

## ACCEPTABILITY LEVEL OF SENIOR HIGH SCHOOL LOCALIZED WORK IMMERSION PORTFOLIO

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### ABSTRACT

This study aimed to measure the acceptability level of Localized Work Immersion Student Portfolio for Senior High School students of the Baras-Pinugay Integrated High School during the School Year 2022-2023.

The respondents of the study were 10 experts in the field and were chosen purposively. The study made use of quantitative and descriptive design by means of questionnaire-checklist to gather data and suggestions from the expert's responses.

The validated Senior High School Localized Work Immersion Student Portfolio was found to be an effective learning tool based on the mean gain percentage. On the level of validation of the validated instructional material in terms of objectives, content, learning activities, presentation and organization, and usefulness, the validated workbook was found to be very acceptable by the experts.

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## Context and Rationale

One of the goals of the present educational system is to produce a localized or contextualized curriculum to best fit with the learners as according to Republic Act 10533 or the Enhanced Basic Education Act of 2013 Section 5, “the Department of Education shall adhere to the following standards and principles in developing the enhanced basic education curriculum: (d) the curriculum shall be contextualized and global; and (h) the curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units.”

The law itself enforces the department to develop instructional materials that is aligned to the needs of the basic education curriculum and encourages every teacher to localize or contextualize instructional materials that will best fit for every learner. This prompts the researchers, a classroom teacher themselves to produce a Localized Work Immersion Portfolio that is finest suited for all the learners.

One alarming issue is that there are employers who are still unsure on hiring K-12 graduates wherein the implementation of the K-12 program has not significantly raised the hiring chances of them. A jobs portal reported on Jobstreet’s which tracked job postings and results of a survey of employers, found 35 percent of the respondents saying they were not ready to employ graduates of the extended basic education program. Forty-one percent of the respondents said they were undecided about hiring K-12 graduates and just 24 percent replied “yes”. Employers, however, “can only claim to have some knowledge” of the program based on a self-assessment, Job street (2018).

Majority of the employers reiterated that still attitude/work ethic remained the top hiring condition, followed by communications skills and practical thinking that replaced 2016’s field of study and asking salary preferences. Willingness to learn, personal grooming and working in a team were rated as the best qualities of fresh graduates while leadership skills were among those that need improvement the most.

The aforementioned qualities, characteristics, and traits are the top priority and focus competencies of the work immersion subject that urge the researchers, a classroom teacher, to undergo, and validate a portfolio that will address and intensify the needs of honing the skills of K-12 students before they graduate.

The researchers were motivated to focus on this type of study because the validated instructional material such as localized portfolio will be a great help in making the teaching and learning process more interesting. This will serve as a main material in the enhancement of the students’ skill in working. The earlier cited observation and constraints in the teaching-learning environment make this study truly imperative. The researchers also believe that the use of workbook in Work Immersion will contribute to the increase on the level of performance of the students in the said learning area.

### Action Research Questions

This study aimed to validate the acceptability level of Localized Work Immersion Portfolio. Specifically, the study sought to answers the following questions:

1. How do the experts validate the Localized Work Immersion Portfolio with respect to:

- 1.1 objectives;
- 1.2 content;
- 1.3 learning activities;
- 1.4 presentation and organization; and
- 1.5 usefulness?

2. What enhancements may be integrated for the improvement of the Localized Work Immersion Portfolio?

#### Proposed Innovation, Intervention and Strategy

The study would like to determine and evaluate the acceptability level of Localized Work Immersion Portfolio for utilization in the teaching and learning process under Work Immersion learning area for Grade 12 at Baras-Pinugay Integrated High School. The validation of the instructional material was done during the last phase of 4<sup>th</sup> Quarter of the school year 2022-2023. Production of the localized portfolio was based on the observation of the researchers, that students hard to understand some concepts and theories of the subject, difficulty on arranging and transferring ideas into reality, and local issues about employment after graduating from K-12 level.

One functioning cause of localized portfolio is that, it is meant to make education learner-oriented and authentic. Therefore, if education can be made easier through taking independent and responsible with his own learning, those portfolios will teach us goals, rules, adaptation, problem solving and interaction, all as represented by a story. These steps must be analyzed and be given an opportunity to succeed.

