
PERSONALITY TRAITS AND EMPLOYABILITY SKILLS OF GRADE 12 STUDENT INTERNS: BASIS FOR ENHANCED SCHOOL IMMERSION PROGRAM

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Abstract: *This study aimed to investigate the personality traits and employability skills of Grade 12 student interns and their implications for an enhanced school immersion program. The study used a mixed-method research approach, combining qualitative and quantitative data collection methods. The results revealed that the Grade 12 student interns generally displayed positive personality traits, such as high levels of extraversion, agreeableness, and conscientiousness. They also exhibited strong employability skills, particularly in communication and teamwork. However, the interns identified areas for improvement, such as problem-solving and adaptability. Based on the findings, the study concluded that Grade 12 student interns possess favorable personality traits and employability skills, which contribute to their success during the school immersion program. However, there is a need for further development in certain areas, such as problem-solving and adaptability. The study recommended that schools consider incorporating targeted training and development opportunities to enhance the interns' problem-solving and adaptability skills. Additionally, it suggested providing more varied and challenging internship experiences to further develop these skills.*

Keywords: *Personality traits, Employability skills, Grade 12 student interns, School immersion program*

INTRODUCTION

Global competition requires every person in the labor market to have a special skill like critical thinking, ability to solve problems at work, and with excellent communication skills to respond in technology advancement in the world of work. One advantage is to have a good attitude and traits that help students' interns stand out among other job applicants in the labor market. For these reasons, it is necessary to prepare K-12 graduates to have the skills, advance knowledge, proper attitude, and personalities to adapt in today's competitive working environment. (Bharathi, 2011) stressed the need of a curriculum with emphasis on the general development of a learner's whole personality. Likewise, (Suarta et al., 2017) pointed out that the workers in the 21st century are required not only be graduates with high academic credentials as represented by the subject areas, but also equipped with several skills and attributes.

Every individual has different personality traits that structure the sort of person who they are. Personality traits were defined as a pattern of behavior characterized by how persons think and feel, and it is clearly expressed when interactions with people. (Barrick et al., 2001) Employers always keep an open mind when hiring candidates and sometimes personality does play a very significant factor. Employers do not always judge the candidates just through their skills (Sessoms, n.d.). Employers sometimes prefer to hire someone who failed to have a whole set of skills but showed the right attitude. (Anast-May et al., 2011) A workforce not only requires possessing multiple skills and knowledge but also possessing good work ethics and values. (Mohamed et al., 2010).

In addressing the gap between the graduate job skills and the skills needed in the workplace, (Suarta et al., 2017) identified a set of skills and attributes, also called employability skills, compulsory by students to prepare themselves to come across the needs of various occupations after graduation. It comprises student's skills and potentials for obtaining and succeeding in a job (Yorke & Knight, 2006). Having a degree remains an edge over other employees, employers were highly expecting applicants to have a variety of personal qualities and common soft and hard skills (Brown et al., 2004) (Mirda & Prasetyo, 2022).

According to the study of Lowden et. al. in 2011, most of the local companies were still hesitant to hire K-12 graduates, Hiring K-12 graduates was least considered since students remain unqualified

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and not prepared for professional work. Employers were also expressing discontent with graduates' overall work-related skills and readiness for job. ((Parker, 2011) & (Dixon, 2013)). For these reasons, there is a need to conduct this study to help the future SHS graduates be ready in any field they want to pursue and support them to be confident and prepared with knowledge and skills needed in a work environment. The school therefore plays a pivotal role in preparing the graduates to the real world of work by not only equipping them knowledge, attributes, and skills but also developing their capabilities to the highest potential levels throughout life so that they grow intellectually, contribute effectively to society, achieve personal fulfillment and are well- equipped for work.

It becomes crucial now for senior high schools to respond to the demands of job market. One way to keep pace with this time is for the school to provide opportunities for the K-12 graduates to gain certain overall skills and qualities that will make them completely geared up to the real demands of work. For years, there have been related works and research that support personality traits. However, there are no or few studies which correlates personality traits and employability skills of senior high school students, for some studies were conducted to college students. The researcher made a claim that personality and employability skills of grade 12 student interns must be part in helping the students to be prepared for the future.

As a senior high school teacher with 4 years' experience in implementing the curriculum, the researcher was prompted to conduct this research whose main task is to assess the grade 12 student interns' personality traits and employability skills to support these future graduates to be confident and prepared with appropriate knowledge and skills needed. Immersion is very significant not only to teach the students regarding their career but also to show them the reality about working. The study would be a basis to design an enhanced school immersion program manual which is used as guide before deploying student interns for work immersion. The purpose of the study was to assess Grade 12 student interns' personality traits and employability skills essential in their immersion performance for them to be career ready in the future.

MATERIALS AND METHODS

The study utilized mixed method research design; specifically the sequential exploratory design, a two-phased design, which primarily involves the procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem in order to explore a phenomenon and identify themes. For the quantitative phase, descriptive-correlational research design was utilized using survey questionnaire gathered through online survey and printed questionnaire. Aside from the questionnaires, a focus group discussion with student interns about their 10 day's work immersion experience was conducted by the researcher to explore and triangulate the data generated from the survey.

This study was conducted in senior high schools of Ormoc City Division offering TVL strand. These schools offer Information and Communication Technology NC II, Electrical Installation and Maintenance NC II, Automotive Servicing NC II, Home Economics NC II major in cookery and beauty care. Ormoc City Division was considered as one of the smallest divisions in Region VIII but excels both in sports and in the academic field, aiming for quality graduates with knowledge, skills, and attitudes ready for career and four exits of the SHS curriculum.

The respondents were the grade 12 student interns enrolled in TVL strands. They completed the 80 hours work immersion program last school year 2019-2020. These student respondents were deployed for work exposure to LGU offices, salons, fast foods, hotels, Non-Government Organizations (NGO), Private firms, etc. With a total of 133 grade 12 TVL student interns, selection of respondents was done using purposive convenience sampling, since the research was conducted during the community quarantine. Other research questionnaires were given through online surveys. To determine the personality traits, employability skills and immersion performance of the Grade 12 TVL student interns, the researcher utilized research tools which were adopted from different studies about personality traits and employability skills.

