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Competence and Engagement of Technical-Vocational-Livelihood Home Economics Students in their Work Immersion

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Abstract:

The Work Immersion Program provides a means for Technical-Vocational and Livelihood Track students to strengthen the competencies taught in the classroom and close the knowledge gap between theory and practice. Anchored on Harter's Competence Motivation Theory and Greg Kearsley & Schneiderman's Engagement theory, this quantitative research utilizes the descriptive research design is intended to determine the levels of competence and engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal in one of the public secondary schools in a medium-sized division in Central Philippines during the School Year 2021-2022. Data for this descriptive study was collected from forty-four (44) Technical-Vocational-Livelihood (TVL) home economics students using a researcher-made survey questionnaire that has passed the rigorist tests of validity and reliability. The ensuing analysis showed a high level of competence and engagement in the areas of Pre-Immersion, During-Immersion, and Post-Immersion. Further analysis showed a significant difference in the competence and engagement of students in terms of average family monthly income and distance from home to school. The findings of this study call for immediate attention and a deeper understanding of the students' situations, their needs, aspirations, strengths, and weaknesses to provide appropriate and relevant supervision.

Keywords: Work immersion, Technical-Vocational-Livelihood (TVL), home economics, public schools, Negros Occidental, Philippines.

Introduction:

Nature of the Problem

The competition for a job is more fierce than ever in a developing nation like the Philippines. Hence, the Technical-Vocational-Livelihood Track is designed to prepare Senior High School students for employment after graduation. As the students finish a specific TVL strand, they will be equipped with skills to be employed as soon as they finish two years of Senior High School (OEd Senior High School, 2021). In the case of the teachers in the school where the researcher is currently stationed, the researcher observed that since the new normal is still in progress and the majority of the senior high school students are not yet ready for work immersion nor aware of its value, the students are worried about getting into the work immersion, specifically about work ethics, workplace safety, rights and obligations, workplace confidentiality, and effective dispute resolution and teamwork techniques. Complications can also take many forms, including work attitude, family support, competence, and participation. As the researcher observed, Teachers work longer than many other positions, often leading to burnout and stress.

Thus, this current study is unique, and it encouraged the researcher to explore in detail the experiences of Technical-Vocational-Livelihood (TVL) home economics students and find out their levels of competence, engagement, and the degree of difficulties they encountered in their work immersion in the new normal. The researcher hopes to give pertinent data and information on the program's relevance and propose a work immersion model for the bottlenecks in the successful implementation of the prevailing program.

Current State of Knowledge

Competence of Technical-Vocational-Livelihood Home Economics Students in Work Immersion in the New Normal

According to the previous article by Bryant (2018), in today's culture, knowing how to cook and manage various parts of a family through a lesson is essential. Although some may believe that a class is optional to teach about the fundamentals, having a class dedicated completely to these topics is what we require in school. Students need training in things that Beecher said we need in schools as they grow from childhood to adulthood.

Further, Matabang and Quimson's (2019) study on the work immersion performance of Grade 12 TVL students stated that the fact that students are highly competent also means that they can recognize and prepare the necessary tools, utensils, and equipment based on the required tasks and activities. Some students are competent enough to recognize and prepare the necessary tools and equipment in advance.

Additionally, Acut et al. (2021) on Work immersion performance appraisal and evaluation of students stated that students finished their assignments in accordance with the evaluation with the least amount of supervision, completed tasks reliably and independently, asked for assistance when necessary, took prompt action to address opportunities and problems, engaged in continuous learning, and contributed fresh concepts and shared expertise to advance the division or organization.

Similarly, Roble's (2021) study on competency level, employers' expectations, and work immersion performance of senior high school technical-vocational and livelihood (TVL) students showed that the students in the TVL field rate themselves as "highly competent" or "advanced" after undergoing intensive and rigorous skills-based training in their field of specialization.

On the one hand, Cabansag (2021), on the competencies of the work immersion program in terms of initiative and proactivity, found that students demonstrated high levels of competence during the 80-hour program by handling situations to accomplish the various goals and tasks assigned by their work immersion supervisors. The respondents continue to be proactive rather than reactive despite being given a tough task.

