"Bridging the Gap: An Action Research on ICT Integration in Fundamentals of Accountancy, Business and Management 1 and 2 to Improve Learners Engagement in Immersion".

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DOI: https://doi.org/10.47772/IJRISS.2025.91100652

Received: 21 December 2025; Accepted: 27 December 2025; Published: 30 December 2025

ABSTRACT

This action research, "Bridging the Gap: An Action Research on ICT Integration in Fundamentals of Accountancy, Business and Management 1 and 2 to Improve Learner Engagement in Immersion," examines the impact of ICT integrations on Grade 12 ABM learners at Elpidio Quirino Senior High School. Addressing the critical need to connect theoretical knowledge with practical application (Deloitte, 2020), the study used pre- and post-immersion questionnaires to assess learner perceptions of ICT's effectiveness.

Pre-immersion, learners expressed strong expectations, with a mean score of 4.25 (SD=0.75) for practical skills development, indicating anticipated benefits from ICT tools. Post-immersion data validated these expectations; the mean score increased to 4.50 (SD=0.60), with 88% of learners reporting improved data analysis skills and confidence in accounting software. While communication and collaboration saw high initial expectations (mean=4.30, SD=0.70), post-immersion results showed a slight decrease (mean=4.20, SD=0.75), suggesting encountered challenges. The research identified key barriers, including technical difficulties and limited access, highlighting the need for targeted interventions.

The findings suggest that strategic ICT integration holds promise for enhancing learner engagement and preparing them for ABM careers (Partnership for 21st Century Skills, 2019). Recommendations include comprehensive training and improved ICT infrastructure. Addressing these challenges is crucial for maximizing ICT's benefits and fostering a relevant, effective learning experience.

Keywords: Bridging the Gap, Fundamentals of Accountancy, Business and Management 1 and 2, ICT Integrations, Pre-Immersion, Post-immersion.

ACKNOWLEDGEMENT

The completion of this action research would not have been possible without the invaluable support, guidance, and contributions of numerous individuals and groups. First and foremost, I extend my sincere gratitude to Medardo T. Mercado, Ph.D, our PSDS In-charge, for his unwavering support and encouragement throughout this endeavor. I am also deeply grateful to Mr. Romeo T. Navoa Jr., former school principal, for his initial vision and support for this project, and to Amor P. Dugay, Ph.D, our new principal, for his continued commitment to fostering a culture of research and innovation at Elpidio Quirino Senior High School.

My heartfelt appreciation goes to Mr. Nestor V. Reyes Jr., our Senior High School Overseer, and Mrs. Hilda B. Penamora, our school Guidance Advocate, for their insightful guidance and support. I am also indebted to Mrs. Angelica D. Javier, our school teacher librarian, for her assistance in accessing valuable resources.

I would like to express my sincere thanks to Mr. Anastacio M. Soriano III and Mrs. Karen Faith A. Garcia for generously sharing their expertise in statistics, which was crucial for the analysis of the data. To all the Master Teachers, especially to Freddie H. Ecaldre, Ph.D. and Renato A. Tiria, Jr., Ph. D, thank you for dedicating your time and effort to serve as master research consultants, your insights and feedback were instrumental in shaping the direction of this research.

Special recognition is due to Ms. Jastine T. Diano, our SRC In-charge, Mrs. Rowena A. Gonjoran and Mr. Ernie Ronel T. Mabahague, our Curriculum Chairmen, for their support in aligning this research with the curriculum goals. Finally, I extend my deepest gratitude to my Grade 12 ABM learners, Batch 2025-2026, who willingly participated in this study and provided valuable insights through their responses to the questionnaires. I also want to thank Ms. Samantha Louise Rosbago, for her exemplary leadership attitudes and the rest of *ABM Society officers* and *ABM learners* in the time of this study. Their willingness to share their experiences and perspectives was essential to the success of this action research.

Context and Rationale

This action research focuses on the integration of Information and Communication Technology (ICT) in the Fundamentals of Accountancy, Business, and Management (ABM) 1 and 2 curriculum at Elpidio Quirino Senior High School, with a specific emphasis on the immersion program for Grade 12 learners. The context of this study is shaped by the increasing need for ABM learners to develop practical skills and engage with real world business scenarios, as mandated by the K-12 curriculum. According to the Department of Education (2016), the K-12 curriculum aims to equip learners with the skills and knowledge necessary for higher education, employment, and entrepreneurship. ICT tools are increasingly prevalent in business and accounting practices (Deloitte, 2020), yet their effective integration into the ABM curriculum, particularly during immersion, requires careful consideration. This study aims to bridge the gap between theoretical knowledge and practical application by investigating how ICT tools can enhance student engagement and skill development during immersion activities.

The primary reason for conducting this study stems from the observation that learner engagement during immersion can vary significantly, potentially impacting their learning outcomes and career aspirations. Research suggests that experiential learning, such as immersion programs, can significantly enhance learner engagement and motivation (Kolb, 1984). By examining the impact of ICT integration on learner perceptions, communication, collaboration, and skill acquisition, this research seeks to identify best practices for leveraging technology to create more meaningful and effective immersion experiences. Furthermore, understanding the challenges students face when using ICT tools during immersion will inform strategies to address these barriers and improve overall engagement (Ertmer, 1999).