The questionnaire was divided into several parts: Part I is the demographic data of the grade 12 student interns which include age, sex, monthly family income, number of siblings and how supported their study. Part II encompasses the Big Five Inventory (BFI) Scale adapted from the International Personality Item Pool: A Scientific Collaboratory for the Development of Advanced Measures of Personality Traits and Other Individual Differences. Part III determines the self-perceived employability skills of students-interns. "Student Employability Skills Questionnaire (SESQ)" was adapted from the study of ORJI, Nna Sunday. The items were grouped according to the 10 skills categories: Communication, Problem-solving, Teamwork, Planning & organizing, Creativity/innovation, Working with others, Independent study, Numeracy skills, ICT skills, self-management, skills and time-management.

Aside from the survey questionnaire, a random interview was conducted with selected grade 12 TVL student interns by the researcher to explore the data obtained from surveys and to determine their school immersion experiences and how these experiences had affected their personality traits and employability skills development.

The interview questions that served as lead questions for the focus group includes: 1) Describe your position and/or duties during your work immersion? 2) What was your favorite experience? 3) What was your least favorite experience during your work immersion? 4) What have you gained from your work immersion? 5) What key skills do you feel you have developed? 6) How it changed you as a person after this experience (describe any new attitudes, knowledge, skills, etc.)? 7) What did this experience do for you with respect to your specific career development directions? 8) What are the challenges you encounter in your 10 days of work immersion? 9) How did you address your challenges encountered and what are your recommendations to the next coming grade 12?.

The researcher conducted the survey. A transmittal letter was given to Ormoc City Division Superintendent to ask for permission to conduct the research to secondary schools with senior high school offering TVL courses and completed the work immersion for school year 2019-2020. The same letter was also given to the respondents ensuring them that the data gathered will be of full confidentiality. The data was gathered through giving of questionnaires, observation of the students, and reinforcement of the respondent's confidentiality using the tool made by the researcher. The researcher asked the respondents to complete the survey questionnaire and recorded the date of retrieval. She further ensured a one hundred percent retrieval rate of the Work Immersion Performance Evaluation Sheet of the Grade 12 student interns.

This study utilized data scoring of the different variables using the rating scale which, after the researcher obtained pertinent data and results of the gathered data and information, were then collated, organized, analyzed and interpreted. In assessing the Big Five Personality Traits, the BFI scale scoring was applied. This includes the following items with reserve-scored items: Extraversion: 2, 5,7, 9 Neuroticism: 11, 14, 16 Openness: 18, 22, 24, 25 Agreeableness: 26, 28, 31, 33 Conscientiousness: 35, 37, 38, 41. This rating scale with the following range and descriptions was used:

<u>Scale</u>	<u>Range</u>	<u>Description</u>
5	4.51 – 5.00	Very High
4	3.51 – 4.50	High
3	2.51 – 3.50	Moderate
2	1.51 – 2.50	Low
1	t0.00 – 1.50	Very Low

In assessing the employability skills of student interns, this rating scale with the following range and descriptions was used:

<u>Scale</u>	<u>Range</u>	<u>Description</u>
5	4.51 – 5.00	Excellent

4	3.51 – 4.50	Good
3	2.51 – 3.50	Satisfactory
2	1.51 – 2.50	Fair
1	0.00 – 1.50	Low

To aid in the analysis of the data, statistical tools were utilized. Simple percentages, mean and standard deviation were used in tabulating the rate of the respondents’ profile. Personality traits and Employability skills responses were analyzed using descriptive statistics including mean, standard deviation, and percentage. Meanwhile, Spearman rho correlation was used to determine the correlation of profile of students, big five personality traits and employability skills to their work immersion performance.

RESULTS AND DISCUSSION

A. Student Interns Personality Traits

One of the major objectives which gave meaning to the present study was the self-assessment of personality traits of TVL student interns. This was achieved by specifically measuring the big five personality traits which includes Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism. The following traits are discussed thoroughly and presented in the following tables with corresponding discussions.

Table 2. Openness to Experience

Indicator	Mean	SD	Description
Does not have a good imagination.	2.85	1.270	Moderate
Loves to read challenging material.	4.00	0.862	High
Is interested in many things.	4.29	0.833	High
Tries to understand myself.	4.21	0.844	High
Is not interested in abstract ideas.	3.08	0.950	Moderate
Believes in the importance of art.	4.06	1.021	High
Prefers to stick with things that I know.	3.67	0.935	High
Tends to vote for conservative political candidates.	3.62	0.974	High

Range: 4.51 – 5.00 (Very High), 3.51 – 4.50 (High), 2.51 – 3.50 (Moderate), 1.51 – 2.50 (Low), 0.00 – 1.50 (Very Low)

The table indicates that students responded highly to traits when it comes to being open to new experience specially during their immersion days because it activates imagination, aesthetic sensitivity, intellectual curiosity, and independence of judgement. Student interns scoring high on openness tend to be unconventional and prepared to entertain new ethical, social, and political ideas while they were expose in workplace. They were experientially richer and willing to entertain fresh ideas, knowledge, and new skills while they were immersed.

Table 3. Conscientiousness

Indicator	Mean	SD	Description
Completes tasks successfully.	4.29	0.747	High
Often makes last-minute plans.	3.68	0.847	High
Excels in what I do.	3.80	0.866	High
Often forgets to put things back in their proper place.	3.30	1.087	Moderate
Postpones decisions.	3.11	1.012	Moderate
Works hard.	4.38	0.775	High
Does not see the consequences of things.	3.26	1.049	Moderate
Pays my bills on time.	3.86	0.993	High

Range: 4.51 – 5.00 (Very High), 3.51 – 4.50 (High), 2.51 – 3.50 (Moderate), 1.51 – 2.50 (Low), 0.00 – 1.50 (Very Low)

Table 3 presented the conscientiousness traits of the student interns; it was positively reflected that they were highly conscientious with the given indicators. This implies that students appear to demonstrate self-discipline and active process of planning, organizing, and carrying out tasks while they were immersed. This finding is similar to the findings affirming as conscientiousness was known as one of the most stable predictors of personality traits that assess employee’s job performance (Lounsbury et al., 2016).

The indicator “Works hard” got the highest weighted mean of 4.38 and standard deviation of 0.775 which reveals that student interns works hard during their immersion days in different companies they were affiliated with. Students displayed dependability were more determined to do extra efforts at work, and they impulse themselves to give a better performance while immersed in companies. Moreover, the indicators “Often forgets to put things back in their proper place” “Postpones decisions” and “Doesn’t see the consequences of things” got the lowest average weighted mean of 3.30, 3.11 and 2.26 respectively and standard deviation of 1.087, 1.012 and 1.049, which means they moderately responded with the indicators/statements. From the findings, it can be implied that there were few student interns that often exhibited and relaxed when it comes to deadlines. They were unpunctual and tended to forget or miss important assignments in school which probably affect their performance in school and immersion.

