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Research Article

Profile and Work Immersion Performance of Accountancy, Business, and Management (ABM) Students of Selected Implementing Schools in Subic District, Zambales, Philippines

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ABSTRACT

Work immersion is a key subject under the Senior High School (SHS) curriculum that is conducted in different ways and time frame as needed by SHS learners. This study was conducted to find out the work immersion performance of the Grade 12 students at San Isidro High School and Subic National High School, Zambales, Philippines. The IV-DV model of this research involved the profile of the student respondents and their work immersion performances in the schools' partner companies. This study utilized the descriptive method of research which adapted the DepEd Schools Division of Bulacan's checklist for work immersion performance. Data revealed that student-trainees performed very satisfactorily on their work immersion showing good work ethics and personality suitable of a future employee in any company they want to apply in. Male and female ABM students have the same level in job skills which implied that the profile variables of the trainees have no influence on the work immersion performance. From the findings and conclusion of this study, the implementing schools may need to improve the academic performance of ABM students to reach an excellent level and may allow them to join trainings and seminars given to regular employees about improving work ethics and personality development.

Keywords: *job skill, personality development, work ethics, work immersion*

Introduction

In Senior High School (SHS), the substance of a student's subjects in Grades 11 and 12 will be determined by his or her professional path. SHS subjects fall under either the Core Curriculum or specific Tracks (Official Gazette, 2012). One of

the strands in Academic track is the Accountancy Business and Management (ABM) which is composed of core, applied, and specialized subjects. An important component of this strand is an off-campus practicum in relevant institutions.

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Work Immersion performance is a significant basis for the employability of learners. It is timely and relevant to study and determine how learners behave and participate on the tasks during their work immersion activity. This would provide the society a glimpse on the job readiness of learners before graduation. It could also be of great help to assess the learners' acquisition of necessary life skills anchored in each of the learning competencies set in their different subject areas. This would pave way to clearer understanding on how K to 12 Curriculum works in terms of transforming learners into job ready individuals.

This study focused on the work immersion performance of the Grade 12 ABM learners of San Isidro High School and Subic National High School in the Schools Division of Zambales, Philippines. In relation to this, the Department of Education may use this as a basis for curriculum development. It may also be used by the teachers as a basis for the preparation and creation of workbooks and modules for learners. Moreover, results of this study may also serve as a rationale for the integration of job readiness programs and activities in the different learning areas in the senior high school curriculum. The schools may arrive at significant analysis that may be a basis for job skills enhancement programs for the Grade 12 learners.

Literature Review

Youth unemployment is a major impediment to effective economic progress in the Philippines. They are at a disadvantage due to a lack of knowledge, abilities, and work experience in the field. The Department of Education's Senior High School (SHS) program, which was ushered in by the K-12 education reform, is one option to address issue. The work immersion program, for example, gives students "actual workplace" experience while also providing them with a set of technical vocational and livelihood skills that can help them make better career decisions and increase their employment prospects (The Asia Foundation, 2018).

Work immersion will assist learners in developing life and career skills and will equip them to make postsecondary education or

employment decisions. DepEd expects that by forming partnerships, the Partner Institutions will be able to give learners with work immersion opportunities, hands-on experience, and extra learning materials. It aims to teach students how to: (1) appreciate the importance of applying the principles and theories learned in school; (2) improve their technical knowledge and skills; (3) improve their communication and human relations skills; and (4) develop good work habits, attitudes, appreciation, and respect for work, according to DepEd Order #30 s. Briones, 2017 (2017).

According to Tiu (2018) work immersion is a key subject under the SHS curriculum that is conducted in different ways and time frame as needed by SHS learners. The subject provides learners with opportunities to become familiar with the workplace; for employment simulation, and to apply their competencies in areas of specialization/applied subjects in the authentic work environments.

Job performance is the quality and quantity that is expected from an employee. Good performance was viewed to be more related to men than women. Many employers feel as if older an employee gets the more their job suffers in the workplace compared to younger more alert workers (Shively, 2013). Age and job performance is also judge constantly in the workplace. Research on the correlation between work ability and age has been consistently conducted. When people reach a certain age, their work ability significantly decrease. However, there are also contrasting study results. For example, the difference in physical ability among elderly workers are relatively smaller than those among young workers; in particular, the former can maintain certain physical abilities to perform essential tasks (Chung, et al., 2015).

