"Work Immersion: A Mock Preparation for Grade 12 ABM (Pilot Study)"

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EXECUTIVE SUMMARY

This report summarizes a Work Immersion Pilot Study designed to prepare ABM Grade 12 learners for upcoming work placements. The study used a Mock Exam, Practical Skills Assessment, and Routine Interview process.

The Mock Exam showed a generally positive starting point but highlighted areas for improvement. While students showed potential based on personality assessments, they needed more work in advanced mathematics, financial applications, error identification, and vocabulary.

The Practical Skills Assessment confirmed basic computer skills but revealed a need for better Excel skills, which requires focused training.

Interviews showed students had good communication skills and relevant knowledge, but they could improve their adaptability, cultural sensitivity, and overall communication style.

Feedback from teachers and evaluators indicated that students were generally well-prepared for the mock exam, with an average rating of 4.5 out of 5. Student feedback highlighted the realism and usefulness of the practical skills assessment, averaging 4.86 out of 5, though Excel skills were a common challenge. Interview evaluations averaged 91.9 out of 100, with adaptability and cultural sensitivity scoring the lowest (19.13 out of 20), suggesting this area needs attention. Only a small percentage (3.45%) of students scored high in business/financial applications on math tests, and over 41% struggled with error identification in language tests.

These results suggest that while students are generally well-prepared and confident, specific skill gaps need targeted interventions, especially in Excel, adaptability, cultural sensitivity, business/financial applications, and error identification.

The Work Immersion Pilot Study effectively prepares learners but needs targeted interventions to address these skill gaps. Recommendations include personalized development plans, focused instruction in mathematics and language, enhanced Excel training, and curriculum enhancements to improve adaptability and communication skills. Continuous assessment and feedback are crucial for ongoing improvement and student success.

Keywords: ABM Grade 12 learners, Mock Exam, Practical Skills Assessment, Routine Interview and Work Immersion Pilot Study

ACKNOWLEDGEMENT

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his expertise, and to all the learners who actively participated in the mock exams, practical assessments, and interviews, making the implementation a success.

The researcher likewise acknowledges the partner companies and professionals who provided valuable insights that strengthened the design of the Work Immersion Preparation Program.

Finally, heartfelt thanks are extended to the Department of Education – Schools Division Office of Manila for fostering a culture of innovation and continuous improvement in academic programs.

This study would not have been possible without the collective effort, dedication, and cooperation of everyone involved.

Context and Rationale

The work immersion pilot study was conducted to address the need for adequate preparation of ABM Grade 12 learners before their actual work immersion experiences. The background context reveals a desire to bridge the gap between classroom learning and real-world application, ensuring learners are equipped with the necessary skills and confidence to succeed in professional settings. Current realities, as evidenced by the data, indicate that while learners possess foundational knowledge, there are specific skill gaps, particularly in advanced mathematics, financial applications, language proficiency (error identification and vocabulary), and practical skills.). These gaps, if unaddressed, could hinder learners' performance and overall experience during work immersion. The data from the mock exam, practical skills assessment, and routine interviews justify the conduct of the innovation by providing concrete evidence of areas needing improvement.

The results of the pilot study can be directly used in the continuous improvement of the school's ABM program. The identified skill gaps can inform the development of targeted interventions and curriculum enhancements. For example, the need for improved Excel proficiency suggests integrating more hands-on Excel training into the curriculum. Similarly, the identified weaknesses in mathematics and language skills can be addressed through focused instruction and personalized learning plans. The feedback from teachers, evaluators, and students provides valuable insights for refining the mock preparation activity itself, ensuring it effectively simulates real-world scenarios and builds student confidence. By continuously monitoring learner performance and incorporating feedback, the school can ensure the work immersion program remains relevant, effective, and aligned with the evolving needs of the learner and the demands of the professional world.

Innovation, Intervention and Strategy

The innovation concept centers around a comprehensive work immersion preparation program designed to equip ABM Grade 12 learners with the necessary skills, knowledge, and confidence to excel in their work immersion experiences. The core idea is to proactively address potential skill gaps and provide students with realistic simulations of workplace scenarios, thereby enhancing their readiness and overall success.

The systems/processes/procedures to be implemented involve a multi-faceted approach. First, a mock exam is administered to assess learners' personality traits, mathematical abilities, and language proficiency. Second, a practical skills assessment evaluates their computer skills. Third, routine interviews provide learners with opportunities to practice their communication skills and receive feedback on their professional demeanor. The data collected from these assessments is then analyzed to identify specific areas needing improvement, informing the development of targeted interventions and curriculum enhancements. Finally, feedback from teachers, evaluators, and learners is continuously gathered to refine the program and ensure its effectiveness.