Table 4. Extraversion

Indicator	Mean	SD	Description
Warms up quickly to others.	3.77	0.861	High
Prefers to be alone.	3.43	1.047	Moderate
Is always on the go.	3.98	0.879	High
Can talk others into doing things.	4.02	0.896	High
Seeks quiet.	3.59	1.081	High
Is assertive and takes charge.	3.40	0.870	Moderate
Holds back from expressing my opinions.	3.73	0.954	High
Enjoys being part of a group.	4.52	0.822	Very High
Let things proceed at their own pace.	3.59	0.947	High

Range: 4.51 – 5.00 (Very High), 3.51 – 4.50 (High), 2.51 – 3.50 (Moderate), 1.51 – 2.50 (Low), 0.00 – 1.50 (Very Low)

In regard to the trait of extraversion, student interns displayed as highly extrovert individuals. Among the nine indicators, six were highly agreed by the respondents and the other two indicators were moderately consented and one indicator was responded as “very high” by them. Overall, the indicators “Enjoys being part of a group” were marked as the “very high” indicator trait with weighted means of 4.52 and standard deviation of 0.822, respectively. The results denotes that students, belonging to a group can increase their sense of belonging, and feeling of being valued, which also helps in developing their confidence both in school and new environment.

This finding is congruent to the findings of the study stating that individuals who have high scores in extraversion tend to seek out social stimulus and opportunities to engage with others. (Seddigh et al., 2016) In group situations like immersion, extraverted students were likely to talk often and displayed self-confidence. Indicators “Is assertive and takes charge” and “Prefers to be alone” gained the lowest weighted means of 3.40 and 3.43 which are indicative as reclusive individuals.

Table 5. Agreeableness

Indicator	Mean	SD	Description
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Suspects hidden motives in others.	3.21	1.052	Moderate
Trusts others.	4.08	0.958	High
Contradicts others.	3.33	1.071	Moderate
Values cooperation over competition.	4.42	2.629	High
Is easy to satisfy	3.80	0.877	High
Thinks highly of myself.	3.85	1.097	High
Is concerned about others.	4.35	0.888	High
Puts people under pressure.	2.74	1.236	Moderate

Range: 4.51 – 5.00 (Very High), 3.51 – 4.50 (High), 2.51 – 3.50 (Moderate), 1.51 – 2.50 (Low), 0.00 – 1.50 (Very Low)

Table 5 presented the agreeableness of student interns. As indicated in the table, it was responded by most of the student interns as highly agreeable individuals. Among the eight indicators, five were highly agreed by the respondents and the other three were moderately consented by them. Overall, the indicator “Values cooperation over competition” was the highest mean agreed by the student interns with weighted means of 4.42 and standard deviation of 2.629, correspondingly.

An agreeable person was mostly selfless, sympathetic to others, and eager to help them, and in return believes that others will be likewise helpful. (He et al., 2015) The best qualities of agreeable individuals may lead to success in careers where teamwork and customer service are relevant, especially most of the occupations that requires customer care. Despite not having a high score on agreeableness, still the student interns were so favorable and highly positive to this trait. In contrast, indicators “Suspects hidden motives in others” “Contradicts others” and “Puts people under pressure” gained lower weighted means of 3.21, 3.33, and 2.74 which were indicative of having unpleasant behavior in the workplace. The findings imply that although it is moderately responded by them, students rarely consider themselves as a disagreeable person and hardly possess such trait.

Table 6. Neuroticism

Indicator	Mean	SD	Description
Often Feels Blue.	3.28	0.792	Moderate
Is Not Easily Bothered By Things.	3.33	0.927	Moderate
Becomes Stressed Out Easily.	3.32	1.041	Moderate
Becomes Overwhelmed By Emotions.	3.55	1.055	High
Is Calm, Even In Tense Situations.	3.69	1.039	High
Is Afraid That I Will Do The Wrong Thing.	3.95	1.082	High
Keeps My Cool.	3.86	0.880	High
Does Things I Later Regret.	3.44	0.972	Moderate

Range: 4.51 – 5.00 (Very High), 3.51 – 4.50 (High), 2.51 – 3.50 (Moderate), 1.51 – 2.50 (Low), 0.00 – 1.50 (Very Low)

Table 6 showed the Neuroticism of student interns. It was found out that this component of personality traits was moderately responded by students-interns. Among the eight indicators, four were highly agreed by the respondents and four were moderately complied by them. The findings of (Jalagat, 2017) indicates that the traits tend to experience negative emotions such as low confidence, anxious, excessively worried, pessimism, and depressed in nature. Due to negative behaviors and attitudes in the work field, it was identified as a core source of negative affections in her past study.

From the self-evaluated indicators, four statements were agreed by the student interns including “Becomes overwhelmed by emotions,” “Is calm,” even in tense situations,” “Is afraid that I will do the wrong thing,” and “Keeps my cool” which means that student interns experienced these

during their immersion. Feelings of being afraid of doing things unfamiliar and overwhelmed by their emotions in the workplace was just normal since they were new and gaining new experience. Meanwhile, the other indicators in the table were moderately assessed by the student interns. The data reveals that the students were not certain about their feelings with regards to these statements and an indication of being calm, can managed stress on their own way, hopeful and encouraging themselves to learn new things at its own pace.

B. Employability Skills of Grade 12 Student Interns

Another objective of the study was the self-assessment of grade 12 student interns on their employability skills. Indicators include communication skills, problem solving skills, teamwork, planning and organizing skills, creativity/innovation, working with others, independent study, numeracy skills, ICT skills, self-management skills, and time management/prioritizing skills.

Table 7. Communication

Indicator	Mean	SD	Description
I can speak and write clearly so that others understand.	3.92	0.862	Good
I can read and understand information in words, graphs, diagrams, or charts.	3.71	0.926	Good
I listen and ask questions to understand instructions and other people’s points of view.	4.23	0.942	Good
AWM	3.95		Good

Range: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Good), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 0.00 – 1.50 (Low)

Table 7 shows the communication skills of TVL student interns, it has an average mean of 3.95 which indicates that the respondents assess themselves good with their oral and written communication. The indicator “I listen and ask questions in order to understand instructions and other people’s points of view” was the highest among the three indicators. Whereas, “I can read and understand information in words, graphs, diagrams, or charts” rank as the lowest indicator.

