

INFLUENCE OF INDUSTRY EXPERTS' TECHNICAL ASSISTANCE TO THE STUDENTS' JOB SATISFACTION AND PERFORMANCE IN WORK IMMERSION ON THE SENIOR HIGH SCHOOLS IN ZAMBOANGA CITY: A QUANTITATIVE ANALYSIS

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ABSTRACT

This study aimed to determine the significant influence between the industry experts' technical assistance to the students' job performance. It explored to find out the significant relationship between the technical assistance and students' job satisfaction which this study utilized quantitative research design through correlational method. Furthermore, probability sampling technique through simple random sampling was used for the selection of 187 Senior High school students to share their responses regarding on the technical assistance rendered by their industry experts. Those number of students were evaluated by their work immersion teachers regarding on the students' job satisfaction and performance during their work immersion training for the academic year 2019-2020. Findings revealed that, there is no significant influence between the technical assistance rendered to the students' job satisfaction, and, no significant relationship between the technical assistance to the students' performance. Further, students are independent enough to render their working progression to maintain their job performance and satisfaction despite of industry experts successfully rendered their technical assistance. The Industry Immersion Administrators have to strengthen communication with industry partners in order to figure out the current trends regarding on industry demands, and prepare the students to equip the necessary knowledge, skills and competence that suits to the expectations of the industry.

Keywords: Industry Experts, Technical Assistance, Job Satisfaction, Performance, Work Immersion

INTRODUCTION

Industry Immersion is one of the programs that provides the learning experience to the aspiring TVL students for them to be exposed into the real world of working industry. As defined by Davis, B. (2021) that industry immersion as a program provides individuals a meaningful learning opportunity by relocating them into the unfamiliar environment for a long period of time, in order for them to be familiar with the working environment, practice employment, and, to apply their acquired competencies to the actual work environment.

With this, The Department of Education (2017) through their guidelines for work immersion given the emphasis of partner institutions or industry experts for senior high school students' work immersion course which further mentioned that, supervisors or industry experts as a mentor for students provides an opportunity, to work with specific agreement on the specific areas to where students can apply their learned competencies from their school training to the industrial practices. In addition, industry experts are also responsible in providing technical assistance by mentoring,

monitoring and, evaluation to the students in order to improve their working performance that suits to the expert' satisfaction and have an alignment to the prescribed learning competencies.

Furthermore, Malang, J.R. V. (2018) stressed that students who undergo work immersion is their opportunity to showcase their acquired learned competency from their school practices into their working immersion. In other words, students will have the experience to deal with the world of work. At the end of the work immersion program, students have to satisfactorily meet the expectations of industry experts regarding on-the-job performance that students rendered during their working immersion which is also one of the indicators to determine the effectiveness of students' performance to the agreed learning competency through work immersion as supervised by industry experts.

In this study, it proved that, industry experts' technical assistance does not affect the students' job satisfaction and performance supported with the p value ranges from 0.733-0.878 described as "Not significant". Despite of the industry experts was able to successfully perform technical assistance to the students for students' work progression, the students were independent to maintain job performance and satisfaction with the computed grand average of 88% described as "moderately performed" during their work immersion course. Based from the statistical result given, it somehow related to the idea of Sigue, W.R. L. (2019) which she stressed that the industry experts or supervisors are expecting the interns or on-the-job trainees are handling themselves professionally.

On the basis of findings, the researcher was motivated to investigate the significant influence of the technical assistance rendered by industry experts, to the students' job satisfaction, and, job performance during their work immersion which may serve as a basis to develop an appropriate intervention in order to address the challenges among both parties, and, to maintain the conduciveness of learning and working environment of student for their work immersion. Hence, this study was conducted.

OBJECTIVES OF THE STUDY

This study aimed to figure out the significant influence of technical assistance to job performance, and, the significant relationship between the level of technical assistance and students, job satisfaction.

