

Perceptions of Senior High School Sports Track Students toward their Work Immersion

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Abstract: *Work immersion program, provide students ahands – on training or work simulation, giving a set of skills that can help them make more informed about their career choices and improve their employment prospects. Zambales National High School is the only school in the province of Zambales that offers Sports Track. The purpose of the study was to analyze the perception of sports track students toward work immersion after they have experienced it for better understanding of its impact to their lives and their career choice. The study used a descriptive research with a qualitative approach using multiple-case study design. The findings were drawn from the open – ended questionnaires and the semi – structured interviews of Grade 12 sports track students. Work immersion was very effective in developing skills relevant to their respective sports and serves as training preparation for their career choice. It has a great impact to their lives because it improved their technical knowledge and skills relevant incoaching, officiating, training athletes and organizing sports event. Their work immersion was focused in training andfield activitiesappropriate and suitable to their age, gender and sports event.*

Keywords: Work immersion, Sports track, Technical knowledge and skills, Zambales National High School

1. Introduction

Zambales National High School is one of the pioneer schools that offers Senior High School in the province. It is also the only school in the division that offers Sports Track, one of the four career tracks under the K to 12 program.

Sports Track aims to give understanding of the basic principles and techniques in relation to physical education and recreation. It also educate learners about the various factors that affect social, psychological, and cognitive development in sports leadership and management.

The Department of Education (DepEd) issued a guidelines for work immersion as basis for the implementation of work immersion in all Senior High Schools. As stipulated in DepEd order no. 30 series of 2017, work immersion is a key feature of Senior High School (SHS) Curriculum. It can be conducted in different ways depending on the purpose and needs of the learners.

Work immersion program, provides students “real workplace” experience, giving them a set of skills that can help them be more informed about their career choices and improve their employment prospects. It consists of 80 hours of hands-on experience which Grade 12 students will undergo to expose and familiarize them to the actual work setting and to enrich the competencies provided by the school. These real world experiences will enhance their knowledge, skills, and work experience to become globally competitive.

Young (2006) stated that learning is seen as a dynamic process, which leads to action. In other words, to be meaningful, learning needs to be tested in reality. This process is reflected in Kolb’s experiential learning cycle.

In 1984, David Kolb created the Experiential Learning Theory (ELT) and it is still one of the most widely used learning models. ELT is based on the premise that a person

learns from direct experience or ‘learns by doing’. Experiential learning is a process through which students develop knowledge, skills and values from direct experiences outside traditional setting (Association for Experiential Education, 2011) all which is clearly defined by these well-known maxims: *I hear and I forget. I see and I remember. I do and I understand.*” – Confucius 450 BC

“Tell me and I forget, Teach me and I remember, Involve me and I will learn.” – Benjamin Franklin. 1750

“There is an intimate and necessary relation between the process of actual experience and education.” – John Dewey, 1938

It is postulated in the rationale of guidelines for work immersion in DepEd order no. 30 s.2017, Section 1, that the subject will provide learners with opportunities to become familiar with the workplace, for employment simulation and to apply their competencies in the area of their specialization in authentic work environment. Furthermore, to achieve this learners are immersed in actual work environments like workshop offices and laboratories in which their prior training is relevant.

Experience is therefore something separate, discrete, or additional to the ordinary lives of the young people. Clearly youth work does involve activities (Spence, 2001) and these activities are often provided as alegitimate additional stimulus or vehicle for learning. Thus, students learn better when they are engaged in the learning process.

In Zambales National High School, where the researcher is currently teaching conducted a study about the perceptions of the sports track students toward work immersion.

2. Statement of the Problem

The purpose of the study was to analyze the perception of sports track students toward work immersion after they have experienced it to better understand its impact to the learner’s life and their career choice.

Specifically, the researcher intended to answer the following questions:

- 1) How the profile of the participants be described in terms of:
 - a) Age
 - b) Gender
 - c) Sports Event
- 2) How do sports track students perceive their work immersion?
- 3) How do sports track students perceive work immersion in improving their technical knowledge and skills relevant to their chosen career?
- 4) How do sports track students perceive the impact of work immersion to their life and their career choice?
- 5) How do sports track students compare their work immersion to other tracks?
- 6) How do work immersion relevant to the sports track students' profile?