Moreover, cognitive intelligence is associated with job performance. For years, many people have believed that cognitive ability was the best predictor of job performance. It was assumed that "smarter" people were more likely to succeed on the job, and that those with high General Point Average (GPA) were inherently "smarter". Past research had shown and implicitly or explicitly proposed that cognitive intelli-

gence relates to job performance in independent and complementary linear ways (Caruso, 2000). Schimidt (2002) has said that given the overwhelming evidence of the strong link between cognitive ability and job performance, it is not “logically possible to have a serious debate” about whether GPA is important. Schmidt says that overall “intelligence” and job performance are “strongly related” (Schimidt, 2002). Grades are shown to be consistently related to the quality of the job performance.

Materials and Methods

The researcher employed the descriptive survey method of research. The respondents of this study were the 32 ABM students at San Isidro High School and the 93 ABM students at Subic National High School from the Schools Division of Zambales, Philippines. The researcher considered the entire population to ensure a more valid result and finding.

The study was also conducted in the schools’ partner companies which consist of the five (5) partner companies of San Isidro High School and six (6) partner companies of Subic National High School.

The research instruments used in gathering data were two evaluation sheets- (1) the partner company’s evaluation of student’s performance and (2) student’s work immersion performance based on personal experiences. These evaluation sheets, along with the descriptive ratings, were adapted from the Department of Education, Schools Division of Bulacan’s checklist for work immersion performance. A Likert Scale with a highest numerical rating of 4 and lowest of 1 with its corresponding descriptive ratings was used to categorize the work immersion performance of the student-respondents.

The first part of the partner company’s evaluation of student’s performance is a space allotted for the name of student, the partner company, and the name of evaluator. While the first part of evaluation sheet for student’s work immersion performance based on personal experiences is a space allotted for name of student, school, and the profile of the respondents. The second part of both instruments is for work immersion performance checklist of expected

competencies the work-immersion participants are expected to carry out along with the rating scale of 1-4. The numerical rating of 4 has a descriptive rating of “Always”, 3 - “Often”, 2 - “Seldom”, and 1 - “Never”.

The researcher conducted a pilot survey, having 10 sample respondents to answer the devised questionnaire for the validity and reliability of the instruments. Reliability test was then conducted through a Cronbach’s alpha analysis. An analysis of the existing work immersion rating sheets filled out by the partner companies and student’s personal experiences was done to compare some competencies included in the evaluation sheets.

The researcher devised an approval letter for the Principals of San Isidro High School, Subic National High School and to the partner companies to collect all the data needed. After the principals and the partner companies signed the approval letter, the researcher conducted the research data gathering proper – giving the questionnaire to the respondents. The researcher waited for 1-5 days for the partner company respondents to furnish the requested students’ performance evaluation sheets after the work immersion period. Through the Google forms, the researcher was able to collect data on work immersion experiences of students.

The statistical tools which were used in the analysis and interpretation of data and hypothesis testing include Frequency Count and Percentage, Weighted Mean, and Analysis of Variance (ANOVA).

Results and Discussion

Profile of Senior High School Accountancy, Business, and Management (ABM Students)

Table 1 shows the frequency and percentage distribution on the profile of senior high school students in terms of their age, sex, General Weighted Average (GWA), and perception on work immersion experiences.

Majority (**54.4%**) or 68 out of 125 student respondents are **17 years old** while there were 9 (**7.2%**) students who are **19 years old and above**. The mean age **17.29 years** indicates that the students are on their final stage of mid-adolescence. According to Beasley (2019) one of

the intellectual challenges of people in mid-adolescent stage in that they begin to understand concepts that are more abstract. Adolescents who get a job need to learn the requirements for that work as well as skills that allow them to complete it successfully. This implies that the student respondents are equipped with the necessary characteristics of an

individual who had developed a greater capacity to plan in the future.

Majority (65.6%) or 82 out of the 125 respondents are female and there are 43(34.4%) male student respondents. This indicates that female students are most senior high school students in the ABM strand.