Specifically, it sought to fulfill the following:

1. Describe the level in Technical Assistance (TA) of Industry Experts in work immersion.
2. Describe the level of students' job performance based on their grades in Work Immersion.
3. Describe the level of job satisfaction among students in work immersion.
4. Identify the significant influence of the level of Technical Assistance (TA) rendered by industry experts on the level of students' job performance.
5. Identify the significant relationship of the level in Technical Assistance (TA) rendered by industry experts to the level of students' job satisfaction.

METHODOLOGY

The study ascertained the level of job performance and its satisfaction among students in work immersion responded by their work immersion teachers. Moreover, this present study will be conducted to two selected senior high schools which are coded as SHS-A and B the Department of Education – Zamboanga City Division. In addition, there are two group of respondents of this study which were the senior high school graduate students last Academic Year 2019-2020 to give responses regarding with their observation in technical assistance from their industry experts. On the other hand, the second group served as work immersion teachers who provide the results of evaluation regarding on-the-job performance and satisfaction of their students during their work immersion course.

However, this study is delimited only those Senior High school students who were considered



as risk and dropping out (SARDO), or, students who failed to accomplish work immersion course upon their training. This study was conducted on the Academic Year 2021-2022.

This study utilized mixed method using quantitative design though correlational approach to figure out to the significant influence of technical assistance offered by industry experts to the students' job performance. As well as, it was used to determine the significant relationship between the level of technical assistance among industry experts and job satisfaction among students.

It also employed probability sampling technique through simple random sampling procedure for the selection of 187 Senior High school students to share their observations regarding on the industry experts' technical assistance. As well as, those number of students were evaluated by work immersion teachers for their job satisfaction and performance. Moreover, it utilized stratified Slovin's formula to determine the number of samples to be extracted from the entire populations of SHS-A and B and be the respondents and subject of this study.

There are two sets of research instruments prepared by the researcher which are considered as "researcher's made instrument" in which, the researcher originally developed a research instrument that corresponds to the given problems involved in this study. Research instrument made through the use of google forms in order for the researcher to have an ease in distribution, and, collect the instrument, since pandemic arises and physical interaction still be banned.

The first set of instruments given to the students; it consists of a total of 40 statements that described the technical assistance rendered by industry experts given with the 4-point Likert scale in order for students to rate. On the other hand, the second instrument was given to the work immersion teachers to provide the academic grade of students as a basis to determine the students' job performance. Also, provided with 10 statements that described the job satisfaction associated with a 4-point Likert scale for teachers to rate their students.

The readiness of actual data gathering was religiously prepared. Whereas, the researcher undergone with the validity and reliability test and

gained satisfactory remarks, with the approval of research professor for the conduct of actual data gathering. In addition, the researcher does also convert constructed research instrument into a google form as a medium in distributing instrument to the respondents. Due to the COVID 19 protocols which prohibits anyone to have physical contact and communication between the researcher and respondents. Social online media platform was used as a medium of communication between the researcher and work immersion teachers regarding on the intention of the conduct of data gathering. Further, researchers made sure that, the school administrators and work immersion teachers were totally informed regarding with the intention of the conduct of research study. Considering the COVID 19 safety protocol, netiquette and research ethics in the conduct of actual data gathering. Lastly, this study ensured that the sensitive profile among respondents be kept at the utmost confidentiality. In addition, there is no sensitive issue during the conduct of actual data gathering, also, there is no bias in the selection of respondents.

After the approval of the study, the researcher prepared a letter of intent noted by the research adviser, and, signed by the dean of Graduate School. This letter was addressed to the school's division superintended thru supervisor for research and planning department of the Department of Education – Zamboanga City Division.

As the approval, the researcher then proceeded to the respective principals of the selected Senior High school, presented the letter of intent, research instrument, and, presentation of the purpose of the research study. Moreover, after the principals' approval, the researcher gathered the data from the administration office regarding with the name and contact of graduated Senior High school students. When the needed data was able to be gathered, the researcher had proceeded to the concerned work immersion teachers, informing them regarding the data gathering purpose, providing the first set of online links of Google form (research instrument) for them to respond. Afterward, giving the second set of research instruments to the work immersion teachers and they sent the link to the students on



behalf of the researcher to the students to respond. In terms of students' selection, the researcher utilized the fishbowl technique to select the students to respond to the given instrument, then, the researcher distributed the instrument to the selected students. After both teachers and students filled – in the instrument, the instrument was collected for data analysis. Finally, the researcher ensured the COVID 19 safety protocols in communicating with respondents regarding data distribution and collection.

