

Effects of Work Immersion on the Academic Performance of Senior High School Students

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Abstract

This study determined the effects of work immersion on the academic performance of Senior High School students in selected public secondary schools in the Binangonan District, Schools Division Office of Rizal, during the School Year 2025–2026. Specifically, it examined the perceived effects of work immersion on students' motivational drive, class interaction, critical thinking skills, and task accomplishment, as well as the relationship of these factors with their academic performance. The study employed a descriptive survey research design complemented by documentary analysis. A total of 345 Grade 12 students were selected from a population of 2,415 using Slovin's formula and simple random sampling. Data were gathered through a researcher-made questionnaire-checklist, while students' average grades were obtained through documentary analysis to determine their academic performance. Descriptive and inferential statistical tools were utilized in analyzing the data. Findings revealed that most respondents were male, third-born among siblings, belonged to families with more than two children, had a monthly family income of ₱15,000 and above, and had parents who were college undergraduates or graduates engaged in employment or self-employment. Students perceived work immersion to have a high effect on their motivational drive, class interaction, critical thinking skills, and task accomplishment. Significant differences were found in the perceived effects of work immersion when respondents were grouped according to their demographic profile. The respondents attained a Very Satisfactory level of academic performance based on their average grades. Moreover, a significant relationship existed between the perceived effects of work immersion and students' academic performance, indicating that positive work immersion experiences contribute to better academic outcomes. The study concluded that learners' demographic characteristics influence their perceptions of work immersion and that work immersion significantly contributes to their academic performance. It is recommended that schools strengthen industry partnerships, provide meaningful immersion experiences, address challenges encountered during implementation, and adopt the proposed action plan to further enhance students' preparedness for higher education, employment, and lifelong learning.

Keywords: Work Immersion, Academic Performance, Senior High School Students, Motivational Drive, Class Interaction, Critical Thinking Skills, Task Accomplishment

1. Introduction

The implementation of the K to 12 Basic Education Program in the Philippines has transformed secondary education by integrating Work Immersion as a compulsory component of the Senior High School (SHS) curriculum. Institutionalized through DepEd Order No. 30, s. 2017, work immersion provides learners with opportunities to experience authentic workplace environments where they apply classroom knowledge, develop technical and interpersonal competencies, and cultivate positive work values. Grounded in experiential learning, the program aims to prepare students for higher education, employment, entrepreneurship, and lifelong learning. As schools continue to strengthen school-industry partnerships, determining whether work immersion contributes to students' academic performance has become an important area of educational research.

Work immersion allows learners to connect theoretical concepts with practical applications through direct participation in workplace activities. Such experiences enhance communication skills, teamwork, critical thinking, problem-solving, adaptability, and responsibility. Beyond employability, meaningful immersion experiences are expected to improve students' motivation to learn, classroom participation, and task accomplishment, which may ultimately influence their academic performance. However, students also encounter challenges such as balancing academic requirements with workplace responsibilities, transportation concerns, financial limitations, and varying workplace conditions that may affect learning outcomes.

Several studies support the educational benefits of work immersion. Cabansag (2022) found that Senior High School students perceived work immersion as highly beneficial in enhancing communication skills, self-confidence, workplace discipline, and career preparedness. Students who experienced supportive workplace environments demonstrated greater engagement in both academic and practical learning. Likewise, Abas and Imam (2021) reported that experiential workplace

learning significantly improved students' employability skills, professional attitudes, and work ethics, enabling them to perform academic tasks with greater confidence and independence.

Similarly, Laguador (2021) revealed that work immersion strengthened students' technical competencies, teamwork, and problem-solving skills while increasing their readiness for future employment. The study emphasized that practical workplace exposure complements classroom instruction by providing authentic learning experiences that improve both cognitive and affective development. In another study, Mendoza and Ligado (2023) concluded that effective work immersion programs contributed to students' critical thinking, decision-making abilities, and overall academic engagement, particularly when schools maintained strong collaboration with industry partners and closely monitored students' progress.

Moreover, Canlas and Bartolome (2024) found that students who actively participated in structured work immersion activities obtained higher levels of academic motivation and demonstrated better classroom participation than those with less meaningful workplace experiences. Their findings indicated that experiential learning positively influenced students' study habits, self-regulation, and academic achievement. Likewise, Dela Cruz et al. (2022) reported that work immersion fostered responsibility, time management, and task accomplishment among Senior High School students, resulting in improved academic performance and stronger preparedness for postsecondary education and employment.