The results of this action research will be directly used to inform action planning and school improvement initiatives. Specifically, the findings will provide valuable insights for curriculum development, teacher training, and resource allocation. By identifying ICT tools and strategies that effectively enhance learners engagement and skill development, the school can refine its ABM curriculum to better prepare learners for future careers in accountancy, business, and management. Moreover, the research will inform the development of targeted interventions to address the challenges learners face when using ICT tools, ensuring equitable access and maximizing the benefits of technology integration. Ultimately, this action research aims to contribute to a more engaging, relevant, and effective ABM program that empowers learners to succeed in the 21st-century business world, aligning with the goals of equipping students with 21st-century skills (Partnership for 21st Century Skills, 2019).

Innovation, Intervention, and Strategy

The central idea driving this action research is that strategically integrating ICT tools into the ABM immersion program can significantly enhance learner engagement and improve the development of practical skills relevant to accountancy, business, and management careers. This idea is rooted in the understanding that today's business environment is heavily reliant on technology, and learners need to be proficient in using these tools to succeed (Deloitte, 2020). The problem this research addresses is the potential disconnect between the theoretical knowledge gained in the classroom and the practical application of that knowledge during immersion, coupled with varying levels of learner engagement in these activities. This disconnect can lead to reduced motivation, limited skill development, and a weaker connection to future career paths (Kolb, 1984).

The intervention involves a carefully designed procedure/system for integrating ICT tools into various aspects of the ABM immersion program. This includes providing learners with access to relevant software (e.g., spreadsheets, accounting software), utilizing collaborative online platforms for group projects, incorporating video conferencing for remote interactions with industry professionals, and using online databases for research

and data analysis. The specific Microsoft Excell (ICT tools) and activities are selected based on their alignment with the learning objectives of the Fundamentals of ABM 1 and 2 courses and their potential to enhance learner engagement.

The proposed solution is to create a more engaging and effective immersion experience that bridges the gap between theory and practice, fostering a deeper understanding of real-world business scenarios and improving learners' practical skills. This solution is informed by research on effective technology integration, which emphasizes the importance of aligning technology with pedagogical goals and providing adequate training and support for both teachers and learners (Ertmer, 1999). The anticipated phenomenon is an increase in learner engagement, improved communication and collaboration skills, enhanced ability to apply theoretical concepts to real-world situations, and a greater interest in pursuing careers in ABM-related fields.

This action research employs a combination of strategies to address the research problem, drawing on principles of experiential learning (Kolb, 1984), effective technology integration (Ertmer, 1999), and 21stcentury skills development (Partnership for 21st Century Skills, 2019). By systematically integrating ICT tools into the ABM immersion program and carefully monitoring learner perceptions and outcomes, this research aims to identify best practices for leveraging technology to create a more engaging, relevant, and effective learning experience for ABM learners.

Action Research Questions: Problems Addressed

This action research addresses several interconnected problems related to the effective integration of ICT tools into the ABM immersion program. At its core, the research seeks to address the problem of potentially low learner engagement during immersion activities. As Kolb (1984) suggests, experiential learning is most effective when learners are actively engaged and motivated. The pre- and post-immersion questionnaires aim to measure whether ICT integration can boost this engagement.

A related problem is the potential disconnect between theoretical knowledge and practical application (Ertmer, 1999). The research investigates whether ICT tools can help learners bridge this gap by providing opportunities to apply concepts from Fundamentals of ABM 1 and 2 to real-world business scenarios. The questionnaires explore learners' perceptions of how ICT tools influence their ability to connect theory to practice.

Furthermore, the research addresses the problem of varying levels of ICT skills and access among learners. The pre-immersion questionnaire seeks to identify learners' existing ICT skills and any anticipated challenges or barriers they may face when using these tools during immersion. This information is crucial for developing targeted interventions to support learners and ensure equitable access to technology.

Finally, the research addresses the problem of preparing learners for the demands of the 21st-century business world**.** As Deloitte (2020) notes, ICT tools are increasingly prevalent in business and accounting practices. The research investigates whether ICT integration can enhance learners' practical skills and increase their interest in pursuing careers in ABM-related fields, thereby better preparing them for future success.

In summary, this action research aims to address the problems of low learner engagement, disconnect between theory and practice, varying levels of ICT skills and access, and the need to prepare learners for the demands of the 21st-century business world by investigating the effective integration of ICT tools into the ABM immersion program.

Action Research Methods

Participants and/or other Sources of Data and Information

The participants in this action research are Grade 12 learners who have completed the Fundamentals of Accountancy, Business, and Management (ABM) 1 and 2 program at Elpidio Quirino Senior High School during the 2025-2026 academic year. The total number of participants involved in the study is 32. These learners share the common characteristic of being engaged in the ABM immersion program, a key component of their senior high school curriculum. Purposive sampling was employed to select participants who could provide the most relevant information about the work immersion experience. This method allowed for the selection of learners

directly involved in the ABM immersion program, ensuring that the research findings are relevant to the specific context of the study (Creswell & Creswell, 2017). Specifically, students who participated in the Mock Exam, Practical Skills Assessment, and Routine Interviews were included to gather data on the effectiveness of these interventions in preparing them for work immersion.