This would imply that communication skills were apparently the least important to students and probably the reason why they did not try to improve these skills. In the study of (Majid, 2012), employers reported that communication skills were among the most desired soft skills, thus, it is helpful to create awareness among the students about the relevance of communication skills for career advancement and how to develop and practice such skills while they were still in classroom.

The National Employability Report by Aspiring Minds considered it is an employability solution for many companies, they revealed that insufficient English and computer skills are the key issues that make graduates unemployable. So, we cannot deny the fact that “Poor English, Computer Skills Make Graduates Unemployable” (Nagarajan, 2013). Considering that language is basically a skill. Having English knowledge will change our working attitude and improve student’s employment opportunities. In this new enhance curriculum, communication skills have become a vital element of ensuring empowerment and employment. Employability skills enable the learner to withstand the increasing levels of competition at every phase of life. English, being the source of language proficiency, enables and enhances other required skills like soft skills, presentation skills, and, above all, communication skills in workplace (Bharathi, 2011).

Table 8. Problem-Solving

Indicator	Mean	SD	Description
I can assess situations, identify problems, and evaluate solutions.	3.59	0.906	Good
I recognize many dimensions of a problem and can determine a root cause.	3.28	0.856	Satisfactory
I am not afraid to be creative when solving problems. I like to make sure the solution works in case improvement is required.	3.50	1.005	Satisfactory
AWM	3.45		Satisfactory

Range: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Good), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 0.00 – 1.50 (Low)

The results in table 8 showed the problem-solving skills of TVL student interns, which has an average mean of 3.45, indicating that the respondents were satisfactory in terms of their ability to solve a particular problem in workplace during their work immersion. Indicator “I can assess situations, identify problems, and evaluate solutions” with mean of 3.59 describes as “Good” were highest among the three indicators. Although students score high in this indicator, they still need to gain a lot of experience with years in their chosen field to deal with problems in the workplace.

While indicators “I recognize many dimensions of a problem and can determine a root cause” and “I’m not afraid to be creative when solving problems, I like to make sure the solution works in case improvement is required” with mean score of 3.28 and 3.50 described as “satisfactory”. This results would mean that exposure during immersion programs may benefit students beyond excellent classroom experience, and a skill wanted by many employers in labor because collaboration with industries/companies may help them practice to be capable to solve complex work problem was crucial for the development of future workers.

Table 9. Teamwork

Indicator	Mean	SD	Description
I work/co-operate well with other students and team leaders.	4.35	0.872	Good
I can lead a teamwork at school.	3.63	1.131	Good
I have the skills of negotiating / persuading.	3.56	1.010	Good
I place much value on respect for others.	4.47	0.794	Good
AWM	4.01		Good

Range: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Good), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 0.00 – 1.50 (Low)

The results in table 9 showed how developing teamwork affects student intern’s performance in work immersion. This aspect is viewed as one of the secrets and important skills that each employee possesses in an organization. Student interns viewed teamwork as upright and positively reflected in their response as “Good”, it has a grand mean of 4.01, which signifies that the student interns were likely to develop these skills. The indicator “I place much value on respect for others” got the highest among the four indicators, the results revealed that students consider the thought that everyone deserves to be respected in the workplace, it has a weighted mean of 4.47. Students learn to respect everyone in the workplace and it can benefit them as well as co-workers, company supervisors, clients, and everyone, and it is certainly not difficult to do. All it takes is care in the way to communicate with others and getting into the habit of mutual respect in the workplace.

Moreover, the indicator “I have the skills of negotiating / persuading.”, with a mean of 3.56 describe as “Good”. This is the lowest among all the indicators in determining the skills of the student interns in terms of developing teamwork. The result implies that although they were good but not relatively high in negotiating skills. These skills are important in many jobs, especially jobs like marketing, sales agent, and advertising, but are also appreciated in everyday life. This confirmed in the study of (Alghamdi & Bach, 2018) that teamwork leads to better productivity and greater competence through new ideas and creativity. Working in a team helps to keep the morale of the team members high and they also feel valued by working in a team.

Table 10. Planning and Organizing

Indicator	Mean	SD	Description
I am good at managing time and priorities – setting timelines.	3.73	0.897	Good
I am good at taking initiative and making decisions.	3.73	0.930	Good
I am a good at being resourceful.	3.74	0.878	Good
AWM	3.73		Good

Range: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Good), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 0.00 – 1.50 (Low)

As gleaned from table 10, the student interns rated themselves “Good” in terms of planning and organizing skills as portrayed by the weighted mean of 3.73. The three indicators had almost the same mean, which signifies that student interns were good in terms of managing time and setting priorities, taking initiative, and being resourceful during their work immersion. The findings denote that even though they were good, students still need to improve such skills. Many teachers did not directly teach planning and organizing skills in the school set up and many employers assumed that student interns already possessed such skills. It is believed that students who rarely comply schoolwork may not have skills to organize tasks and activities later in their life or during employment. Planning and organizing skills can be taught at home with other life skills while preparing them for their later tasks in the workforce.

Table 11. Creativity / Innovation

Indicator	Mean	SD	Description
When doing a task, I often devise new ways to do it faster and better.	3.69	0.848	Good
I usually come up with creative and innovative ideas during group work.	3.66	0.887	Good
I like trying out things myself.	3.87	0.980	Good
AWM	3.74		Good

Range: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Good), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 0.00 – 1.50 (Low)

As indicated in table 11, the student interns rated themselves as “Good” in terms of Creativity/ Innovation skills with an average weighted mean of 3.74. Among the given indicators, “I like trying out things myself” achieved the highest mean of 3.87 while the indicator “I usually come up with creative and innovative ideas during group work” got the lowest mean of 3.66. It was seen in the results that student interns were trying to advance their creativity and innovation during their work immersion which describes how seriously they were committed. This finding would imply that the schools must step up and intensify school extension activities to challenge our inspiring students to demonstrate creativity in leadership and innovation skills through authentic livelihood programs or activities in school to develop their full potentials and be employable.