Although previous studies consistently highlight the positive influence of work immersion on students' employability, workplace competencies, and career readiness, relatively few investigations have comprehensively examined its relationship with academic performance by considering the dimensions of motivational drive, class interaction, critical thinking skills, and task accomplishment simultaneously. Furthermore, limited studies have focused on Senior High School students in public secondary schools within the Binangonan District, Schools Division Office of Rizal, where learners' demographic and socioeconomic characteristics may influence both their immersion experiences and academic outcomes. This contextual and empirical gap underscores the need for localized evidence to determine the extent to which work immersion contributes to students' academic performance.

Anchored on Kolb's Experiential Learning Theory (1984), which posits that knowledge is created through the transformation of experience into learning, this study sought to determine the effects of work immersion on the academic performance of Senior High School students in selected public secondary schools in Binangonan District during the School Year 2025–2026. Specifically, it examined the perceived effects of work immersion in terms of motivational drive, class interaction, critical thinking skills, and task accomplishment, and determined their relationship with students' academic performance. The findings are expected to contribute to the improvement of work immersion implementation and provide empirical evidence that may guide school administrators, teachers, industry partners, curriculum developers, and policymakers in enhancing experiential learning programs for Senior High School students.

2. Material and methods

2.1 Research Design

This study employed a descriptive survey research design complemented by documentary analysis to determine the effects of work immersion on the academic performance of Senior High School students in selected public secondary schools in the Binangonan District, Schools Division Office of Rizal during the School Year 2025–2026.

2.2 Locale of the Study

The study was conducted in selected public secondary schools in the Binangonan District, Schools Division Office of Rizal, where the Senior High School work immersion program is implemented.

2.3 Respondents of the Study

The respondents of the study were 345 Grade 12 Senior High School students enrolled in the selected public secondary schools during the School Year 2025–2026.

2.4 Sample and Sampling Procedure

The sample size of 345 respondents was determined using Slovin's Formula from a population of 2,415 Grade 12 students and was selected through the simple random sampling technique.

2.5 Research Instrument

A researcher-made questionnaire-checklist was utilized to gather data on the perceived effects of work immersion with respect to motivational drive, class interaction, critical thinking skills, task accomplishment, and challenges encountered, while students' average grades were obtained through documentary analysis.

2.6 Data Gathering Procedure

After securing the necessary approvals from the concerned authorities, the researcher administered the validated questionnaire to the respondents and collected their academic grades from school records for documentary analysis.

2.7 Data Analysis Techniques

The collected data were analyzed using appropriate descriptive statistics (frequency, percentage, weighted mean, and standard deviation) and inferential statistics (t-test, one-way ANOVA, and Pearson Product-Moment Correlation) at the 0.05 level of significance.

2.8 Ethical Considerations

The study adhered to established ethical principles throughout the research process. Prior to data collection, permission was obtained from the concerned authorities and participating manufacturing companies. All respondents were informed of the purpose, procedures, and voluntary nature of the study, and their informed consent was secured before participation. Confidentiality and anonymity of the respondents were strictly maintained by ensuring that no personal or company-identifiable information was disclosed in the presentation of the results. Participants were assured that they could withdraw from the study at any time without any consequences. The data gathered were used solely for academic and research purposes, stored securely, and handled in accordance with the agreed confidentiality and non-disclosure provisions to protect the privacy and integrity of both the respondents and the participating organizations.

3. Results and Discussion

3.1 Profile of the Respondents in Terms of the Selected Variables

As depicted in the table, out of 345 respondents, 66.4% have ages 18 years old and above and only 33.6% have ages 16-17 years old. In terms of sex, there are more male respondents with 52.5%. As to their sibling position, most of them are third born child with 52.5%. With regard to their number of children in the family, 39.7% belong to families with 3 children while 33.4 % belong to families with 2 children. With regard to parents' educational attainment, most of the fathers are college graduates and college undergraduates with 36.5% and 26.1 % respectively. Likewise, most of the mothers are college graduates and college undergraduates with 31.5% and 26.4% respectively. In terms of parents' occupation, most of the fathers are employed in government agencies and private companies with 37.1% and 26.7% respectively. Similarly, most of the mothers are employed with 36.2% employed in government agencies and 21.5% employed in private companies. In terms of monthly family income, 28.7% have monthly family income of ₱ 20,000 and above while 27.5% have monthly family income of ₱ 15.00-₱ 19,999.