The expected project output/program outcome is a cohort of ABM Grade 12 learners who are wellprepared, confident, and equipped with the skills necessary to succeed in their work immersion experiences. This includes improved performance in practical tasks, enhanced communication skills, increased adaptability, and a stronger understanding of professional expectations. Ultimately, the program aims to bridge the gap between classroom learning and real-world application, maximizing the benefits of the work immersion program for both learners and partner organizations.

The primary beneficiaries of this innovation are the ABM Grade 12 learners who participate in the work immersion program. By receiving targeted preparation and support, they are better positioned to gain valuable experience, develop essential skills, and make informed decisions about their future career paths. Secondary beneficiaries include the teachers and administrators who gain insights into learner strengths and weaknesses, enabling them to refine the curriculum and improve teaching practices. Partner organizations also benefit by receiving well-prepared and motivated learners who can contribute meaningfully to their workplaces.

Program / Project Objectives

1. Simulate a mock workforce screening process that mirrors real-world recruitment standards to prepare Grade 12 ABM learners for work immersion in alignment with DepEd Order No. 30, s. 2017.

2. Assess the effectiveness of simulated examinations, practical tests, and mock interviews in enhancing learners' readiness for actual workplace immersion.

3. Provide constructive, competency-based feedback to learners and identify individual areas for improvement in professional and technical skills.

4. Generate baseline data to guide continuous improvement and develop recommendations for scaling up the innovation.

5. Lay the groundwork for institutional adoption of the Work Immersion Mock Exam Tool across other SHS tracks and strands.

Innovation Methods

Overview

The innovation project introduces a Work Immersion Mock Exam Tool, consisting of standardized written, practical, and interview components aligned with the DepEd SHS Curriculum and industry expectations. This innovation seeks to enhance learners' preparedness for real workplace immersion by replicating authentic screening processes, generating data-driven feedback, and strengthening school-industry partnerships.

Phased Implementation Plan Within the First 10 Days (Pre-Implementation Phase)

1. Develop a detailed action plan and assign faculty roles for implementation.

2. Design standardized mock exam tools (written test, Excel practical test, and interview rubrics).

3. Create feedback templates aligned with employability skills indicators.

4. Initiate communication with partner companies for mentorship and feedback collaboration.

10 Days Thereafter (Implementation Phase 1 – Days 11–20)

1. Pilot the mock screening among Grade 12 ABM learners.

2. Conduct the written, practical, and interview components.

3. Gather feedback from evaluators using standardized templates.

4. Identify skill gaps and immediate interventions.

10 Days Thereafter (Implementation Phase 2 – Days 21–30)

1. Deliver intervention sessions (Excel workshops, communication enhancement, adaptability activities).

2. Analyze student performance and feedback data.

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3. Finalize partnership agreements with companies for structured mentorship.

Target Milestone Table

Target Milestone	Objective	Activities	Actual Output	Responsible Persons	Actual Date
Pre-Implementation	To develop tools and structure for the mock screening aligned with DepEd Order 30, s. 2017.	- Draft action plan and assign coordinators. - Develop mock exam tools and feedback templates. - Coordinate with partner companies.	Action plan and tools completed; coordination initiated.	Work Immersion Focal Person, ABM Teachers	Days 1–10
Implementation (Phase 1)	To conduct mock screening for ABM learners.	- Administer written, practical, and interview simulations. - Collect evaluator feedback.	Mock exam successfully conducted with full learners participation.	Subject Teachers, External Evaluators	Days 11–20
Implementation (Phase 2)	To address identified skill gaps and strengthen readiness.	- Conduct Excel workshops and language enhancement activities. - Integrate company feedback into improvement plans.	Learners' competency gaps addressed; improved preparedness observed.	ABM Teachers	Days 21–30
Post-Implementation	To consolidate findings and propose improvements.	- Analyze data and feedback. - Present findings in post-activity	Evaluation report and recommendations finalized.	ABM Teachers, Work Immersion	Day 31–35
Target Milestone	**Objective**	**Activities**	**Actual Output**	**Responsible Persons**	**Actual Date**
		meeting. - Draft program refinement recommendations.		Coordinator, Research Team	
Monitoring & Evaluation	To measure the innovation's effectiveness and scalability.	- Track learners immersion performance. - Evaluate outcomes against previous batches. - Prepare final M&E report.	M&E report and baseline data established for replication.	M&E Team (ABM Teacher), Guidance Counselor	After immersion cycle

Narrative Report

Presentation of Implementation Milestones

The Work Immersion Mock Exam Tool Innovation Project was implemented to strengthen Grade 12 ABM learners' preparedness for workplace immersion, consistent with DepEd Order No. 30, s. 2017.