Table 12. Working with Others

Indicator	Mean	SD	Description
I enjoy working as part of a team.	4.53	0.724	Excellent
I like to contribute to common goals.	4.23	0.755	Good
I enjoy the “give and take” of working in a group.	4.36	0.791	Good
AWM	4.37		Good

Range: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Good), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 0.00 – 1.50 (Low)

As illustrated in table 12, the student interns were “Good” in terms of working with others which got an average weighted mean of 4.37. The indicator “I enjoy working as part of a team” ranked first with a weighted mean of 4.53, and describe as “Excellent.” These imply that students really felt that they were valued as part of the team/ company during their immersion days. This shows that they always care to be appreciated and respected in the company and by other staff. They also like to contribute to the goal of the company where they were immersed.

Table 13. Independent Study

Indicator	Mean	SD	Description
I like to learn new things.	4.65	0.698	Excellent

I learn from my mistakes and can accept feedback.	4.44	0.801	Good
I can identify and access learning opportunities.	4.02	0.812	Good
AWM	4.37		Good

Range: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Good), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 0.00 – 1.50 (Low)

As contained in table 13, the student interns were “Good” in relation to their independent study which got an average weighted mean of 4.37. The indicator “I like to learn new things” ranked highest among the other two indicators with a weighted mean of 4.65, describes as “Excellent.” These imply that the students were open to new experience in the field and place of immersion. Several aspects of teaching or learning environment and activities before the conduct of immersion program must be taken into consideration for the enhancement and redesigning of school activities particularly in the conduct of immersion programs in senior high.

The use of work-based learning, mock-interviews, and feedback as well as learning advance technologies to enhance students’ learning experience were recommended for providing courses of the future. This result would suggest that independent learning was essential for student interns’ pre-immersion activities to enhance and encourage student interns to create and construct new knowledge based on the experiences garnered during immersion days (Wong, 2013).

Table 14. Numeracy Skills

Indicator	Mean	SD	Description
I can use basic mathematical functions of plus, minus, multiply and divide.	4.17	1.016	Good
I can solve problems using math and science concepts.	3.46	1.055	Satisfactory
AWM	3.81		Good

Range: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Good), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 0.00 – 1.50 (Low)

As indicated in table 14, the student interns evaluated their numeracy skills as “Good” with an average weighted mean of 3.81. Among the two indicators that measures numeracy skills, the indicator “I can solve problems using math and science concepts” achieved the lower mean compared with the other. It has a mean of 3.46 described as “satisfactory”. This means that students were not that good with the numeracy skills they acquired while in classroom before exposed to real work environment. As stated in the study of (Durrani & Tariq, 2012), numeracy skills was known as one of the essential elements in employability as it is considered as key to the future success of graduates whatever they intend to do in later life. Despite these results teachers in elementary and junior high school were trying to address the need to improve student’s numeracy skills while in school.

Table 15. ICT Skills

Indicator	Mean	SD	Description
I am familiar with word processing.	3.57	0.899	Good
I can browse the internet for information for my study and to do assignments.	3.84	0.984	Good
I am familiar with the use of emails to send and receive mails.	3.65	1.000	Good
AWM	3.69		Good

Range: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Good), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 0.00 – 1.50 (Low)

Regarding this aspect of employability skills, ICT skills were likely very essential skills for a senior high school graduate. This suggests that ICT skills were now emerging and posing challenges to workers in the 21st century. Student interns evaluated their ICT skills as “Good” with an average weighted mean of 3.69 which is indicated in table 15. The indicator “I can browse the internet for

information for my study and to do assignments” attained as the highest among the three indicators with mean of 3.84. Having these skills were an essential requirement for the majority of job roles/positions in the workplace since all occupations were progressively dependent on digital devices. This implies that students need to familiarize themselves with the immersing use of technologies and adapting the new environment with advance skills in ICT.

Table 16. Self-Management Skills

Indicator	Mean	SD	Description
I can learn very quickly.	3.75	0.883	Good
I have high sense of direction.	3.56	0.874	Good
AWM	3.65		Good

Range: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Good), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 0.00 – 1.50 (Low)

As illustrated in table 16, the student interns were rated “Good” in relation to their self-management skills with an average weighted mean of 3.65. The indicator “I can learn very quickly” ranked first with a weighted mean of 3.75, which means that students self-management skills were considered by them important as these could improve their behavior both in academic and skill development and being efficient at work. On the other hand, the indicator “I have high sense of direction” with mean of 3.56 just barely higher than satisfactory indicates that students could not sense that they have clear ideas about what they want to do or achieve.

Table 17. Time Management / Prioritizing

Indicator	Mean	SD	Description
Setting priorities is not a problem to me.	3.68	0.884	Good
I am good at time management; in my work I often meet deadlines.	3.76	0.947	Good
I can manage/do several tasks at once.	3.74	0.992	Good
AWM	3.72		Good

Range: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Good), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 0.00 – 1.50 (Low)

Finally, as contained in table 17, the student interns’ self-assessment about their time management/prioritizing skills got an average weighted mean of 3.72. The indicator “I am good at time management; in my work I often meet deadlines” and “I can manage/do several tasks at once.” were slightly the same weighted mean of 3.76 and 3.74, which implies that student interns were likely to work ahead on assigned task whenever they can. As effective time management behavior allows student interns to know and address their current tasks, prioritizing them in terms of importance and by meeting on deadlines. It was suggested in the study of (Twehues, 2013) that student interns who practice making daily to-do lists were more likely to accomplish tasks than students who do not write down their tasks. It implies that writing down high-priority tasks, students were more likely to remember because they have a greater awareness over their task and time.

C. Immersion Performance of Grade 12 Student Interns

The immersion performance of grade 12 student interns was taken as secondary data obtained from their portfolio in community immersion. It was rated by both immersion teacher at 40% and company supervisor at 60%, respectively, for the overall immersion performance rating.