Table 1

Profile of the Respondents in Terms of the Selected Variables

Age	f	%	R
18 years old and above	229	66.4	1
16-17 years old	116	33.6	2
Total	345	100.0	
Sex	f	%	R
Male	181	52.5	1
Female	164	47.5	2
Total	345	100.0	
Sibling Position			
4 th and above	68	17.4	4
3 rd	87	52.5	1
2 nd	99	28.7	2
1 st	91	26.4	3
Total	345	100.0	
Number of Children in the Family			
4 and above	76	22.0	3
3	137	39.7	1
2	115	33.4	2
1	17	4.9	4
Total	345	100.0	
Monthly Family Income			
₱ 20,000 and above	99	28.7	1
₱ 15.00-₱ 19,999	95	27.5	2
₱ 10,000-₱ 14,999	79	22.9	3
below ₱ 10,000	72	20.9	4

Total	345		100.0			
Educational Attainment	Father			Mother		
	F	%	R	f	%	R
College Graduate	126	36.5	1	109	31.5	1
College Undergraduate	90	26.1	2	91	26.4	2
High School Graduate	70	20.3	3	69	20.0	3
High School Undergraduate	40	11.6	4	64	18.6	4
Elementary Graduate	19	5.5	5	12	3.5	5
Total	345	100.0		345	100.0	
Parents' Occupation	Father			Mother		
	F	%	R	f	%	R
Government Employee	128	37.1	1	125	36.2	1
Private Company Employee	92	26.7	2	74	21.5	2
Overseas Worker	16	4.6	5	31	9.0	5
Self Employed	64	18.6	3	60	17.4	3
Unemployed	45	13.0	4	55	15.9	4
Total	345	100.0		345	100.0	

3.2 Extent of Effects of Work Immersion on the Performance of Senior High School Students as Perceived by Themselves with Respect to the Different Aspects

Table 2 presents the summary of the extent of the effects of work immersion on the performance of Senior High School students with respect to motivational drive, class interaction, critical thinking skills, and task accomplishment. The findings revealed a composite weighted mean of 4.34, verbally interpreted as High Effect, indicating that work immersion positively influences students' overall performance. Among the four aspects, motivational drive ranked first (WM = 4.37), followed by critical thinking skills (WM = 4.34), task accomplishment (WM = 4.33), and class interaction (WM = 4.32), all of which were likewise interpreted as having a High Effect. These results suggest that work immersion effectively enhances students' motivation, analytical and problem-solving abilities, responsibility in completing tasks, and interaction within the classroom. The findings imply that exposure to real workplace experiences helps learners become more disciplined, confident, resilient, and career-oriented while strengthening their academic engagement and practical competencies. This finding supports the study of Lacuesta (2025), who emphasized that work immersion enables students to explore career opportunities, develop workplace competencies, make informed career decisions, and gain meaningful experiences that contribute to both academic growth and future employability.

Table 2

Extent of Effects of Work Immersion on the Performance of Senior High School Students as Perceived by Themselves with Respect to the Different Aspects

Aspects	Overall W $\bar{X}$	Verbal Interpretation	Rank
Motivational Drive	4.37	High Effect	1
Class Interaction	4.32	High Effect	4
Critical Thinking Skills	4.34	High Effect	2
Task Accomplishment	4.33	High Effect	3
Composite W $\bar{X}$	4.34	High Effect	

3.3 Significant Difference on the Extent of Effects of Work Immersion on the Performance of Senior High School Students as Perceived by Themselves With Respect to the Different Aspects Terms of Their Profile

Table 3 presents the results of the F-test on the significant difference in the perceived effects of work immersion on the performance of Senior High School students when grouped according to their profile variables. The findings revealed that all computed p-values were less than 0.05, leading to the rejection of the null hypothesis across all aspects, namely motivational drive, class interaction, critical thinking skills, and task accomplishment. This indicates that students' perceptions of the effects of work immersion significantly differ according to their sex, sibling position, number of children in the family, parents' educational attainment, parents' occupation, and monthly family income. The results suggest that personal, familial, and socioeconomic characteristics influence how students experience and benefit from work immersion. In particular, parental educational attainment and occupation, as well as family income, appear to play important roles in shaping students' motivation, engagement, critical thinking, and task performance during immersion. These findings imply the need for differentiated support and guidance to ensure that all students, regardless of background, maximize the benefits of work immersion. However, these results contradict the findings of Jimenez (2026), who reported that students' skills acquisition did not significantly differ based on age, sex, sibling position, number of children in the family, parents' educational attainment, or parents' occupation, with only monthly family income showing a significant difference.