Significance of the Study

This study aimed to use the findings to review the activities relevant to work immersion and be made accessible through qualitative inquiry to enhance the current procedures and training of sports track students.

The findings of the study will be beneficial to the following:

Department of Education

The department may use the findings of the study to enhance their guidelines in work immersion for better relationship between partner institution and the school so that learners will be more equipped with necessary skills needed for their future career.

- **Administration:** The findings of the study will help them to look for the partner institutions that will cater the best training to the students.
- **Partner Institutions:** The findings of the study will help them to improve their services and work immersion program to develop in learners the competencies relevant to their field of specialization.
- **Work Immersion Teachers:** The findings of the study will help them to fully understand and appreciate their role to learners' life and career skills.
- **Researcher:** The findings of the study will help him to develop new activities or strategies in teaching as a preparation to student's work immersion.
- **Future Researchers:** Educational researchers could draw from this study the information which may be relevant to their own discipline or field.

Definition of Terms

To clearly understand the study, the following terms were defined operationally:

- 1) **Sports Track** – This career track offers a broad range of opportunities to learn more about the field of sports and athletics from the perspective of player and coach. It facilitates a sharper understanding of sports beyond being a game but a career in itself that is equally an important component of the community. Students in this career track are equipped to pursue a career in sports after completing Senior High, or pursue a relevant field in college (<https://su.edu.ph/academics/senior-high-school/4-career-tracks/>). It was designed to students who intend to pursue sports – related careers like athlete

development, fitness training, coaching and officiating (DepEd order no. 30 s.2017).

- 2) **Technical Knowledge and Skills**–These are the techniques and tactics used and applied in specific sports.
- 3) **Work Immersion** – refers to the subject of the Senior High School Curriculum, which involves hands – on experience or work simulation in which learners apply their competencies and acquired knowledge relevant to their work (DepEd Order no. 30, s.2017).

Types of Study

The study used a descriptive research with a qualitative approach using multiple-case study design. The researcher investigated the perception toward immersion of nine Grade 12 Senior High School sports track students in Zambales National High School in Iba, Zambales. The findings was based from the open – ended questionnaires and semi – structured interviews which lasted for atleast ten to twenty minutes during their vacant period. The interview protocol posed questions related to their perception toward work immersion. The interview guide was used as an instrument in the interview proper.

Participants

Nine (9) respondents from Grade 12 sports track students were the participants in this research.

Data Collection

The draft of the research was subjected to editing in both technical and content aspects by three (3) of the colleagues of the researcher for suggestions and comments.

When the study was approved, the researcher interviewed the nine participants using interview guide. Each interview was done during their vacant period that will lasted for ten to twenty minutes.

The researcher oriented the participants about the purpose of the study and that their participation is voluntary. The results of the findings will also be available for the participants.

The names of the participants will not be revealed to maintain an utmost confidentiality and privacy of their responses.

Instruments

The interview guide and the open-ended questionnaire were used to gather data from the nine participants. The researcher constructed questions and undergone validation by experts using interview validation rubric. The questions were translated in Filipino so the participants easily understood and had an ease to answer the questions.

Data Analysis

Content analysis was done using qualitative coding and analysis. Open coding was used to identify and code the themes of the interview data. Open coding includes labeling concepts, defining and developing categories based on their properties and dimensions (Gives, 2008).

3. Results and Discussion

1) Profile of the Respondents

Table 1: Profile of the Participants

Participants	Gender	Age	Sports Event
1	M	18	Volleyball
2	M	18	Sepak Takraw
3	M	18	Volleyball
4	F	18	Volleyball
5	M	18	Volleyball
6	F	17	Volleyball
7	F	18	Volleyball
8	M	19	Sepak Takraw
9	M	18	Basketball
Mean Age: 18 years old			

Table 1 shows the participant's demographic profile, it is very clear that most of the game of sports track students were volleyball and majority were male athletes. The mean age of the participants was 18 years.