Table 18. Immersion Performance of Grade 12 Student Interns

Specialization	Working Performance 50%	Personality Traits 50%	Total Performance Rating	Description
Electrical Installation Maintenance (EIM) NCII	42.47	40.44	82.91	Satisfactory
Information and Communication Technology (ICT) NCII	43.79	42.79	86.58	Very Satisfactory
Automotive Servicing NCII (AM)	41.46	43.37	84.83	Satisfactory
Home Economics (Beauty Care) NCII	44.82	43.32	88.14	Very Satisfactory
Home Economics (Cookery) NCII	44.48	43.41	87.89	Very Satisfactory
Overall Immersion Performance	43.40	42.67	86.07	Very Satisfactory

Range: 90 – 100 (Outstanding), 85 – 89 (Very Satisfactory), 80 – 84 (Satisfactory), 75 – 79 (Fairly Satisfactory), below 75 (Did Not Meet Expectation)

Contained in table 18, were the general point average of grade 12 TVL student interns, 9 Electrical Installation and Maintenance (EIM) , 18 Information and Communication Technology (ICT) , 22 Home Economics (Beauty Care) , 7 Automotive Servicing (AM), and 77 Home Economics (Cookery) as respondents. The weighted mean of ICT was 86.58 and Home Economics specialized in Beauty care and Cookery was 88.14 and 87.89 interpreted as “Very Satisfactory”. While Electrical Installation and Maintenance (EIM) and Automotive Servicing has 82.91 and 84.83 weighted mean, describe as “Satisfactory” correspondingly. Thus, it may be noticed that the overall immersion performance of all strands has a weighted mean of 86.07 which is not too high nor too low and interpreted as Very Satisfactory. With these data, this may imply that their immersion performance was affected by some intervening factors in the school or maybe the effect from their training and orientation while in school, tasks given at work and work immersion program schedule.

Nevertheless, the students’ over-all performance during their immersion program was still in conformity to the proficiency level of DepEd which is “Proficient.” That means student’s performance has met the required standard and can perform duties with minimal supervision. Rating may be affected by the given task of immediate company supervisors. Performance has met the required standard.
Can perform duties with minimal supervision
Performance has met the required standard.
Can perform duties with minimal supervision

Work immersion exposure following competency-based strategies provide flexibility in the way that credit can be earned or awarded and provide students with personalized learning opportunities.

Table 19. Immersion Performance Respondents in terms of Working Performance

Criteria	Min	Max	Mean	Std. Deviation
Knowledge of Work (15%)	9.20	15.00	13.52	1.249
Quality of Work (15%)	8.80	15.00	13.35	1.489
Attendance (10%)	6.00	10.00	8.73	0.967
Punctuality (10%)	4.00	10.00	8.55	1.164
Working Performance (50%)	33.20	50.00	44.15	3.846

As presented in table 19, the immersion performance of grade 12 student interns in terms of their working performance were rated with the following criteria: Knowledge of work about 15% of their total performance got minimum rating of 9.20, maximum of 15.00 and mean of 13.52. Quality of Work about 15% of their work immersion performance got 8.80 minimum rating, maximum of 15.00 and mean of 13.35. Attendance about 10% of their total work immersion rating which got

6.00 minimum, 10.00 as maximum and mean of 8.73. Lastly, their punctuality which is about 10% of their total rating, with 4 minimum and 10 maximum rating with a mean of 8.55. The working performance rating was 50% of their total work immersion performance rating. Two evaluators jointly rated the immersion performance of the student interns with 60% from company immersion supervisor and 40% from immersion teacher.

Table 20. Immersion Performance of Respondents of Personality Traits

Criteria	Min	Max	Mean	Std. Deviation
Physical Appearance (10%)	7.00	10.00	8.98	0.941
Attitude (10%)	3.00	10.00	8.67	1.223
Courtesy (5%)	3.00	5.00	4.41	0.748
Conduct (5%)	2.00	5.00	4.21	0.583
Perseverance (5%)	3.00	5.00	4.19	0.546
Sociability (5%)	2.00	5.00	4.22	0.655
Drive and Leadership (5%)	2.00	5.00	4.12	0.675
Mental Maturity (5%)	2.00	5.00	4.33	0.719
Personality Traits (50%)	28.00	50.00	43.13	4.009

As disclosed in table 20, the immersion performance of grade 12 student interns in terms of their personality traits were rated with the following criteria: Physical appearance about 10% of total immersion performance with 7.00 minimum rating, 10.00 maximum rating and mean of 8.98. Student interns were rated also on their attitude at work with 10%, got minimum rate of 3.00, maximum rate of 10.00 and mean of 8.67. Courtesy, Conduct, Perseverance, Sociability, Drive and Leadership and Mental Maturity with 5 % each criterion got a 2.00 minimum rating and 5.00 maximum rating. The personality traits rating was 50% of their total work immersion performance rating. Two evaluators jointly rated the immersion performance of the student interns with 60% from company immersion supervisor and 40% from immersion teacher.

D. Qualitative Results

The responses to interview questions and the transcript of the focus group are appended. Inductive analysis was used to analyze the qualitative data. A majority of the student interns shared their thoughts, feelings, and experiences during their 80 hours work immersion in different companies and establishments in Ormoc City. All of them have expressed valuable experience during their immersion days and provided positive feedback on their work immersion experience to develop their skills and personality traits.

Four themes were generated which guided the researcher in analyzing and coding the data: Commitment and Dedication to Learn, Adaptability in Workplace, Restricted Opportunities in Work Immersion, and Perseverance. Theme 1: Commitment and Dedication to Learn. When student interns were asked to share about their duties and responsibilities during their immersion days, they happily disclosed that they experienced the same basic skills taught in school but were limited to some areas in work immersion. Responses like "I like to assemble computer parts." "We were eager to use the patch panel, because at school we don't have one. During our immersion we were able to use and experience it." and "Tools were limited in school but in the work immersion area we were taught when and how to use them properly". This further conveyed their commitment and dedication to learn first-hand experience in the field of work. They want to learn and utilize things not usual or used in their school laboratories for technical skills development. This finding portrays one of the most important qualities employers look for when hiring new employees.

High importance was given to employee's willingness to learn new skills and grow with the company. The abilities to adapt easily to change and accept increased responsibility are essential for career advancement. When student interns finished their immersion, they were expected to

advance many skills related to their field. Job-specific skills are essential for a particular career field which also called the hard skills (Schooley, 2019).

They also stated that through work exposure they were able to learn some work ethics, which was evidenced in the following responses “I learned to practice patience at all times,” “I was able to get along with other people and treating them equal,” “I learned how to do time management and be organized in my stuff,” and “As I compare myself as a student and a student-employee,” we should be mindful with your attitude at work because you are dealing different elder people. Always show respect to them”. This implies having patience and being focused to the assigned task.” Building good relationships with others in workplace was the most important factor for success in career. Learning respect makes the work more enjoyable with those around them. Also, people are more likely to go along with changes that they want to implement, and they are more innovative and creative.