Meanwhile, Salvador's (2017) study on the impact of the work immersion program on grade 12 students revealed a significant difference in the location and family income of students during their work immersion. A similar conclusion was reached by Tullao and Rivera (2011) when they studied the effect of household income on students' performance in school activities like Immersion.

Additionally, Roble's (2021) study on competency level, employers' expectations, and work immersion performance of senior high school technical-vocational and livelihood (TVL) students revealed that no significant difference exists between the work immersion performances of the students when they are grouped according to their sex and socio-economic classification while a significant difference was found when students are grouped according to their TVL strand and specialization.

Engagement of Technical-Vocational-Livelihood Home Economics Students in Work Immersion in the New Normal.

According to Icban (2019), students who participated in work immersion said the program made them understand that science principles will make sense when applied in the real world. During Immersion, they learned about the newest projects and products of the Department of Science and Technology, which increased their appreciation for the subject. Additionally, the students emphasized the positive relationships among staff members of the affiliated DOST-Biliran.

Meanwhile, existing literature like Acar's (2019) \ on immersion programs for an academic track student, students could comply with the rules of work immersion. Additionally, they do not cause a scene in the school where they are doing their work immersion. This may be because they understand the value of applying the concepts and ideas they have learned in class and following the laws and regulations.

Similarly, Soliveres & Villegas's (2018) study on work immersion, turning theory into actions, showed that students show respect and courtesy in dealing with peers and superiors. The benefits of this work immersion are very helpful because it helps one be prepared for future work. It gives the knowledge to enhance skills, and most of all gives a lot of learning.

Likewise, Onte's (2018) study on the level of compliance of public senior high schools on the work immersion program of the TVL-home economics strand showed that students did well in their work immersion because they were allowed to offer feedback to the school during portfolio displays as the venue for their work immersion. Further, Onte (2018) showed that others struggled to participate in the exhibit that the school organized because they were taking care of their siblings or doing domestic tasks, which made it difficult for them. They were nevertheless persuaded to do so and made an effort to be more active despite these obstacles.

Furthermore, Carlos's (2018) study on the significance of work immersion in senior high school stated that some students find it dull and let themselves not engage, while some have the willingness since they enjoy their work immersion. Meanwhile, Alcantara (2018) on perceptions of senior high school sports track students toward their work immersion, revealing that family income has something to do with their work immersion.
On the one hand, Data and Pareja's (2022) study on the effect of the work opportunity requirements checklist (WORC) on grade 12 work immersion students revealed that the high degree of participation from students in the

exhibit put on by the school may be attributed to their advantageous position, which allows them to be informed and actively interact in the show, some experienced a moderate level of engagement, which may have been a result of their geographic locations, the inability of certain users to communicate regarding their comments owing to a faulty internet connection, or the difficulty some users had accessing energy.

Theoretical Underpinnings

Susan Harter's (1970) Competence Motivation Theory and Engagement Theory of Learning by Greg Kearsley & Ben Schneiderman (1999) were utilized in this study.

The theory of achievement motivation is based on a person's feelings of personal competence. According to the theory, competence motivation increases when a person successfully masters a task. This encourages the person to master more tasks. Harter also added a developmental dimension to her theoretical framework by suggesting that children who are successful in their initial mastery attempts and who get positive and effective reinforcement from significant adults will (with sufficient cognitive maturation) internalize both a self-reward system and a set of mastery goals.

Meanwhile, the central tenet of engagement theory discusses how meaningful student involvement in learning activities can be achieved through social connection and meaningful work. These concepts emphasize the creation of relevant circumstances that force students to engage their cognitive processes for problem-solving, making decisions, and assessing. Creating intrinsic motivation in the learner is the ultimate objective of each of these three concepts. The fall in student participation has been caused by a number of variables, including economic, regional, and social issues. However, the development of educational technology has made it easier to comprehend the significance of student engagement in the classroom.