RESULTS AND DISCUSSION

1. Level in Technical Assistance (TA) of Industry Experts in work immersion

Table 1
Level of Technical Assistance of Industry Experts

Component Parts of Technical Assistance	Mean	Description
Ethical Practices	3.43	Highly Assisted
Technical Skills Enhancement	3.10	Assisted
Occupational Health and Safety	3.08	Assisted
Team Working Environment	3.38	Highly Assisted
Grand Mean	3.24	Assisted

Table 1 displays the summary of the findings regarding the technical assistance rendered by industry experts as witnessed by Senior High school students who are affiliated in the industry. As shown, there is $x = 3.24$ computed grand mean with the interpretation of "Assisted" which entails that, industry experts had done their part in rendering various ways to assist students along with their working progression with the component parts of technical assistance given. Not to the extent of going beyond the expectation which students really needs the most. Considering the factors that affects industry experts in rendering technical assistance such as, limited safety and health resources, technical resources, and students' independence that limits industry experts

to render their technical assistance to the students in general. Among the given component parts of technical assistance, both ethical practices and team working environment garnered the highest computed mean ranges from 3.38-3.43 which both of them interpreted as "Highly Assisted" which asserts that, industry experts had done their part to demonstrate professionalism and ethical practices to influence students to be morally upright associated with their working performance. At some extent, industry experts had done their part to establish positive discipline in maintaining peace and harmony within the working environment that promotes workability and improvement among students. Hence, from the students' insights, they witnessed and highly satisfied with the ethical practices and team working environment as priority concerns that was practiced by industry experts and obviously goes beyond students' expectation. In relation to this, Juneja, P. (2015) claimed that, establishing discipline to employees ensures maintaining positive behavior associated with doing working responsibilities, and, to abide rules and regulations of an organization, which promotes consensus between employees and management within the industrial premises.

However, technical skills enhancement and occupational health and safety garnered the computed mean ranges from 3.08-3.10 interpreted as "Assisted" which entails that, industry experts had done their part to provide technical assistance and intervention to the students in terms of the said concern at somehow. However, there are some factors that limits industry experts to render technical assistance to make the students be fully satisfied most especially to the mentioned factors. The things that limit industry experts in rendering technical assistance are; limited tools, equipment and materials to allow students to use along with their working performance. Limited time among industry experts to monitor and provide feedback consistently due to have prior appointment that affects their allocated time to be with students. also, less likely practiced in determining the strengths and weaknesses among students which may be serve as a basis for industry experts to provide working instruction that helps students to improve their working progression. Lastly, having



less likely practiced in maintaining the alignment between the working instruction that they provided to the field of specialization that the students have. Lastly, industry experts have limited Personal Protective Equipment (PPE) that the students can use associated in doing specific working instructions. Moreover, having less likely consistent in monitoring through ocular inspection and intervening safety and health issues to the working environment affects the technical assistance in terms of occupational health and safety. Also, having less likely consistency in determining the safety and health-related issues among students will serve as a basis for industry experts to provide working instructions that do not affect safety and health among students. With this it further suggested by Braines, C. (2017) that, inspection is one of the responsibilities that a management needs to conduct within the workplace, in order to determine the possible hazards, risks, and events that occurs or are present within the working environment, in order to draw plan for intervention to address the problems that will be figure out.