2) Perception Toward Work Immersion

Participants were asked how do they perceived their work immersion and their responses were the following:

a) Effectiveness

Participants 1, 2, 3, 4, 5, 6, and 7 stated that their work immersion was very effective because they have learned a lot of knowledge about sports, training of athletes and organizing game event. It was also effective in developing skills relevant to their respective sports and serves as training preparation on their career choice.

b) Enjoyment

Participant 8 said that he enjoyed the work immersion because it was a great help in improving his skills relevant to his sports event.

c) Difficulty

While, for Participant 9 their work immersion was okay and despite difficulty he still made it. With the responses from nine (9) participants, it was highly evident that their work immersion despite of difficulty, was very effective. This supports the goal of DepEd as stipulated in DepEd Order no.30 s.2017, which states that work immersion is designed to help develop life and career skills among the learners and it will prepare them to make decisions on postsecondary education or employment.

4. Work Immersion in Developing Technical Knowledge and Skills

When they were asked about their perception of work immersion in improving their technical knowledge and skills the participantssaid that their work immersion was very beneficial because it honed theirtalent and abilities which is very important for their chosen career.

Participant 1 and 2 said that work immersion helped them to improved the relevant skills that they need for their future career.

Participant 3 said that he can use what he had learned from work immersion to his chosen career and he is going to teach his acquired technical knowledge and skills to his future students.

For Participant 4, work immersion helped her not just in playing sports but it also helped her to finish her study because of the new skills and knowledge she had learned from it specially in officiating.

According to Participant 5 and 7, they can use and share the knowledge and skills they gained from work immersion.

While Participant 6, learned about coaching and officiating and different skills that she can apply on her chosen career.

Participant 8 said that he is going to use what he learned from work immersion to hone his skills more.

Meanwhile, Participant 9 learned how to train and disciplined athletes.

The answers of the participants revealed that they learned necessary life skills needed for their chosen career like coaching, officiating and how to train athletes in terms of discipline and attitude.

This supports the goal and objective of DepEd in offering sports track. DepEd order no. 30 s. 2017 stipulated that sports track was designed to students who intend to pursue sports – related careers like athlete development, fitness training, coaching and officiating.

5. Impact of Work Immersion

When asked about the impact of work immersion to their lives and to their career choice participants said that it has a great effect. They have acquired additional knowledge and skills which is very useful for their chosen field.

Participant 1 said that work immersion had a great influence especially on his career choice.

Participant 2 admitted that work immersion helped him to have more interest about his chosen course in college.

Participant 3 said that he became more certain of his career choice.

He acquired more knowledge in sports, Participant 4 said. He also said that he can utilized those knowledge on his future and he can share it to others as well.

What he learned from work immersion was a great help for him and for his career choice, Participant 5 said.

While for Participant 6, she can use in her career choice the knowledge that she learned on how to officiate in the game volleyball.

Work immersion can help on her chosen course according to Participant 7.

On the other hand, Participant 8 said that he learned to do his best in everything and exerted more effort for himself and for his career choice.

While Participant 9 said that he can use in college what he learned from their work immersion.

6. Work Immersion: Sports Track vs. Other Tracks

When asked to compare their work immersion to the other tracks, participants gave their different views.

Participant 1, 2, 5 and 7 said that their work immersion was very advance [updated] especially for athletes who want to learn skills [in sports] and because some athletes learned the skills they wanted.

Participant 3 and 4 stated that their work immersion was more on field and was focused in training while the other immersion was indoor so they were not tired.

While Participant 6 said that they were on the field and their training was hands – on wherein they trained junior athletes.

For Participant 8 they have different work immersion because they have different tracks.

On the other hand, Participant 9 said they had an easy work immersion. He also said that if you are really decided about your chosen track you do not need to get a hard one.