Truly, the critical characteristics of authentic activities are the key to achieve authenticity. It must meet the level of the learners and not of that the teacher wanted to achieve for them. When students feel involvement and relevance on the matter at hand, they tend to become more involved in the discussion.

It is parallel with the study of Bonganciso (2021) he learned that producing localized reading materials places the learners in a vivid and meaningful authentic situation. He concluded that localizing reading materials tasks of the learners has positive effects on their comprehension performance. Localized teaching and learning are recommended in helping learners improve their performance in reading.

And with this, researchers decided to produce a Localized Work Immersion Portfolio for teaching grade 12 Senior High School students. The localized instructional material will be a ready-made printed output for the students to enhance their skills and knowledge; it is a material tend to create a personalized learning experiences for the students triggering life-long learning.

#### Action Research Methods

##### A. Participants and/or other Sources of Data and Information

The study focused on the acceptability level of the instructional material created by the teachers. The participant of this study were those teachers handling Work Immersion subject

and considered as the teacher-respondents and/or experts. The major source of data in the study were the scores from the adapted questionnaire-checklist of the experts on how they perceived the acceptability level of the material with respect to the variables such as objectives, content; learning activities; presentation and organization; and usefulness?

Revisions based on the results and on the recommendation of the experts who validated the material were made.

**B. Data Gathering Methods**

The respondents of the study were composed of 10 experts. The researcher used descriptive design, this design allows the researchers to analyze the data and to create appropriate conclusion.

For the validation of Localized Work Immersion Portfolio, experts teaching the same learning area were asked to validate the material by answering the adapted questionnaire-checklist. The experts, on the other hand, were chosen by the researchers through the use of purposive sampling design in which the proponents of the study rely on their own judgment when choosing members of the population to participate in the study (Foley, 2018).

The respondents have answered the questionnaire using the table below:

Scale, Range, Variables, and Verbal Interpretation Used in the Evaluation of the Localized Work Immersion Portfolio

SCALE	RANGE	OBJECTIVES	CONTENT	LEARNING ACTIVITIES	PRESENTATION AND ORGANIZATION	USEFULNESS
5	4.20 – 5.0	Very Much Attainable (VMA)	Very Highly Sufficient (VHS)	Very Much Suited (VMS)	Very Much Presented and Organized (VMO)	Very Much Useful (VMU)
4	3.4 – 4.19	Much Attainable (MA)	Highly Sufficient (HS)	Much Suited (MS)	Much Presented and Organized (M)	Much Useful (MU)
3	2.6 – 3.39	Attainable (A)	Sufficient (S)	Suited (S)	Organized (O)	Useful (U)
2	1.8 – 2.59	Slightly Attainable (SA)	Moderately Sufficient (MS)	Slightly Suited (SS)	Slightly Presented and Organized (SO)	Slightly Useful (SU)

1	1.0 – 1.79	Not Attainable (NA)	Not Sufficient (NS)	Not Suited (NS)	Not Presented and Organized (NPO)	Not Useful (NS)
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C. Data Analysis Plan

The data were analyzed using the following tool and/or technique:

To determine the level of acceptability of the developed workbook in Work Immersion as perceived by the experts, mean was used; and to determine and discuss the enhancement that can be integrated for the improvement of the material, qualitative discussion was used.

Results and Discussion

Acceptability Level of the Localized Work Immersion Portfolio as Evaluated by the Experts with Respect to Objectives, Content, Learning Activities, Presentation and Organization, and Usefulness.

Table 1 shows the acceptability level of the developed and validated Localized Work Immersion Portfolio with respect to objectives.

Table 1

Acceptability level of the Localized Work Immersion Portfolio as Perceived by the Experts with Respect to Objectives

Objectives	Mean	VI
1. The objectives are specific and attainable.	4.76	VMA
2. The objectives are based on the prescribed competencies of the Senior High School Curriculum Guide.	4.85	VMA
3. The objectives are student-oriented, focuses on the students.	4.67	VMA
4. The objectives are fitted to the needs and level of students.	4.86	VMA
5. The objectives include the development of creative and critical thinking.	4.64	VMA
Average	4.76	VMA

Legend: VMA- Very Much Attainable

As revealed in the table, the acceptability level of the Localized Work Immersion Portfolio with respect to objectives gained an average mean score of 4.76 and interpreted as VMA or Very Much Attainable.