2. Level of students’ job performance based on their grades in Work Immersion

Table 2
Level of Students’ Job Performance in terms of their Grades in Work Immersion

Total Number of Samples Evaluated	Computed mean	Interpretation
187	88.16	Moderately Performed

As reflected in Table 2, the Senior High school students of the selected schools got the computed mean of $x = 88.16\%$ which is interpreted as “Moderately Performed” asserted that industry experts were highly satisfied regarding the students’ working performance and progression during their work immersion. However, not to the extent of going beyond their expectations considering the factors that affect students’ working progression, such as the relationship between industry experts and students, quality of working instruction provided, level of working

capability among students. as well as, students’ personal challenges that affect maintaining their working performance in their industrial field.

Another challenges that students met are the limited tools, equipment, materials, and Personal Protective Equipment (PPE) that industry or management expected to allocate for them. Since, some instruction is unable to accomplish by students when there are no tools, equipment, materials, and Personal Protective Equipment (PPE) available for them in the workplace. With this, The Daniel Insurance INC. (2018) recommended that Personal Protective Equipment (PPE) is important and be mandated by working industry in order for employees and its working environment to maintain safety and health among them, by preventing themselves against from any forms of hazards, injuries, and accidents. In this way, it promotes work sustainability among employees within the industrial premises.

Moreover, there are some needs adjustments that industry experts need to overcome in order to jive-in to their workplace which found it difficult for them to render their service at the highest level. Considering the factors such as; spending much time for students to adjust in the workplace environment, whereas, the situation of those students has to shift from school experience to the real world of work. With this challenge met, The Indeed Editorial Staff (2021) supported that, having enough adjustment and adaptable in the workplace is important for employees to have a sense of independence along with accomplishing specific work tasks. They claimed also that, the more adaptable they are, the more productive will become. Also, able to cope with changes and go with the flow of it. In this way, employees could go on with a smooth work system along with accomplishing their specific work tasks.

3. Level of job satisfaction among students in work immersion

Table 3 illustrates the job satisfaction among students during their work immersion as rated by work immersion teacher, whereas there is a grand mean of $x = 3.14$ and have the computed mean ranges from 3.03-3.19 interpreted as “Satisfied”. It



implies here that, students had satisfactorily performed the duties, responsibilities and, accomplished work task during their work immersion.

Table 3
Job Satisfaction among Senior High School Students in Work Immersion

Statement	Computed Mean	Interpretation
The student can		
1. can follow instructions given	3.13	Satisfied
2. can apply his learning experience from school to his work	3.13	Satisfied
3. improving his working performance as time goes by	3.10	Satisfied
4. mature enough to handle challenges	3.15	Satisfied
5. efficient to work.	3.03	Satisfied
6. effective to the outcome of work	3.05	Satisfied
7. maintains good communication to the team	3.21	Satisfied
8. skillful enough in applying his skills to his work task	3.32	Highly Satisfied
9. displays a positive attitude at all times	3.18	Satisfied
10. humble enough to the things that he accomplished	3.19	Satisfied
Grand Mean	3.14	Satisfied

At some point, students able to finish the course in work immersion. However, there are some factors that limits students to attain job satisfaction at the highest level. Factors that limit them are being less consistent in following instructions given; applying learning experience from school to work immersion; improving working performance as time goes by; maturity in handling challenges; efficiency and effectivity in work; good

communication to the team; displaying positive attitude and humbleness associated in accomplishing their work task. Among the given statements to describe the job satisfaction of students, only “skillful enough in applying his skills to his work tasks” was pointed out as the factor that students perform highly satisfactorily, also, it found out that, students were able to apply the skills learned from school training to their work immersion since that is one of the students’ specialties that they consistently practiced. Given the findings revealed, Prosser, C. (1949) proved that learning experiences acquired from school training should have congruence to the needs of industry. Since, the aim of vocational education is to provide students the knowledge, skills, and competency that the industry needs. In this case, the selected senior high schools provided the necessary learning experience to the students that matches the needs of industry partners.