7. Relevance

When asked about the relevance of work immersion to their profile, participants said that the activities given to them were appropriate and suitable to their age, gender and sports events. Here are their responses:

Participant 1 and 2 said that their work immersion was based on their age, gender and sports event. They learned how to coach and officiate in every game.

Participant 3 said that it is appropriate because his colleagues have the same age, sports and gender like him. He also said that his sports is volleyball and he became an assistant coach too.

Participant 4 said that they helped through sharing their knowledge about the game volleyball. Their work immersion is also appropriate because they can execute the activities given to them. She also added that what was taught to them was related to her sports which is volleyball.

Likewise, Participant 5 said that aside from coaching and officiating sports event they also taught younger athletes to enhance their knowledge.

Participant 6 said that their work immersion was suited to their profile. She taught and shared her knowledge to younger athletes. She also said that what they taught with them was relevant to her sports which is volleyball.

Similarly, Participant 7, 8 and 9 also said that their work immersion was appropriate to their age, gender and sports event.

Participant 7 said that they helped in officiating and assisting their fellow athletes and they shared their knowledge about sports as well.

Meanwhile, Participant 8 said that he is a Sepak Takraw player and Participant 9 said that their immersion was relevant to his age.

8. Summary

The following were the significant points of the study.

- 1) All participants were Grade 12 sports track students, has a mean age of 18 years, majority of the participants were male and most of them were volleyball players.
- 2) Participants were asked how they perceive their work immersion and they answered that it was very effective, they have learned a lot of knowledge about sports, training of athletes and organizing game event. It is also effective in developing skills relevant to their respective sports and serves as training preparation to their career choice.
- 3) When the participants were asked about their perception of work immersion in improving their technical knowledge and skills they said they learned necessary life skills needed for their chosen career like coaching, officiating and how to train athletes in terms of discipline and attitude.
- 4) The participants were asked about the impact of work immersion to their lives and to their career choice, participants said that it has a great effect. They have acquired additional knowledge and skills which are very useful for their chosen field.
- 5) Participant 1, 2, 5 and 7 said that their work immersion was very advance [updated] especially for athletes who want to learn skills [in sports] and because some athletes learned the skills they wanted.
- 6) Participant 3 and 4 specified that their work immersion was more on field and was focused on training while the other immersion was indoor so they were not tired.
- 7) While Participant 6 said that they were on the field and their training was hands – on wherein they trained junior athletes.
- 8) For Participant 8 they have different work immersion because they have different tracks.
- 9) On the other hand, Participant 9 said they had an easy work immersion. He also said that if you are really decided about your chosen track you do not need to get a hard one.
- 10) The participants were asked about the relevance of work immersion to their profile, and they said that the activities given to them were appropriate and suitable to their age, gender and sports events.

9. Conclusion

From the summary findings, the following conclusions were drawn:

- 1) Participants were all Grade 12 sports track students, has a mean age of 18 years, majority of the participants were male and most of them were volleyball players.
- 2) Work immersion was very effective. Participants learned a lot of knowledge about sports, training of athletes and organizing game event. It is also effective in developing skills relevant to their respective sports and serves as training preparation on their career choice.
- 3) Work immersion helped to improved their technical knowledge and skills. They learned necessary life skills needed for their chosen career like coaching, officiating and how to train athletes in terms of discipline and attitude.
- 4) The impact of work immersion to their lives and to their career choice has a great effect. They have acquired additional knowledge and skills which is very useful for their chosen field.
- 5) Their work immersion was more on field and was focused in training.
- 6) The activities given to them were appropriate and suitable to their age, gender and sports events.

10. Recommendations

Based on the summary of findings and conclusions, the researcher offers the following recommendations:

- 1) The participants must undergo an assessment to test their competency in technical knowledge and skills.
- 2) Request for the conduct of accreditation regarding the competence of sports track students in coaching and officiating.
- 3) Provide a specific work immersion training program and assessment tools for sport track students to identify the level of their competency.
- 4) Conduct a study focusing on the feedback evaluation of partner institutions in order to further validate its results.

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