Students also locally recognized that they become increasingly unorganized with passing years. Failing to learn how to be organized and managing time correctly in school continues with students after they graduate from the public-school system. The way these students organize the many demands of their busy lives is critical to their success at school as well as to their personal sense of control and accomplishment. It was stated by (Gallagher, 2003) that students who are disorganized not only experience and suffer from failing grades, but also have added stress and poor self-esteem issues. The findings implied that students learned to do multitasking and goal setting while they were immersed, which most of the companies looking for: things such as displaying the ability to design, plan, organize, and implement projects efficiently and effectively, which students took advantage of.

Theme 2: Adaptability in Workplace. As student interns shared their assigned tasks while on immersion, the second theme, adaptability in workplace, arose. The students specified that there were tasks given to them unrelated to their specialization. It was evidenced in their responses” I enjoy cutting pipes, even if we were not taught how to do so.” “Since our experience in work immersion focus on plumbing instead of electrical installation, it was a great help because we have learned other skills away from our specialization,” and “We were not taught how to bake a cake and its correct measurement before we immersed.” These responses further implied that they were very versatile on whatever task given to them.

This indicates that through work immersion it forms an active learning experience. The degree of supervision and self-study allows students to learn things by doing and reflects on their learning in a way to attain certain learning goals and objectives. It is congruent in the study of O’Neill (2010) stating that doing frequent feedback improves, develops, and refines the learning goals of student interns. However, when students shared their fewer favorite experiences, they stated some tasks were not in line with their specialization. Code 4 incongruity of experience arose, it was evidence in student interns’ responses, “I learned new skills in measuring and connecting pipes which was very different from our orientation as specialized in automotive servicing.” and “I was also ordered by the boss to get and take her son to school during lunch time for my entire work immersion days in her salon, which obviously was not part of our immersion duties.” The findings denote that being open to new experiences helps individuals/ students to have an inquiry about themselves, increases their level of environmental concern, and apprehend how new behaviors can impact their environment. Furthermore, these experiences will help the students to shape new skills and be versatile and adaptive to their new exposure and opportunities. (Hilbig et al., 2013); (Markowitz et al., 2012).

Student interns also specified some difficulties and challenges they experienced while on immersion, especially when it comes to transportation going to their assigned area and the time

they usually report for immersion duty, This was stated by one of the respondent "It was really our problem when it comes to transportation, we do hope that the school can provide us a service," and "With regards to the time we need to report to our immersion duty, if ever it would be possible that we should start at 8am instead of 6am specially that because we reside away from the city proper."

There were problems with non-functional PPE (Personal Protective Equipment) availability in the workplace for those who were assigned in bigger companies. Students shared some responses like " "Most of their safety equipment and harness malfunctioned, I think it is much better if the company provide a functional safety equipment to their employees" and respondent 2 "There should be PPE (Personal Protective Equipment) like gloves for protection of employees."

The DOLE also take an account the different conditions in Work Immersion and for the parents not to be worried. The DOLE also mentioned in their Labor Code no. 8 that they were forbidding all Senior High students engaging in hazardous types of work task while on immersion. The following circumstances shall be observed for the protection of SHS students undergoing work immersion: (1) The work immersion shall be allowed only between 8:00 o'clock in the morning and 5:00 o'clock in the afternoon, (2) Work Immersion for the students below 15 years old and with their permission from their parent or guardian, shall not be longer than eight hours in any given day, (3) SHS Students shall not do work considered as hazardous in accordance with the DOLE Department Order No. 149, Series of 2016 (Guidelines in Assessing and Determining Hazardous Work in the Employment of Persons Below 18 Years of Age), (4) Work Immersion shall in no case result in the replacement or reduction of benefits of the workers in the partner enterprise/company (DOLE Labor Code no. 8). On the statement no.1 of this code, which is all about the working time; this will primarily affect the students who are far from the work immersion venue. Also, for those who are only commuting just to accomplish this course it will cost them too much.

Theme 3: Restricted Opportunities in Work Immersion. The focus group participants were asked to give their thoughts about limited chance to experience some necessary skills during their work immersion.

The student interns specialized in beauty and care noted some restrictions specifically when it comes to giving expensive services to clients in beauty parlor such as hair rebounding, hair treatments and mixing of hair colors. They were only limited to do hair blower, manicure, pedicure and assisting clients on other needs. It is evidenced in the responses of the student interns "We are not allowed to do haircutting, hair rebounding and mixing of color." "We only assist clients for their needs and then observe every time they do hair rebounding," and We were not allowed to do everything in parlor, we can only perform manicure and pedicure to our clients."It was also noted that there were some student interns in automotive servicing who were not able to immerse at different companies. Instead they were only taught in school laboratory some basic skills in their field. As evidence from their responses "Most of the time we just sit and wait for a costumers." "We just observe what they are doing and sometimes go and get hand tools they need," and "Since we were the last batch, we weren't given a chance to go on immersion outside school, instead our immersion teacher taught us basic skills in our school laboratory how to change oil and removing car brake pads."

Theme 4: Perseverance. When asked about how their experiences in work immersion changed with respect to their specific career development, students have different thoughts and plans on their future career directions. Most of them stated that they were planning to enroll in college but probably in different fields or specializations like teaching, criminology, and engineering. This was indicated in their responses "I will not continue this ICT course, maybe a part time job since I already know how to do software installation." Another respondent added "I will go to

college; I will be a teacher” and “I will also go to college; this is only for additional skills and knowledge.”

The findings indicate that internships/immersion programs gave students insights into the industries/companies they were planning to enter and help them to make more informed career choices. Congruent to the study of McManus & Feinstein (2014) that internship programs are perceived as one of the important requirements to undergraduate courses and they play a fundamental role in preparing students for the world and provide feedback to students, which helps to guide further learning and career development (Hurst & Good, 2010); (Elarde & Chong, 2012).

Furthermore, some students revealed that they plan to find employment after graduating and have a national certificate in TESDA and some will be enrolling to college with the same field. It was also indicated in their responses “I will work first at the shop where I am immersed because my employer told me to return after graduation,” and “I will take up electrical engineering which is still in-line with this field.” According to the study of Zenobia Ismail in 2018, he stated that through internships/immersion it increases the probability of finding employment of students after graduation, those who undergo immersion and training were offered jobs immediately after graduation.