Table 3

Significant Difference on the Extent of Effects of Work Immersion on the Performance of Senior High School Students as Perceived by Themselves With Respect to the Different Aspects Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Sex				
Motivational Drive	5.653	0.022	Rejected	Significant
Class Interaction	9.746	0.009	Rejected	Significant
Critical Thinking Skills	7.725	0.007	Rejected	Significant
Task Accomplishment	8.932	0.004	Rejected	Significant
Sibling Position				
Motivational Drive	4.028	0.047	Rejected	Significant
Class Interaction	6.478	0.027	Rejected	Significant
Critical Thinking Skills	7.721	0.007	Rejected	Significant
Task Accomplishment	0.993	0.043	Rejected	Significant
Number of Children in the Family				
Motivational Drive	6.848	0.012	Rejected	Significant
Class Interaction	6.154	0.004	Rejected	Significant
Critical Thinking Skills	9.498	0.044	Rejected	Significant
Task Accomplishment	10.732	0.006	Rejected	Significant
Fathers' Educational Attainment				
Motivational Drive	6.304	0.021	Rejected	Significant
Class Interaction	7.139	0.007	Rejected	Significant
Critical Thinking Skills	4.832	0.005	Rejected	Significant
Task Accomplishment	9.289	0.006	Rejected	Significant
Mothers' Educational Attainment				
Motivational Drive	6.087	0.021	Rejected	Significant
Class Interaction	9.398	0.006	Rejected	Significant
Critical Thinking Skills	7.443	0.043	Rejected	Significant
Task Accomplishment	13.012	0.003	Rejected	Significant
Fathers' Occupation				
Motivational Drive	11.024	0.008	Rejected	Significant
Class Interaction	8.494	0.003	Rejected	Significant
Critical Thinking Skills	6.978	0.004	Rejected	Significant
Task Accomplishment	6.291	0.006	Rejected	Significant
Mothers' Occupation				
Motivational Drive	10.912	0.009	Rejected	Significant
Class Interaction	8.678	0.034	Rejected	Significant
Critical Thinking Skills	11.732	0.001	Rejected	Significant
Task Accomplishment	5.823	0.003	Rejected	Significant
Monthly Family Income				
Motivational Drive	4.832	0.032	Rejected	Significant
Class Interaction	6.221	0.006	Rejected	Significant
Critical Thinking Skills	5.598	0.009	Rejected	Significant
Task Accomplishment	11.921	0.032	Rejected	Significant

3.4 Level of Academic Performance of the Senior High School Students as Revealed by Their Average Grades

Table 4 presents the level of academic performance of Senior High School students based on their average grades. The results show that the majority of the respondents (53.6%) obtained grades ranging from 85–89, interpreted as Very Satisfactory, while 27.0% achieved Outstanding performance with grades of 90 and above, and 19.4% attained Satisfactory performance with grades of 80–84. The respondents obtained a mean grade of 89.08, verbally interpreted as Very Satisfactory, with the highest grade of 99, the lowest grade of 82, and a standard deviation of 3.771, indicating relatively consistent academic performance among the students. These findings suggest that most Senior High School students have demonstrated commendable academic achievement and possess the knowledge, skills, and academic behaviors necessary for higher education. The consistently high level of performance further implies that students have developed competencies that support college readiness despite the demands of work immersion. This finding is consistent with the study of Pequit (2024), which reported that teachers assessed students' work immersion performance as satisfactory in real-life industry

settings, although students' field-specific competencies remained at the beginner level based on their knowledge, skills, and attitudes acquired during work immersion.