During the pre-implementation stage, the project team created standardized tools to simulate workforce screening, including written exams, practical tests in MS Excel, and interview rubrics emphasizing communication, adaptability, and professionalism. Partner companies were consulted to ensure alignment with real industry expectations.

The implementation stage successfully engaged all ABM students in the simulated process. Evaluators utilized the mock exam tools and feedback templates, generating both quantitative scores and qualitative observations. Results highlighted strengths in critical thinking and communication but revealed skill gaps in data management and digital literacy.

In the post-implementation phase, interventions such as focused Excel workshops and business communication sessions were conducted. These were followed by a comprehensive evaluation of results and recommendations for scaling the activity across other strands (e.g., HUMSS, TVL, STEM).

Monitoring and Evaluation Results

Monitoring and evaluation were conducted through survey tools, performance rubrics, and focus group discussions with students, teachers, and partner company representatives.

Findings included:

1. Improved Readiness: 88% of participants reported increased confidence and preparedness for real immersion.

2. Skill Development: Significant gains were observed in communication, problem-solving, and digital literacy.

3. Industry Alignment: Partner companies affirmed the tool's relevance and recommended institutionalization.

4. Continuous Improvement Needs: Further integration of entrepreneurial skills, extended Excel training, and early exposure to interview techniques.

Statistical Results and Interpretation:

Data from teacher/evaluator feedback forms indicated an average rating of 4.5 out of 5 for student preparedness in the mock exam, suggesting a generally positive perception of student readiness. Student feedback forms showed an average rating of 4.86 out of 5 for the practical skills assessment's realism and usefulness, but the open-ended responses revealed that Excel skills were a common challenge. Interview evaluations yielded an average score of 91.9 out of 100, with the lowest average score in "Adaptability and Cultural Sensitivity" (19.13 out of 20), indicating a need for improvement in these areas. Mathematical ability tests revealed that only 3.45% of the students got a high score in Business/Financial Applications. Language ability tests showed that 41.38% of students got a low score in Error Identification.

These results suggest that while students are generally well-prepared and confident, targeted interventions are needed to address specific skill gaps, particularly in Excel, adaptability, cultural sensitivity, business/financial applications, and error identification.

CONCLUSION

The innovation successfully enhanced learners' employability competencies and demonstrated strong alignment with the objectives of DepEd Order No. 30, s. 2017, specifically in providing authentic workplace simulation and improving school-industry collaboration. The data collected will serve as baseline evidence for the wider implementation of the Work Immersion Mock Exam Tool across SHS tracks.

Reflections

The implementation of the Work Immersion Mock Exam Tools has provided valuable insights on both student preparedness and faculty readiness in aligning learning experiences with real-world workforce demands.

Through the simulation process, it became evident that:

a. Leaners greatly benefit from authentic, performance-based assessments that mirror real workplace expectations.

b. Teachers realized the need for continuous upskilling in digital literacy and assessment design to effectively measure employability competencies.

c. Collaboration with industry partners strengthened curriculum relevance and enhanced the school's immersion program credibility.

d. The innovation cultivated a growth mindset among students—many expressed increased selfconfidence, awareness of their strengths, and a clearer sense of career direction.

Moving forward, the experience highlighted the importance of:

1. Institutionalizing the mock exam simulation as a regular pre-immersion activity for all strands.

2. Integrating feedback-driven improvement cycles within the Work Immersion curriculum.

3. Expanding partnerships with local businesses to diversify student exposure.

4. Encouraging faculty collaboration through Learning Action Cell (LAC) sessions for continuous curriculum refinement.

Overall, the project reinforced the value of innovation within the DepEd framework, promoting learner-centered and industry-responsive education that prepares SHS graduates for higher education, employment, or entrepreneurship.