Given all the theories and variables, this study will be able to clarify whether K–12 graduates are qualified to enter the workforce and whether K–12 curricula have been successful in equipping students with the knowledge and skills necessary for 21st-century environments by determining the relationship between the variables.

Objectives

This study aimed to determine the levels of competence, engagement, and degree of difficulties of technical-vocational-livelihood home economics students in their work immersion in the new normal in one of the public secondary schools in a medium-sized division in Central Philippines during the School Year 2021-2022. Specifically, this study sought to determine: 1) the level of competence of technical-vocational-livelihood home economics when analyzed in terms of pre-, during, and post-immersion; 2) the level of engagement of technical-vocational-livelihood home economics in terms of the aforementioned phases; 3) the significant difference in the level of competence of technical-vocational-livelihood home economics students in their work when grouped according to sex, average family monthly income, distance from home to school and specialization; and 4) the significant difference in the level of engagement of technical-vocational-livelihood home economics students in their work when grouped according to the same variables.

Methodology

This section presents the methodology of the study. It discusses the research design, study locale, subject, and participants. This data-gathering procedure includes the research instrument and the test of its validity and reliability, the data-processing procedure, the analytical schemes, and the statistical tools.

Research Design

This study utilized the descriptive research design, a design that fits this study as it sought to describe the competence, engagement, and difficulties of technical-vocational-livelihood home economics students in their work immersion in the new normal in one of the public secondary schools in a medium-sized division in Central Philippines during the School Year 2021-2022. According to Lawler (2016), the descriptive method is used in a research study if it involves the description, recording, analysis, and interpretation of the present nature, composition, or processes of phenomena that focus on prevailing conditions or how a person, group or thing behaves or functions in the present. Descriptive research designs are also valuable for gaining important knowledge about the present situation of the study, which is about the competence, engagement, and difficulties of technical-vocational-livelihood home economics students in their work immersion in the new normal.

Study Respondents

The study's respondents were the 44 Technical-Vocational-Livelihood (TVL) home economics in one of the public secondary schools in a medium-sized division in Central Philippines.

Procedures

Data Collection

A formal letter was addressed to the Schools Division Superintendent and Public Schools District Supervisor for approval to conduct the study. Upon approval, a letter request was distributed to the school heads of the target school. After securing the approval for the second request, the researcher scheduled the administration of the research instrument to avoid inconvenience and unpreparedness.

The researcher used a self-made questionnaire to gather the necessary data. The research instrument was divided into two (2) parts: Part I was the respondents' profile, sex, average family monthly income, distance from home to school, and specialization. Part 2 is the questionnaire, which is composed of items focused on the following phases: Pre-immersion, seven items; during-immersion, seven items; and post-immersion, seven items. Each item was rated on a scale of 1 to 5, where 5 was interpreted as always, 4 as often, 3 as sometimes, 2 as rarely, and 1 as almost never. Research questionnaires were administered to target respondents face-to-face, observing the safety and health protocols. An orientation was done to present the objectives of the study and how to answer the survey questionnaire. The research questionnaires were retrieved with strict observance of safety and health protocols. The researcher assured the respondents of the confidentiality of the data gathered. The test scores and other data were then retrieved and analyzed using appropriate statistical tools.

Data Analyses/Statistical Treatment

Objectives 1 and 2 used the descriptive analytical scheme and mean as statistical tools to determine the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal according to the following phases: Pre-Immersion, During Immersion, and Post-Immersion. Objectives 3 and 4 used the comparative analytical scheme and Mann-Whitney U-test as statistical tools to determine the significant difference in the level of competence and engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal when grouped according to the variables above.

Ethical Considerations

The researcher adheres to the Philippine Health Research Ethics Board (PHREB) ethical guidelines and addresses the general principles of respect for persons, beneficence, and justice to ensure the ethical soundness of the study.

Results and Discussion

This section presents, analyzes, and interprets the data gathered to carry out the objectives of this study.

Level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal according to the following phases of Pre-Immersion, During Immersion, and Post-Immersion.