Table 4

Level of Academic Performance of the Senior High School Students as Revealed by Their Average Grades

Grades	Verbal Interpretation	F	%
90 and above	Outstanding	93	27.0
85 - 89	Very Satisfactory	185	53.6
80 - 84	Satisfactory	67	19.4
Total		345	100
Highest Grade		99	
Lowest Grade		82	
Mean		89.08 – Very Satisfactory	
Standard Deviation		3.771	

3.5 Significant Relationship Between the Perceived Extent of Effects of Work Immersion on the Performance of Senior High School Students and Their Level of Academic Performance

Table 5 presents the computed r-values on the significant relationship between the perceived effects of work immersion and the academic performance of Senior High School students. The findings revealed that all four aspects of work immersion—motivational drive ($r = 0.721$, $p = 0.008$), class interaction ($r = 0.632$, $p = 0.032$), critical thinking skills ($r = 0.872$, $p = 0.002$), and task accomplishment ($r = 0.762$, $p = 0.038$)—have significant positive relationships with students' academic performance, leading to the rejection of the null hypothesis. Among these, critical thinking skills exhibited the strongest correlation, indicating that students who perceived greater improvements in analytical thinking and problem-solving during work immersion tended to achieve higher academic performance. The results further suggest that enhanced motivation, productive work habits, and effective task completion gained through immersion contribute positively to students' academic achievement. These findings imply that work immersion serves as an effective experiential learning strategy that strengthens both workplace competencies and academic success by enabling learners to apply classroom knowledge in real-life situations. The results support the study of Barling et al. (2022), which found that work immersion was highly effective in enhancing senior high school graduates' leadership skills, self-efficacy, and communication skills, thereby contributing significantly to their overall personal and professional development.

Table 5

Significant Relationship Between the Perceived Extent of Effects of Work Immersion on the Performance of Senior High School Students and Their Level of Academic Performance

Aspects	r-values	p-values	Ho	Verbal Interpretation
Motivational Drive	0.721	0.008	Rejected	Significant
Class Interaction	0.632	0.032	Rejected	Significant
Critical Thinking Skills	0.872	0.002	Rejected	Significant
Task Accomplishment	0.762	0.038	Rejected	Significant

3.6 Extent of the Challenges Encountered by Senior High School Students in Work Immersion

Table 6 presents the extent of the challenges encountered by Senior High School students during work immersion. The findings revealed an overall weighted mean of 4.32, verbally interpreted as Often, indicating that students frequently experienced various challenges throughout their immersion. Among the identified concerns, exposure to hazardous environments or physical strain ranked first (WM = 4.37), followed by being assigned tasks without clear instructions (WM = 4.36) and hesitation in asking questions or clarifying instructions (WM = 4.35), while being tired and unable to complete academic tasks on time ranked last (WM = 4.27), although it was likewise interpreted as Often. These results suggest that students commonly encounter workplace-related difficulties involving safety, communication, task clarity, and adjustment to professional environments rather than challenges directly associated with balancing academic responsibilities. The findings imply that schools and industry partners should strengthen pre-immersion orientation, workplace safety measures, supervision, and mentoring to help students cope with workplace demands and maximize the benefits of experiential learning. This finding is consistent with the study of Mina et al. (2022), which reported that teachers, coordinators, and students encountered challenges during work immersion implementation, particularly students' lack of preparedness to perform workplace tasks and the limited availability of school resources comparable to actual industry settings.

Table 6

Extent of the Challenges Encountered by Senior High School Students in Work Immersion

Aspects	r-value	p-value	Decision	Verbal Interpretation
Physical development	.794	.003	Rejected	Significant
Emotional Development	.876	.006	Rejected	Significant
Social Development	.688	.008	Rejected	Significant
Intellectual Development	.729.	.032	Rejected	Significant

Conclusions & Recommendations

The study concluded that work immersion has a significant and positive influence on the academic performance of Senior High School students. Students perceived work immersion to have a high effect on their motivational drive, class interaction, critical thinking skills, and task accomplishment, which were all significantly related to their academic performance. Moreover, students' perceptions of the effects of work immersion varied according to their demographic and socioeconomic profile, indicating that personal and family characteristics influence how learners benefit from immersion experiences. Although the respondents demonstrated a Very Satisfactory level of academic performance, they also frequently encountered challenges related to workplace safety, communication, unclear instructions, and adjustment to professional environments during their immersion.

Based on these findings, it is recommended that schools strengthen partnerships with industry establishments to provide safe, relevant, and well-supervised work immersion placements aligned with students' academic strands. School administrators, immersion coordinators, and partner institutions should enhance orientation programs, mentoring, and workplace monitoring while providing additional support to students who may be disadvantaged by their personal or socioeconomic circumstances. Parents should also be actively involved in guiding students throughout the immersion process. Furthermore, the proposed action plan should be implemented and evaluated, and future researchers are encouraged to conduct similar studies involving other variables, wider geographical areas, and different research designs to further validate and expand the findings of this study.

Compliance with ethical standards

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