Plan Of Action

Activities	1	2	3	4	5
Month	NOV	JAN	MAR	JUL	SEPT
1. Conduct LAC Session to disseminate findings and discuss curriculum revisions	✔				
2. Revise Work Immersion curriculum integrating mock exam feedback and updated tools		✔	✔		
3. Coordinate with partner companies for expanded mentorship and training opportunities		✔	✔	✔	
4. Implement capacity-building sessions for teachers (Excel, digital skills, and assessment design)			✔	✔	
5. Pilot implementation of improved mock exam tools across other SHS strands				✔	✔
6. Conduct monitoring and evaluation of expanded implementation					✔

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APPENDICES

a. Application & Endorsement Form (RF01)

b. Declaration of Anti-Plagiarism (RF05)

Declaration Of Anti-Plagiarism

1. I, MANUEL L. HERMOSA,Ed.D, understand that **plagiarism** is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person or that of the undersigned proponents and/or using some parts of their work without proper acknowledgment and referencing.
2. I hereby attest to the **originality of this research** and has cited properly all the references used. I/We further commit that all deliverables and the final research study emanating from this research shall be of original content. I/We shall use appropriate citations in referencing other works from various sources. I/We also hereby attest that this research is not part of the proponent/s' thesis/dissertation.
3. I understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education.

MANUEL L. HERMOSA
Name and Signature of Lead Proponent
Date - December 2025

c. Declaration of Absence of Conflict of Interest (RF06)

DECLARATION OF ABSENCE OF CONFLICT OF INTEREST

1. I MANUEL L. HERMOSA,Ed.D, understand that **conflict of interest** refers to situations in which financial or other personal considerations may compromise my judgment in evaluating, conducting, or reporting research.
2. I hereby declare that **I do not have any personal conflict of interest** that may arise from my application and submission of my research. I understand that my research may be returned to me if found out that there is conflict of interest during the initial screening as per DO 16, s. 2017.
3. Further, in case of any form of conflict of interest (possible or actual) which may inadvertently emerge during the conduct of my research, I will duly report it to the research committee for immediate action.
4. I understand that I may be held accountable by the Department of Education for any conflict of interest which I have intentionally concealed.

MANUEL L. HERMOSA
Name and Signature of Lead Proponent
Date - December 2025

d. Research Instruments

The Work Immersion Mock Exam Tool innovation employed a mixed-methods approach to gather comprehensive data on Grade 12 ABM students' preparedness for work immersion. Several key instruments were used to collect both quantitative and qualitative data:

1. Teacher/Evaluator Feedback Forms: These forms allowed teachers and external evaluators to provide structured feedback on student performance across various aspects of the mock exam. The forms used a 5-point rating scale to assess student preparedness, performance in practical skills, confidence during interviews, and the effectiveness of the activity design . According to Jackson (2015), feedback from evaluators is crucial in assessing the effectiveness of WIL programs. Descriptive statistics, such as means

and standard deviations, were likely calculated to summarize the overall ratings and identify areas of strength and weakness. Open-ended questions also allowed for the collection of qualitative feedback, which was analyzed to provide context and deeper insights into the quantitative findings. Schön (1983) emphasizes the importance of reflection in action, suggesting that the qualitative feedback from evaluators would have been valuable in understanding the nuances of student performance.

2. Student Feedback Forms: Similar to the teacher/evaluator forms, these forms captured student perceptions of the mock exam experience. Students rated the usefulness of the mock exam in identifying strengths and weaknesses, the realism of the practical skills assessment, and the impact of the activity on their overall readiness for work immersion. Descriptive statistics were again used to summarize these ratings. Thematic analysis was likely applied to the open-ended responses to identify common themes and suggestions for improvement . Kolb's (2015) experiential learning theory supports the use of student feedback to refine the learning experience.

3. Interview Evaluation Criteria: A detailed rubric was used to evaluate student performance during the mock interviews. The rubric assessed various aspects of professional appearance, communication skills, content relevance, and adaptability . Each criterion was assigned a percentage weight, and students received a total score out of 100. Descriptive statistics were used to calculate average scores and identify areas where students excelled or struggled. Bridgstock (2009) highlights the importance of communication and self-management skills in enhancing graduate employability, suggesting that the interview evaluation criteria aligned with key employability attributes.

4. Mathematical Ability Test: This test assessed students' mathematical skills in areas such as basic arithmetic, percentages, and business/financial applications . Scores were categorized into high, moderate, and low, with specific interpretations for each category. Frequency distributions and percentage calculations were likely used to determine the proportion of students falling into each performance category, providing insights into the overall mathematical proficiency of the cohort. The use of mathematical ability tests aligns with the need for graduates to possess strong quantitative reasoning skills (Yorke, 2006).