4. Significant influence of the level in Technical Assistance (TA) rendered by industry experts to the level of students’ job performance

Table 4
Significant Influence of the Level in Technical Assistance (TA) rendered by Industry Experts to the Level of Students’ Job Performance

x	Y	r-value	p-value	Decision	V.I.
Technical Assistance rendered by Industry Experts	Students’ Job Performance	-0.025	0.733	Not Significant	No Correlation

Table 4 illustrates the correlation between Technical Assistance of industry experts versus students’ job satisfaction in order to show the significant influence between them. Based on the table given, the computed r-value is $r = -0.025$ which implies as “no correlation”. While the computed p-value is 0.733 which is greater than the alpha level of $\alpha = 0.05$ asserted as “Not Significant”. Both computed r-value and p-value have similar findings and those findings coincides with each other.



Alongside with this, the null hypothesis was decided to be accepted. In line with the findings given, it implies that, the students were independent enough from the technical assistance rendered by industry experts, to maintain job performance along with their duties and necessary competency that they demonstrated during their work immersion course.

5. Significant relationship of the level in Technical Assistance (TA) rendered by industry experts to the level of students’ job satisfaction

Table 5
Significant Relationship of the Level in Technical Assistance (TA) rendered by Industry Experts to the Level of Students’ Job Satisfaction

x	Y	r-value	p-value	Decision	V.I.
Technical Assistance rendered by Industry Experts	Students’ Job Satisfaction	-0.011	0.878	Not Significant	No Correlation

Table 5 presents the correlation between the technical assistance of industry experts versus students’ job satisfaction in order to determine the significant relationship between them. In line with this, the computed r-value is $r=-0.011$ interpreted as “No Correlation”, while the p-value is $p=0.878$ which is greater than the alpha level of $\alpha = 0.05$ permitted as “Not Significant”. Both computed r-value and p-value have similar findings and those findings coincides with each other. In relation to these findings, the null hypothesis was decided to be accepted. Alongside with this, the findings imply that, students’ job satisfaction as viewed by work immersion teachers does not depend of the industry experts’ technical assistance after the students’ work immersion. Factors to be considered such like, having students’ sense of independence and initiative to work on their own capabilities since the students are trying to work on their own, apply knowledge, skills and capabilities to their work immersion, and, to showcase the acquired learning competencies among students which work immersion serve as their opportunity that they desired to showcase. In addition,

challenges met by students such as limited tools, equipment, materials and Personal Protective Equipment (PPE) among affiliated industry partners are being provided by students at their own expense, instead of waiting for industry partners to provide the students’ needs. In addition, students do not rely for industry experts to assist them on how to perform various technical activities, since, the students acquired necessary competencies during their school training, and, are prepared enough to face the real world of work which is the work immersion course. In relation to the students’ independence as a significant factor to have an initiate in rendering their service, the Oxford University Press ELT (2013) supported that, students’ independence will be developed when they provided an opportunity to lead their learning through self-learning practice that allows students to perform independently.

CONCLUSIONS

Based on the findings, the conclusions were drawn:

1. The industry experts were highly assisted to render their technical assistance in terms of ethical practices and team-work environment. However, got the least satisfied in terms of technical skills enhancement and occupational health and safety.
2. The Senior High school students satisfactorily rendered their job performance during their work immersion. However, not to the extent of go beyond from industry experts’ satisfaction.
3. The Senior High school students satisfyingly rendered their job services according to the work immersion teachers’ evaluation.
4. There was no association between the technical assistance rendered by industry experts and students’ job performance, which leads into conclusion that, job performance of senior high school students

is independent from the technical assistance rendered by industry experts.

- There is no relevance between the technical assistance rendered by industry experts and students' job satisfaction evaluated by work immersion teachers. Since, the students acquired necessary knowledge, skills and competence prior the students' work immersion.

RECOMMENDATION

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

- Industry experts have to focus on the current trends and issues regarding on OHS and technical skills enhancement that needs to provide intervention.
- The Industry Immersion Administrators need to strengthen communication with industry partners in order to figure out the current trends regarding industry demands, in order to prepare the students to equip the necessary knowledge, skills, and competence that suits to the expectations of the industry.
- Administrators have to develop a scheme or strategic plan regarding on the curriculum development, specifically, on setting the learning competencies that needs association with the industry's demands.

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