Table 1
Level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal

Areas	Maen	Level
Pre-Immersion	4.27	High level
During-Immersion	4.26	High level
Post-Immersion	4.14	High level
Total=	4.22	High level

Table 1 shows the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal, obtaining an overall mean of 4.22, interpreted to mean high. Simply put, this level of competence of technical-vocational-livelihood home economics students suggests that the students in the TVL field rate themselves as "highly competent" or "advanced" after undergoing intensive and rigorous skills-based training in their field of specialization (Robles, 2021).

Table 2

Level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal

Areas	Maen	Level
Pre-Immersion	4.36	High level
During-Immersion	4.39	High level
Post-Immersion	3.95	High level
Total=	4.23	High level

Table 2 shows the level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal, obtaining an overall mean of 4.23, interpreted to mean high. This signifies that there is a high level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal. It is evident that post-immersion is the least competency, yet this is quite revealing as a limited number of studies have embarked on the TVL competencies of Senior High School students. TVL home economics students showed a high degree of participation, which may be attributed to their advantageous position, which allows them to be informed and actively interact in the show (Data & Pareja, 2022).

Comparative Analysis in the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal in the Pre-Immersion, During Immersion, and Post-Immersion Phases when Grouped according to Sex, Family Income, Distance from Home, and Specialization

Table 3
Difference in the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal in the Pre-Immersion Phase when Grouped according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	16	20.63	194.000	0.461	0.05	Not Significant
	Female	28	23.57				
Parents' Average Family Monthly Income	Lower	26	27.06	115.500	0.004		Significant
	Higher	18	15.92				
Distance from Home to School	Near	21	17.98	146.500	0.025		Significant
	Far	23	26.63				
Specialization	Cookery	30	23.48	180.500	0.454		Not Significant
	Bread and Pastry Production	14	20.39				

Table 3 shows the difference in the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal in the phase of pre-immersion when grouped according to variables. Sex obtained a p-value of 0.461 and Specialization 0.454, which is greater than 0.05 level of significance. The result indicates that no significant difference exists. The null hypothesis is, therefore, accepted. On the contrary, parents' average family monthly income obtained a p-value of 0.004, and distance from home to school obtained a p-value of 0.025, which is less than the 0.05 significance level, indicating a significant difference. In this regard, the null hypothesis is rejected.

This implies that parents' average family monthly income and distance from home to school affect the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal. This could be because finances and location matter in the phase of pre-immersion, and it is important to know who is capable and who will have concerns about their location. Further, it indicates that the two groups' experiences differ from each other as those in lower or far at school have the willingness to be trained and competent despite the location and financial stability. While those with higher income and near school are also capable and have financial support, it does not determine their work habits or attitude in the phase of pre-immersion. The findings conform to Abdul et al. (2023) entitled "Perceived Impacts Of Work Immersion On Career Preferences." The study revealed that students from low-income families and faraway locations are more likely to choose careers and have the willingness to be trained and competent despite the location and financial stability.

Table 4

Difference in the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal in the During Immersion Phase when grouped according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	16	19.91	182.500	0.307	0.05	Not Significant
	Female	28	23.98				
Parents' Average Family Monthly Income	Lower	26	26.12	140.000	0.024		Significant
	Higher	18	17.28				
Distance from Home to School	Near	21	18.76	163.000	0.063		Not Significant
	Far	23	25.91				
Specialization	Cookery	30	23.67	175.000	0.374		Not Significant
	Bread and Pastry Production	14	20.00				

Table 4 presents the difference in the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal in the phase during Immersion when grouped according to variables. Sex obtained a p-value of 0.307, Distance from Home to School obtained a p-value of 0.063, and Specialization 0.374, which is greater than a 0.05 level of significance. The result indicates that no significant difference exists. The null hypothesis is, therefore, accepted. On the contrary, the parents' average family monthly income obtained a p-value of 0.024, which is less than the 0.05 significance level, indicating a significant difference exists. In this regard, the null hypothesis is rejected.

This indicates that parents' average family monthly income affects the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal. This could be because those students who belong to lower incomes strive more and attend work immersion to train themselves and be competent enough to work to get a better job in the future that will sustain their needs or their family's needs. On the one hand, those students who belong to higher income family, they be in a high-income bracket and therefore have financial support, yet it is not a baseline for students to perform well during their work immersion.