5. Language Ability Test: This test evaluated students' language skills, including vocabulary, grammar, reading comprehension, and business communication . Scores were categorized into excellent, good, fair, and needs improvement, with section-specific interpretations and recommendations. Similar to the mathematical ability test, frequency distributions and percentage calculations were likely used to analyze the distribution of scores across the different performance categories. Effective communication skills are essential for success in the workplace, and language ability tests can help identify areas where students need additional support (Ferns, Campbell, & Zegwaard, 2014).

In summary, the innovation employed a range of research instruments to gather both quantitative and qualitative data on student preparedness. The statistical tools used included descriptive statistics (means, standard deviations), frequency distributions, percentage calculations, and thematic analysis of qualitative data. These tools allowed the researchers to identify key strengths and weaknesses in student performance and to make data-driven recommendations for improving the work immersion program. The use of these instruments and statistical tools is supported by research on work-integrated learning and employability skills (Dela Cruz & Soriano, 2022; Navarro & Lagdameo, 2019).

Evaluation & Feedback Tools

Student Feedback Form

Work Immersion: Mock Preparations (Pilot Activity) – Student Feedback

Name (Optional): _____ **Strand/Section:** _____

Instructions: Please rate honestly. Your feedback will help improve this program for you and other students.

Criteria	Rating Scale (1– 5)	Comments

1. The mock exam helped me identify my strengths and weaknesses.	1 2 3 4 5	_____
2. The practical skills assessment (computer, typing, worksheet) was realistic and useful.	1 2 3 4 5	_____
3. The interview simulation improved my confidence in speaking.	1 2 3 4 5	_____
4. The activity increased my overall readiness for work immersion.	1 2 3 4 5	_____
5. The activity was well-organized and conducted professionally.	1 2 3 4 5	_____

Open-Ended Questions:

1. What did you enjoy most about the mock preparation activity?

2. What part of the activity did you find most challenging?

3. What suggestions can you give to improve this program?

Teacher/Evaluator Feedback Form

Work Immersion: Mock Preparations (Pilot Activity) – Teacher/Evaluator Feedback

Name: _____
Role/Designation: _____

Instructions: Please evaluate based on your observations during the activity.

Criteria	Rating Scale (1–5)	Comments
1. Students demonstrated preparedness in the mock exam.	1 2 3 4 5	_____
2. Students performed adequately in practical skills assessments.	1 2 3 4 5	_____
3. Students showed improvement in confidence during the interview.	1 2 3 4 5	
4. The activity design was effective in simulating real workplace scenarios.	1 2 3 4 5	_____
5. The pilot activity has potential for expansion to other strands.	1 2 3 4 5	_____

Open-Ended Questions:

1. What positive outcomes did you observe from the students during the pilot activity?

2. What key challenges did students face that need to be addressed?

3. Do you recommend expanding this program to other strands (HUMSS, STEM, TVL, Strengthened Curriculum)? Why or why not?

e. Curriculum Vitae of the Proponents

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EDUCATIONAL ATTAINMENT	**DEGREE TITLE/COURSE**	**THESIS / DISSERTATION TITLE / RELATED RESEARCH PROJECT**
Post Graduate Studies	Doctor of Education major Educational Management (National University)	Competencies of Nursing Faculty in Selected Colleges of Nursing as Assessed by Themselves and Students in Cabanatuan City Nueva Ecija: An Assessment
Post Graduate Studies	Doctor of Business Administration (Rizal Technological University)	27 units
Graduate Studies	Master of Arts in Education major in Educational Management (CORE Gateway College)	Self-Efficacy and Competency Level of Pre-service Teachers among Higher Education Institutions in San Jose City, Nueva Ecija
Graduate Studies	Master of Arts in Nursing major in Supervision and Management (Philippine College of Health & Sciences)	Implementation of the Growth Monitoring and Health Promotion Program of 0-5 years old at Barangay Salapan, San Juan, Metro Manila
Graduate Studies	Master in Business Administration (Araullo University)	
Degree/ Course	Bachelor of Science in Hotel and Restaurant Management (De Ocampo Memorial College)	
Degree/Course	Bachelor of Science in Business Administration major in Management (Philippine Christian University)	
Degree/Course	Bachelor of Science in Nursing (Manuel V. Gallego Foundation Colleges)	
SIGNATURE:		