Table 1. Frequency and Percentage Distribution of Students' Profile

Variable	Category	Frequency	%
Age (Mean = 17.29 y.o.)	16 y.o. and below	16	12.8
	17	68	54.4
	18	32	25.6
	19 y.o. and above	9	7.2
Sex	Female	82	65.6
	Male	43	34.4
General Weighted Average (GWA) Mean = 89.03	Below 80	1	0.8
	80 - 84	23	18.4
	85 - 89	40	32.0
	90 - 94	48	38.4
	95 - 99	13	10.4
Student's Perception on Work Immersion Experiences	Outstanding	81	64.8
	Very Satisfactory	41	32.8
	Satisfactory	1	0.8
	Needs Improvement	2	1.6

Highest percentage (38.4%) or 48 out of 125 respondents have GWA ranging 85 - 90, while there is one (0.8%) who garnered a GWA **Below 80**. The mean GWA **89.03** indicates that the senior high school students in the ABM strand have a **Very Satisfactory** level of academic performance. Llamo (2011) stated in her study that the extent of students' learning in academics may be determined by the grades they earn for the period of learning has been done. It is believed that a grade is a primary indicator of such learning. If learners earn high grades, it is concluded that they may also have learned a lot while low grades indicate lesser learning.

Majority (64.8%) or 81 out of 125 student respondents perceived their work immersion to be an **outstanding** experience while there were two (1.6%) respondents who perceived that their work immersion **needs improvement**. This indicates that the senior high school students generally have an outstanding

experience regarding their work immersion. It implies that they gained the necessary job skills from their work immersion in the partner companies. They had learned and adopted proper work ethics that improved their personalities as future workers. This finding supports the statement of Lozada (2017) that work immersion, as the very highlight of Senior High School program, helps students to acquire knowledge and experience that can help them grow as professional individuals.

ABM Students' Level of Work Immersion Performance in Terms of Work Ethics

Work ethics refers to the attitudinal manifestations of the students during work immersion. Table 2 shows the level of work immersion performance of students in terms of work ethics.

The students garnered the highest mean rating **3.54 (Outstanding)** in terms "arriving and leaving their workplace on time." They

were rated lowest (**3.26, Very Satisfactory**) in terms of following safety practices while at work. The composite value **3.41** indicates a **very satisfactory** level of students' performance on work immersion in terms of work ethics. It implies that the ABM students have a

very satisfactory attitude towards work. They gained appropriate manners in dealing with their superiors, co-workers, and peers, which was manifested from their loyalty, trustworthiness, initiative, reliability, and self-discipline.

Table 2. Students' Level of Work Immersion Performance terms of Work Ethics

Indicators	Wt. Mean	Qualitative Interpretation
1. Arrives and leaves the workplace on time.	3.54	Outstanding
2. Comes to work on scheduled day.	3.41	Very Satisfactory
3. Notifies his/her immediate supervisor for advanced absences.	3.42	Very Satisfactory
4. Follows company rules and regulations.	3.35	Very Satisfactory
5. Follows instructions/directions and procedures given.	3.43	Very Satisfactory
6. Accomplishes job orders and tasks on time.	3.42	Very Satisfactory
7. Maintains appropriate and mannerly relationships with superiors, co-workers and peers.	3.30	Very Satisfactory
8. Follows safety practices while at work.	3.26	Very Satisfactory
9. Manifests willingness to learn and improve himself/herself.	3.42	Very Satisfactory
10. Manifests positive attitude on criticisms and openness to suggestions.	3.44	Very Satisfactory
11. Conserves materials and maintains area neat and clean.	3.47	Very Satisfactory
12. Manifests loyalty, trustworthiness, initiative, reliability, and self-discipline.	3.50	Outstanding
Composite	3.41	Very Satisfactory

This finding adheres to the statement of Reddy (N.D.) that workers with professional ethics in the workplace are the master key to the lock of success. The team of understanding, trustworthy, reliable, motivate, concern and responsible people will defiantly adapt themselves into any kind of position and work they are filled with.

ABM Students' Level of Work Immersion Performance in Terms of Personality

Personality refers to the student's distinctive quality or character, which they exhibit during their work immersion in school's partner companies. Table 3 presents the students' level of work immersion performance in terms of personality.