The results conformed to Tullao and Rivera (2011) when they studied the effect of household income on students' performance in school activities like work immersion. Their findings indicate a significant difference according to family income. The majority of participants, particularly those in the low-income range, are eager and participative in their work immersion as, for them, it is not a barrier to performing well during their work immersion.

Table 5
Difference in the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal in the Post-Immersion Phase when grouped according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	16	24.78	187.500	0.369	0.05	Not Significant
	Female	28	21.20				
Parents' Average Family Monthly Income	Lower	26	25.54	155.000	0.057		Not Significant
	Higher	18	18.11				
Distance from Home to School	Near	21	16.64	118.500	0.004		Significant
	Far	23	27.85				
Specialization	Cookery	30	23.00	195.000	0.703		Not Significant
	Bread and Pastry Production	14	21.43				

Table 5 shows the difference in the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal in the phase of Post-Immersion when grouped according to variables.

Sex obtained a p-value of 0.369, Parents' Average Family Monthly Income 0.057, and Specialization 0.703, greater than the 0.05 significance level. The result indicates that no significant difference exists. The null hypothesis is, therefore, accepted. On the contrary, distance from home to school obtained a p-value of 0.004, which is less than the 0.05 significance level, indicating a significant difference. In this regard, the null hypothesis is rejected.

This denotes that distance from home to school affects the level of competence of technical-vocational-livelihood home economics students in their work immersion in the new normal. Those students who were far from school were more competent compared to those who were near school. This could be because their location is far from recreational activities like internet cafes, and they are more focused on their learning tasks. At the same time, those who are near school seldom concentrate on their learning tasks as they are more on recreational activities. Portfolios and other learning tasks were accomplished early by students who were far from school as they were motivated to do so.

The findings do not corroborate with Vecino and Doromal's (2020) study on the implementation of senior high school work immersion, which revealed no significant difference in the work immersion in terms of the category of school, students, school location, and designation of the implementer.

Comparative Analysis in the level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal in the Pre-Immersion, During Immersion, and Post-Immersion Phases when Grouped according to Sex, Family Monthly Income, Distance from Home to School, and Specialization.

Table 6
Difference in the level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal in the Pre-Immersion Phase when Grouped according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	16	22.03	216.500	0.853		Not Significant
	Female	28	22.77				
Family Income	Lower	26	25.77	149.000	0.040		Significant
	Higher	18	17.78				
Distance from Home to School	Near	21	19.17	171.500	0.095	0.05	Not Significant
	Far	23	25.54				
Specialization	Cookery	30	24.35	154.500	0.156		Not Significant
	Bread and Pastry Production	14	18.54				

Table 6 shows the difference in the level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal in the phase of pre-immersion when grouped according to variables. Sex obtained a p-value of 0.853, Distance from Home to School obtained a p-value of 0.095, and Specialization 0.156, which is greater than a 0.05 level of significance. The result indicates that no significant difference exists. The null hypothesis is, therefore, accepted.

On the contrary, the parents' average family monthly income obtained a p-value of 0.040, which is less than the 0.05 significance level, indicating a significant difference exists. In this regard, the null hypothesis is rejected. This indicates that parents' average family monthly income influences or affects the level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal in the phase of pre-immersion. This could be because though financial status matters in the work immersion, this study proves that those with lower family monthly income are more engaged compared to those with higher ones. The result could be attributed to the fact that those students with lower family monthly incomes focus more on their academic achievement to have better employment that will help them someday rather than the social experience. In comparison, students with higher monthly incomes in their families want to socialize with other students.

The findings conform with Ovansa's (2017) study on the effect of socio-economic status on the academic performance of senior secondary school students, which revealed that socio-economic status socio-economic status influenced the academic performance of the students. The parents of those students who belong to lower socio-economic status are struggling to provide for them financially.

