knowledge and information as well as the practical skills included in the workbook influenced the students' performance during the actual immersion process. While the values gained a p-value (0.096) which is higher than 0.05 level of significance. This implied that the values incorporated in the workbook showed no significant effect on students' performance during the work immersion.

Nevertheless, students' performance on the post-immersion process was significantly affected by the features of develop workbook in terms of practical skills gaining p-value (0.050) and values gaining p-value of (0.023) which were both lower than 0.05 level of significance. This meant that the practical skills and values learned by the students in the workbook influenced their performance upon undergoing the work immersion process. However, the cognitive knowledge gained a p-value (0.169) which is higher than 0.05 level of significance which implied that it has no significant effect on the performance of the students in the

post-immersion phase.

Table 12. Significant Effect of Characteristics of the Develop Workbook
on Work Immersion Process for TVL-HE

Variables		t-value	p-value	Analysis
Usability		-2.07	0.046	Significant
Relevance		2.01	0.057	Not Significant
Adaptability	Pre-Immersion	-0.45	0.656	Not Significant
Design		-0.10	0.918	Not Significant
Usability		-3.23	0.003	Significant
Relevance		2.08	0.047	Significant
Adaptability	Immersion Proper	1.91	0.065	Not Significant
Design		0.06	0.951	Not Significant
Usability		-2.17	0.037	Significant
Relevance		2.36	0.024	Significant
Adaptability	Post-Immersion	0.38	0.707	Not Significant
Design		0.22	0.824	Not Significant

*significant at .05 level of significance

Table 12 shows the effect of characteristics of the develop Workbook in terms of usability, relevance, adaptability and design on work immersion process during the pre-immersion, immersion proper and post immersion.

It can be seen that the characteristics of develop workbook does not have significant effect on the pre-immersion process, usability obtained a p-value (0.046), relevance gained a p-value (0.057), adaptability obtained a p-value (0.656) and design attained a p-value (0.918) which were all higher than 0.05 level of significance which suggested that these features have no significant effect on student's performance during the work immersion process. This meant that the assessment on the contents of the workbook has no impact on the students' performance as they are preparing for the actual immersion process.

On the other hand, the characteristics of develop workbook showed a significant effect on the immersion process on two content areas. usability obtained a p-value (0.003), and relevance gained a p-value (0.047) which were both lower than 0.05 level of significance which support that these characteristics have significant effect on student's performance during the work immersion. This meant that the usefulness as well as the relevance included in the workbook influenced the students' performance during the actual immersion process. While the adaptability gained a p-value (0.065) and design gained a p-value (0.951) which is higher than 0.05 level of significance. This implied that the adaptability and design incorporated in the workbook showed no significant effect on students' performance during the work immersion.

Nevertheless, students' performance on the post-immersion process was significantly affected by the characteristics of develop workbook in terms of usability gaining p-value (0.037) and relevance gaining p-value of (0.024) which were both lower than 0.05 level of significance. This meant that the usability and relevance of the workbook influenced their performance upon undergoing the work immersion process. However, the adaptability gained a p-value (0.707) and design gained a p-value (0.824) which is higher than 0.05 level of significance which implied that it has no significant effect on the performance of the students in the post-immersion phase.

Conclusions

The following were conclusions derived from the data and results of the study presented, analyzed, and interpreted: (1) The developed Work Immersion Workbook has a very effective features such as cognitive learning, practical skills, and values; (2) The developed Work Immersion Workbook has also very effective characteristics such as usability, objectives, adaptability and design; and (3) The developed Work Immersion Workbook is an effective tool in guiding the Senior High School Students what they need to know and what they need to understand and develop during their entire journey in Work Immersion in distance learning modality.

Recommendation

There may be a lot of changes when it comes to teaching in this New Normal Set up of Education specifically in Work Immersion. Based on the conclusions above, it is recommended that:

1. For students' better performance, the developed Work Immersion Workbook can be used as an alternative guide during their actual practicum experience in their chosen industry.
2. Teachers may adopt or enhance the Work Immersion Workbook depending on the type of students they have.
3. For the School Administrators, they may provide allotted budget to produce this Work Immersion Workbook for future use.
4. School Administrators may also conduct seminars/ webinars to assist teachers in preparing and developing Work Immersion Workbook suited to the type of learners they have.
5. For the Future Researcher, this study may help them to improve the skills of their learners during their practicum in the field of their chosen specialization by the use of Work Immersion Workbook as a guide.

Acknowledgement

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