The students were equally rated **Outstanding (3.50)** in terms of "wearing the prescribed school uniform with proper grooming, hygiene and etiquette" and in demonstrating positive attitude towards work. They garnered a lowest mean rate **3.46** which indicates their **very satisfactory** "demonstrating self-confidence in performing assigned tasks." The composite value **3.48** indicates a **very satisfactory** level of work immersion performance in terms of personality. It implies that the ABM students had adapted work attitude and the implementing school were able to develop their personalities suitable for a future employee of the partner companies

Table 3. Students' Level of Work Immersion Performance terms of Personality

Indicators	Wt. Mean	Qualitative Interpretation
1. Wears complete and complete school uniform withgrooming, hygiene, and etiquette.	3.50	Outstanding
2. Demonstrates positive attitude towards work.	3.50	Outstanding
3. Demonstrates self-confidence in performing assignedtasks.	3.46	Very Satisfactory
Composite	3.48	Very Satisfactory

This supports Waymaket (n.d.) who stated that personality traits include other aspects of an individual's personality often identified as significant in relation to job performance. These include self-esteem (how positive an individual feels about himself), self-efficacy (how confident an individual is inhis own abilities), tendency to be proactive, and the ability to monitor oneself. These are obviously significant features of an individual's makeup and character, though it is questionable whether they should be classified as true personality traits.

ABM Students' Level of Work Immersion Performance in Terms of Personality

Job skills pertain to the competencies of students in their area of work immersion and their abilities to perform tasks assigned to

them. Table 4 presents the students' level of work immersion performance in terms of job skills.

The partner companies rated the students highest, **3.42** which indicates that they were **very satisfactory** in terms of "showing skills in making connections to people." The students garnered the lowest mean rating **3.35 (very satisfactory)** in terms of "demonstrating competence in clerical work." The composite value **3.38** indicates a **very satisfactory** level of work immersion performance in terms of job skills. This implies that the ABM students gained and possessed the necessary skills ofan employee and that the implementing schools were able to instill to the students the importance of demonstrating competence in areas where the ABM students are assigned.

Table 4. Students' Level of Work Immersion Performance terms of Job Skills

Indicators	Wt. Mean	Qualitative Interpretation
1. Shows skills in making connections to people.	3.42	Very Satisfactory
2. Exhibits effective communication skills.	3.39	Very Satisfactory
3. Shows competence in record keeping.	3.36	Very Satisfactory
4. Demonstrates competence in clerical work.	3.35	Very Satisfactory
5. Demonstrates critical thinking skills.	3.36	Very Satisfactory
Composite	3.38	Very Satisfactory

This finding agrees with Philpott (2018) who stated that as a student, work experience – whether through an internship, a placement, or a part-time paid position – is invaluable. Indeed, once students graduate and head out into the world of work, they will already have gained the key transferable skills that all potential employers look for; this, inturn, will differentiate them from the competition, making that all-important job search justa little less stressful.

Students' Difference on Work Ethics

Table 5 presents the **Analysis of Variance** on students' level of performance in terms of work ethics when they are grouped according toprofile variables.

The table shows that the variable sex (F=6.417) has a significant value (Sig=.013) that is less than the set alpha level (α=.05). This signifies rejection of the null hypothesis. Hence, there is a significant difference on students' level of work immersion performancein terms

of work ethics when they are grouped according to sex. This indicates sex influences the work immersion performance of students when work ethics is considered. It implies that

male and female ABM trainees show different work ethics while they are in the schools' partner companies for work immersion.

Table 5. ANOVA on Students' Level of Work Immersion Performance (Work Ethics) when Grouped According to Profile Variables

Profile Variable	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	.479	3	.160	.808	.492	Not Significant
	Within Groups	23.894	121	.197			
	Total	24.373	124				
Sex	Between Groups	1.209	1	1.209	6.417	.013	Significant
	Within Groups	23.164	123	.188			
	Total	24.373	124				
General Weighted Average	Between Groups	.248	4	.062	.308	.872	Not Significant
	Within Groups	24.125	120	.201			
	Total	24.373	124				
Student's Perception on Work Immersion Experiences	Between Groups	.672	3	.224	1.143	.335	Not Significant
	Within Groups	23.701	121	.196			
	Total	24.373	124				

This finding contradicts the findings of Meriac, et.al. (2009) who concluded that women do not have a higher level of work ethic than men. However, it agrees with the findings of Matousek (2011) that men and women are wired to make different ethical choices.

Students' Difference on Personality

Table 6 presents the analysis of variance on students' level of work immersion performance in terms of personality when they are grouped according to profile variables.