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Table 7

Difference in the level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal in the During Immersion Phase when grouped according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	16	17.50	144.000	0.048	0.05	Significant
	Female	28	25.36				
Parents' Average Family Monthly Income	Lower	26	26.79	122.500	0.007		Significant
	Higher	18	16.31				
Distance from Home to School	Near	21	19.29	174.000	0.108		Not Significant
	Far	23	25.43				
Specialization	Cookery	30	23.67	175.000	0.371		Not Significant
	Bread and Pastry Production	14	20.00				

Table 7 shows the difference in the level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal during immersion phase when grouped according to variables.

Distance from home to school obtained a p-value of 0.108, and specialization obtained a 0.371 level of significance greater than 0.05. The result indicates that no significant difference exists. The null hypothesis is, therefore, accepted. On the contrary, sex garnered a p-value of 0.048, and parents' average family monthly income obtained a p-value of 0.007, which is less than the 0.05 significance level, indicating a significant difference. In this regard, the null hypothesis is rejected.

This indicates that there is a significant difference between males and females and those with lower or higher monthly incomes from families. Thus, sex and parents' average family monthly income affect the level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal during immersion phase. It further implies that the male and female students and those with lower or higher income experiences differ, and so does their engagement.

The findings negate Roble's (2021) study on competency level, employers' expectations, and work immersion performance of senior high school technical-vocational and livelihood (TVL) students, which revealed that no significant difference exists between the work immersion performances of the students when they are grouped according to their sex and socio-economic classification while a significant difference was found when students are grouped according to their TVL strand and specialization.

Table 8

Difference in the level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal in the Post-Immersion Phase when Grouped according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Sex	Male	16	29.03	119.500	0.010	0.05	Significant
	Female	28	18.77				
Parents' Average Family Monthly Income	Lower	26	26.17	138.500	0.022		Significant
	Higher	18	17.19				
Distance from Home to School	Near	21	23.29	225.000	0.697		Not Significant
	Far	23	21.78				
Specialization	Cookery	30	23.50	180.000	0.447		Not Significant
	Bread and Pastry Production	14	20.36				

Table 8 shows the difference in the level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal in the phase of post-immersion when grouped according to variables. Distance from Home to School obtained a p-value of 0.697 and Specialization 0.447, greater than a 0.05 significance level. The result indicates that no significant difference exists. The null hypothesis is, therefore, accepted. On the contrary, sex garnered a p-value of 0.010, and parents' average family monthly income obtained a p-value

of 0.022, which is less than the 0.05 level of significance, indicating a significant difference exists. In this regard, the null hypothesis is rejected.

This implies that sex and parents' family monthly income affect the level of engagement of technical-vocational-livelihood home economics students in their work immersion in the new normal. This could be because, as shown in their mean scores, female students and those in higher income are less engaged compared to male students and those in lower-income families. Further, the significant difference shown may be because the experiences of both groups differed from each other. The result conforms with Alcantara's (2018) perceptions of senior high school students toward their work immersion, which revealed that family income has something to do with their work immersion.

Conclusions

Based on the findings of the study, the following conclusions were drawn. Technical-vocational-livelihood, home economics students are highly competent and highly engaged in their work immersion in the new normal according to the pre-immersion, during-immersion, and post-immersion phases. However, there are still skills to be honed and problems to be addressed in work immersion at school. The study also proved that parents who belong to an average family monthly income and distance from home to school affect the level of competence of technical-vocational-livelihood of home economics students in their work immersion in the new normal in the phase of pre-immersion. In the phase during-immersion, the parents' average monthly income affects the level of competence of technical-vocational-livelihood of the home economics students.

In the phase of post-immersion, the distance from home to school affects the level of competence of technical-vocational-livelihood home economics students. Likewise, the hypothesis is rejected as parents' average family monthly income influences or affects the level of engagement of technical-vocational-livelihood of the home economics students in their work immersion in the new normal in the phase of Pre-Immersion. In the during-immersion and post-immersion phases, the sex and parents' family income affect the level of engagement of technical-vocational-livelihood of the home economics students. It is also noteworthy that allowing more time for students to be immersed and learn by experience enhances their chances of getting employment should they decide to apply for a job or run a business after graduation.

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