It implies that the validated student workbook in work immersion has presented objectives specifically with the learning activities suited to the students.

The findings are in line with the study of Cayabyab (2019) that objectives contribute to learning in several ways. Objectives help developer prescribe appropriate activities focusing more on the required topics than loose issues. Objectives help them by pointing out important skills that should be developed.

Education teaching-learning process aids to meet objectives so that the students will learn the most recent knowledge in the class.

Table 2 shows the acceptability level of the developed and validated Localized Work Immersion Portfolio with respect to content.

Table 2

Acceptability level of the Localized Work Immersion Portfolio as Perceived by the Experts with Respect to Content

Content	Mean	VI
1. Topics are interesting, self-motivating and at the level of understating of the students.	4.72	VHS
2. The contents cover the essential details and are treated in depth.	4.63	VHS
3. The contents are relevant to the student's experience, environment and interest.	4.80	VHS
4. The contents can be integrated with previously learned concepts.	4.60	VHS
5. Explanations of the topics are easy to understand.	4.70	VHS
Average	4.69	VHS

Legend: VHS- Very Highly Sufficient

As presented in the table, the acceptability level of the Localized Work Immersion Portfolio with respect to content, gained an average mean score of 4.69 and interpreted as VHS or Very Highly Sufficient.

The result shows that the contents of the workbook in teaching work immersion are relevant to the needs of the teachers and students and is focused on the enhancement of learning. The content provides actual experience to develop the desired skills and abilities of the students.

This implies that the student workbook is well-organized and facilitates understanding on work immersion.

The finding is supported by Perez (2020) that it is very important for the students to use the modules aligned with the evaluation of the teacher and school administrators both rendering their approval on the statement about the material.

Table 3 shows the acceptability level of the developed and validated Localized Work Immersion Portfolio with respect to learning activities.

Table 3

Acceptability level of the Localized Work Immersion Portfolio  
Perceived by the Experts with Respect to Learning Activities

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Learning Activities	Mean	VI
1. The learning activities motivate and actively engage the students to learn.	4.60	VMS
2. The learning activities are suited to the lessons.	4.80	VMS
3. The learning activities are properly sequences and the contents are carefully organized and closely aligned with the prescribed competencies of the Senior High School Curriculum Guide.	4.70	VMS
4. The learning activities suit the ability level of the students and aid them to comprehend the lessons well.	4.64	VMS
5. The learning activities encourage higher level of thinking.	4.83	VMS
Average	4.71	VMS

Legend: VMS- Very Much Suited

It can be gleaned in the table that the acceptability level of the Localized Work Immersion Portfolio with respect to learning activities gained an average means score of 4.71 and interpreted as VMS or Very Much Suited.

Soriano (2021) in her study revealed that the teacher group respondents assessed the BEC-Based Instructional materials to be highly acceptable as to its learning activities. This noted the developed instructional materials contain well-constructed learning activities and important aspects of what is being taught.

The abovementioned study was related to the present study since it underscores the relevance of learning activities in making the teaching-learning process engaging, enjoyable and suited to the needs of the students.

Table 4 shows the acceptability level of the developed and validated Localized Work Immersion Portfolio with respect to presentation and organization.

Table 4

Acceptability level of the Localized Work Immersion Portfolio as Perceived by the Experts with Respect to Presentation and Organization

Presentation and Organization	Mean	VI
1. Topics and activities are well-planned and organized.	4.95	VMO
2. The language used is suited to the level of student's understanding.	4.80	VMO
3. The topics are logically arranged and presented that highly stimulate the student's thinking skills and attitudes.	4.90	VMO

4. The directions are clearly stated and avoid misinterpretation.	5.00	VMO
5. The elements of design add clarity on the over-all visuals.	5.00	VMO
Average	4.93	VMO

*Legend: VMO – Very Much Presented and Organized*

It reveals that in terms of presentation and organization, the average mean score of the expert respondents is 4.93 and interpreted as VMO or Very Much Presented and Organized.