The table shows that the variable **sex (F=5.472)** has a significant value **(Sig=.021)**

that is less than the set alpha level ($\alpha=.05$). This signifies rejection of the null hypothesis. Hence, there is a significant difference on students' level of work immersion performance in terms of personality traits when they are grouped according to sex. This indicates sex influences the work immersion performance of students when their personality is taken into consideration. It implies that male and female ABM trainees exhibit different work immersion performance as influenced by their differences in personality as male and female.

Table 6. ANOVA on Students' Level of Work Immersion Performance (Personality) when Grouped According to Profile Variables

Profile Variable	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	.529	3	.176	.722	.541	Not Significant
	Within Groups	29.591	121	.245			
	Total	30.121	124				
Sex	Between Groups	1.283	1	1.283	5.472	.021	Significant
	Within Groups	28.838	123	.234			
	Total	30.121	124				

Profile Variable	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
General Weighted Average	Between Groups	1.432	4	.358	1.498	.207	Not Significant
	Within Groups	28.688	120	.239			
	Total	30.121	124				
Student's Perception on Work Immersion Experiences	Between Groups	.855	3	.285	1.178	.321	Not Significant
	Within Groups	29.266	121	.242			
	Total	30.121	124				

This finding contradicts the statement of Rettner (2013) that overall, men and women are more similar than they are different, in several ways, including personality traits. It however agrees with the findings of Weisberg, et al. (n.d.) that women are more trusting and compliant than men. With the existence of gender differences in personality, the question remains as to why these differences exist. Although the general consistency of gender differences across cultures may suggest evolutionary reasons for the existence of gender differences in personality traits, cross-cultural variation in gender differences for some trait may suggest that culture of origin or social roles and norms influence gender differences.

performance in terms of job skills when they are grouped according to profile variables.

The table shows that all the profile variables had significant values greater than the set alpha level ($\alpha=.05$). This signifies acceptance of the null hypothesis. Hence, there is no significant difference on students' level of work immersion performance in terms of job skills when they are grouped according to age, sex, GWA, and perception of work immersion experiences. This indicates none of these profile variables influences the work immersion performance of students when their job skills are considered. It implies that male and female of different age, academic performance and perception of immersion experiences shows the same job skills.

Students' Difference on Job Skills

Table 7 presents the analysis of variance on students' level of work immersion

Table 7. ANOVA on Students' Level of Work Immersion Performance (Job Skills) when Grouped According to Profile Variables

Profile Variable	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	.258	3	.086	.302	.824	Not Significant
	Within Groups	34.479	121	.285			
	Total	34.737	124				
Sex	Between Groups	.401	1	.401	1.436	.233	Not Significant
	Within Groups	34.336	123	.279			
	Total	34.737	124				
General Weighted Average	Between Groups	.246	4	.061	.214	.930	Not Significant
	Within Groups	34.492	120	.287			
	Total	34.737	124				
Student's Perception on Work Immersion Experiences	Between Groups	.994	3	.331	1.188	.317	Not Significant
	Within Groups	33.743	121	.279			
	Total	34.737	124				

This finding supports the statement of Laino (2011) that the two sexes – male and female, are remarkably similar in terms of personality traits, childhood experiences, and work and leadership styles. However, in the actual observation of the immersion, male and female student trainees were assigned to tasks that suits their abilities and capabilities. This is in accordance with the findings of Messing (2012) that allegedly for their protection, women are relegated to jobs supposedly adapted to their unique physical capacities and excluded from jobs which are said to endanger their health.

Conclusion

Based on the findings revealed from the data analysis, the researcher concludes the following:

A typical ABM student trainee is a mid-adolescent female who attained a very satisfactory level of academic performance and had an outstanding perception of work immersion experiences.

The student trainees performed very satisfactorily on their work immersion showing good work ethics and personality suitable of a future employee in any company the want to apply in and acquired the necessary job skills for their future employment.

Male and female ABM students exhibited different level of performance while in the work immersion terms of work ethics and personality.

The ABM students have the same level job skills which implied that the profile variables of the trainees have no influence on the work immersion performance.

The school may need to improve the academic performance of ABM students to reach an excellent level, and further nurture their skills as future employees. The student trainees may strive to improve their work immersion performance to achieve an outstanding level in terms of personality, work ethics and job skills. The partner companies may see to it that both male and female do similar tasks and level of tasks to eliminate their differences on level of work ethics and personality. They may allow the student trainees to join trainings and seminars given to regular employees about improving work ethics and personality development.

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