E. Relationship of Variables

The relationships of variables were tested to find out whether there was or was not significant relationship that existed among the variables identified. These are presented in the following tables.

Table 21. Relationship Between Profile of the Respondents and their Work Immersion Performance

Variables	r-value	p-value	Interpretation
Age	.077	.380	Accept H ₀₁
Sex	.045	.610	Accept H ₀₁
Number of Siblings	.118	.174	Accept H ₀₁
Monthly Family Income	.041	.637	Accept H ₀₁
Support	.080	.361	Accept H ₀₁

As presented in table 21 for the significant relationship between the sociodemographic profile of student interns and work immersion performance using the significant level of α is equal to 0.05. The computed p-values for age, sex, number of siblings, monthly family income and mode of support were greater than α which is equal to 0.05. The hypothesis failed to reject and therefore no significant relationships existed. This means that the age, sex, number of siblings, monthly family income, and mode of support in studies of the students’ interns does not affect or influence their performance.

Table 22. Relationship Between Personality Traits of Grade 12 Student Interns and Work Immersion Performance

Variables	r-value	p-value	Interpretation
Openness to Experience	.191	.028	Reject H₀₂
Conscientiousness	.025	.775	Accept H ₀₂
Extraversion	.027	.761	Accept H ₀₂
Agreeableness	-.177	.042	Reject H₀₂
Neuroticism	-.228	.008	Reject H₀₂

As disclosed in table 22, there was no significant relationship between the student interns personality traits specifically on conscientiousness and extraversion on their work immersion performance as evident in the computed p-value of 0.775 and 0.761 respectively, which was higher than $\alpha = 0.05$ and it failed to reject the hypothesis. Meanwhile the p-value indicates that, if the correlation is significant, it must be less than or equal to 0.05 (alpha), the results show that

openness to experience with a p-value of 0.028, agreeableness with a p-value of 0.042 and neuroticism with a p-value of 0.008 have a significant correlation with their work immersion performance.

In addition, the r-value indicates the strength or magnitude of the correlation and this value is only important if p-value is less than or equal to 0.05 (alpha). The results show that openness to experience has an r-value of 0.191. Moreover, it tells us that, although the relationship is significant between the two variables, it has a weak positive relationship. Furthermore, agreeableness and neuroticism have an r-value of -0.177 and -0.228 which indicates a weak negative or inverse relationship. Work immersion performance decreases when agreeableness and neuroticism increase or work immersion performance increases when agreeableness and neuroticism decreases. This indicates that those student interns who rated themselves as high in extraversion and agreeableness were also those who were rated high by their immersion teachers and company supervisors on their work immersion performance.

And those student interns who rated themselves as low in Neuroticism were also those who were rated high by their immersion teachers and company supervisors on their work immersion performance. The hypothesis 2 was rejected and therefore there was a significant relationship between these variables. This means that the student interns Openness to Experience, Agreeableness and Neuroticism affected or influenced their work immersion performance.

Table 23. Relationship Between Employability Skills Grade 12 Student Interns and Work Immersion Performance

Variables	r-value	p-value	Interpretation
Communication	-.035	.688	Accept H ₀₃
Problem-Solving	-.037	.670	Accept H ₀₃
Teamwork	-.038	.666	Accept H ₀₃
Planning and Organizing	.151	.082	Accept H ₀₃
Creativity / Innovation	.029	.742	Accept H ₀₃
Working with Others	.068	.438	Accept H ₀₃
Independent Study	.046	.596	Accept H ₀₃
Numeracy Skills	.007	.933	Accept H ₀₃
ICT Skills	-.056	.521	Accept H ₀₃
Self-Management Skills	.052	.551	Accept H ₀₃
Time-Management / Prioritization	-.001	.989	Accept H ₀₃

As shown in table 23, a significant relationship between the student interns employability skills and work immersion performance was observed at alpha = 0.05 level of significance. No p-value is less than or equal to p-value of 0.05. The hypothesis failed to reject and therefore there is no significant relationship existed. This means that student interns employability skills were not affected or influenced by their work immersion performance.

CONCLUSION

After intensive analysis and assessment of the findings and observations from the previous chapters, the researcher concluded that the student intern’s personality traits had an impact or greatly affected their immersion performance. Immersion teachers and other subject teachers may collaboratively help students develop their employability skills through designing pre-immersion activities as well as classroom activities that would help students improve their skills, attitudes, and personality traits most essential in the recruitment by the employers. Prior to sending students for internship or real work experience there should be assessment on student readiness and mock interviews for them to be familiar and to produce individuals who are globally competitive.

The personality traits of the TVL student interns indeed have strong connection to their work immersion performance and therefore the better the student’s personality the more chances the students get hired by their employers after immersion. The employability skills of the student interns

had no influence on their work immersion performance as this possibility that employers were not looking at their acquired skills in school but their ability to cope and learn with the demands of work in field, as skills are not necessarily the only single factor that could affect good performance of an employee.

From the conclusions lifted through the findings and results in the previous chapters, the following recommendations are given Immersion teachers and subject teachers may collaborate to design school activities to help students further improve their soft skills and behaviors while in classroom. Conduct pre-immersion workshops and trainings for students about expectations in applying a job, like writing resumes, filling out application forms, mock-job interview training and securing clearances. This learning outcome will help the students prepare for future job applications in life. Schools may design extension programs such as income-generating activities and livelihood development as part of immersion subject to provide venue for students to hone prior-learned skills taught in the classroom and during their immersion exposure and apply them through sustainable livelihood of TVL students.

Financial support to the learners undergoing work immersion should be reviewed and proper allotted through Maintenance and Other Operating Expenses (MOOE) of the school or establish partnership provisions of food or travel allowances in the Memorandum of Agreement (MOA). All immersion teachers, coordinators, and partner companies may collaboratively design a work immersion training plan which will guide the company trainer/ supervisors on the competencies and skills required to advance and progress in immersion.

Alignment of strand to the nature of work immersion exposure must be observed not only in preparation for National Certification but also for duality of the established partnership engagement of the school and company. Well planned and synchronized scheduling of academic subjects taken in school that coincides on the allotted 80 hours of immersion in the company. Schools should make necessary adjustments to establish win-win situations and provide focus for the learners and quality learning episodes. Conduct studies that would focus on identifying student interns' problems, challenges, and difficulties after being exposed to work immersion to address future problems for the next coming batch of student interns.

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