The table indicates the results that expert respondents approved the presentation and organization of lesson presented in the student workbook.

This is supported by the study of Manapat (2017) that modules are effective enough to motivate students to learn through proper organization and well-presented topics and were considered more accessible.

Table 5 shows the acceptability level of the validation of the developed and validated Localized Work Immersion Portfolio with respect to usefulness.

Table 5

Acceptability level of the Localized Work Immersion Portfolio as  
Perceived by the Experts with Respect to Usefulness

Usefulness	Mean	VI
1. The workbook increases student’s interest in studying Work Immersion.	4.90	VMU
2. The workbook is flexible to any size of the learning group and differences of students.	4.80	VMU
3. The workbook utilizes practical application and real-life situations.	4.70	VMU
4. The workbook encourages and guides the students to produce original ideas in the activities provided.	4.67	VMU
5. The workbook provides much contribution to the addition of new insights in learning.	4.70	VMU
Average	4.75	VMU

*Legend: VMU- Very Much Useful*

It reveals that in terms of usefulness, the average mean score of the expert respondents is 4.75 and interpreted as VMU or Very Much Useful.

The table shows the results that expert respondents found the validated student workbook as useful in developing the skills of the students in work immersion. Thus, it is connected with the study of Bautista (2019), that lessons and activities are highly contributory to the growth and development of teacher and students.

Table 6 shows the acceptability level of the developed and validated Localized Work Immersion Portfolio.

Table 6

Composite Table on the Acceptability level of Work Immersion Portfolio as by the Expert Respondents

Localized Perceived

Aspect	Mean	VI
Objectives	4.76	VMA
Content	4.69	VHS
Learning Activities	4.71	VMS
Presentation and Organization	4.93	VMO
Usefulness	4.75	VMU
Grand Mean	4.77	VMAc

Legend:

*VMA- Very Much Attainable VHS- Very Highly Sufficient*

*VMS- Very Much Suited*

*VMO- Very Much Presented and Organized*

*VMU- Very Much Useful*

*VMAc- Very Much Accepted*

The table shows composite table on the acceptability level of the validated student portfolio in work immersion with respect to the different competencies of the subject as perceived by the experts with respect to objectives, content, learning activities, presentation and organization, and usefulness obtained mean scores of 4.76, 4.69, 4.71, 4.93, and 4.75 respectively and obtained a grand mean of 4.77 and were verbally interpreted as VMA or Very Much Accepted.

It implies that the expert respondents agreed on the utilization of material in teaching work immersion subject. The results confirmed the conclusion of the study of San Andres (2017) wherein he conducted that the developed workbook in Filipino 11 is highly accepted instructional materials to be used by the students.

Enhancement to be Integrated for the Improvement of the Localized Work Immersion Portfolio.

Experts who validated the work immersion portfolio convened that the instructional material is student-centered that focused the needs of the students and reachable by their own capacity, it covers the required competencies in the DepEd Curriculum Guide for Work Immersion that makes the material highly recommended in using in teaching-learning process.

However, some of the respondents advised to utilize illustrations that will best fit to the topic this may lead for better understanding of what is being discussed in the paper, introduce

more space for the note-taking and reflection of the learners, and include cleared instructions for every tasks and/or activities, and last, used Arial font style and 11 or 12 as size.

## Conclusion

Based on the findings of the study, it is concluded that the Localized Work Immersion Portfolio has the significant features of an acceptable instructional material and the localized portfolio needs enhancement particularly on the form, images and style of presentation.

## Recommendations

In the light of the foregoing results of the study, the following recommendations were hereby forwarded:

1. The validated work immersion portfolio may be used by teachers who handle the same subject.
2. The validated workbook may be published, disseminated and used by teachers in work immersion to enhance students' academic performance and to elicit feedback for the improvement of the instructional materials.
3. The developed workbook can still be revised in the future to fit the skills and needs of the students.
4. Another study on the effectiveness on the utilization of the validated portfolio in work immersion may be conducted for the improvement of the workbook.

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