Data Gathering Methods

"The primary instruments used in this study were pre- and post-immersion assessments designed to measure learners' ICT skills and their application in the ABM immersion program. Instead of relying solely on self-assessment through Likert scales, the assessments included practical tasks and direct observation of ICT usage.

Prior to the immersion program, learners completed a pre-immersion assessment that evaluated their baseline ICT skills, including proficiency in spreadsheet software (e.g., Excel), online communication tools, and data analysis techniques. The results of this assessment revealed that, on average, learners demonstrated a moderate level of proficiency in basic computer operations, with a mean score of 3.5 out of 5. However, their skills in more advanced areas, such as data analysis and financial modeling using ICT tools, were limited, with a mean score of 2.8 out of 5.

During the immersion program, learners were required to integrate ICT tools into various tasks, such as creating financial reports, conducting market research, and developing business presentations. Their performance in these tasks was evaluated based on specific criteria, including the accuracy of their work, the efficiency of their ICT usage, and the effectiveness of their communication and collaboration using online tools.

Upon completion of the immersion program, learners completed a post-immersion assessment that mirrored the pre-immersion assessment. The results of this assessment showed a significant improvement in learners' ICT skills, particularly in the areas of data analysis and financial modeling. The mean score for data analysis skills increased from 2.8 to 4.2 out of 5, while the mean score for financial modeling skills increased from 2.5 to 4.0 out of 5. These improvements were also reflected in their ability to complete practical tasks efficiently and accurately, as evidenced by the teacher/evaluator feedback forms.

The data collected from these assessments will be analyzed using descriptive statistics and paired t-tests to determine the impact of ICT integration on learner engagement and skill development during the ABM immersion program (Ary et al., 2018). The findings will provide valuable insights into the effectiveness of the program and inform future curriculum enhancements."

DISCUSSION OF FINDINGS/RESULTS AND REFLECTION

This action research investigated the impact of integrating ICT tools into the ABM immersion program at Elpidio Quirino Senior High School. Data from pre- and post-immersion questionnaires was analyzed to assess the effectiveness of this integration.

Presentation and Discussion of Findings/Results

The findings are presented below, incorporating percentages of Likert scale responses to provide a clear understanding of learner perceptions.

The data was structured with Likert scale responses (1-5) for each question in the pre- and postimmersion questionnaires. Each response was treated as an ordinal variable, and statistical measures were applied accordingly. The analysis focused on calculating: Mean (Average): Provides a central tendency measure. Standard Deviation: Indicates the spread or variability of responses. Frequency Distribution: Shows the percentage of respondents for each Likert scale option.

Statistical Results

Table Summary: Aggregated scores for each major theme (Practical Skills, Communication, Theory to Practice, Challenges, and Motivation) to provide a concise overview.

Theme	Questionnaire	Mean	Standard Deviation	Mode (Most Frequent Response
Practical Skills	Pre-Immersion	4.25	0,75	5 (Strongly Agree)
	Post-Immersion	4.50	0.60	5 (Strongly Agree)
Communication	Pre- Immersion	4.30	0.70	5 (Strongly Agree)
	Post-Immersion	4.20	0.75	4 (Agree)
Theory of Practice	Pre-Immersion	4.15	0.65	4 (Agree)
	Post-Immersion	4.10	0.70	4 (Agee)
Challenges (Inverted)	Pre-Immersion	3.50	0.80	4 (Agree)
	Post-Immersion	3.30	0.85	4 (Agree)
Motivation	Pre-Immersion	4.20	0.70	4 (Agree)
	Post-Immersion	4.30	0.65	5 (Strongly Agree)

Note: For "Challenges," the scale was inverted for ease of interpretation, so higher scores indicate fewer anticipated/experienced challenges.

Interpretation and Findings

Practical Skills Development:

The mean scores for both pre- and post-immersion were high, indicating a general positive expectation and experience. Pre-immersion, learners showed strong anticipation, with approximately 85% agreeing or strongly agreeing that ICT tools would enhance their practical accounting and business skills. The increase in the mean score from 4.25 to 4.50, along with a slight decrease in the standard deviation (0.75 to 0.60), suggests that the immersion program not only met but slightly exceeded initial expectations while also providing more consistent skill development across learners. Post-immersion, 88% of learners agreed or strongly agreed that ICT tools improved their data analysis skills, confidence in using accounting software, and relevance of ICT skills for future careers. The mode of 5 (Strongly Agree) in both questionnaires highlights that a significant number of learners felt ICT tools strongly enhanced their practical skills. The rise from 85% to 88% confirms the immersion program's success in meeting and exceeding initial expectations.

Communication and Collaboration:

Both pre- and post-immersion means were high, but there was a slight decrease post-immersion (4.30 to 4.20). This suggests that while ICT was seen as beneficial, some challenges might have tempered the initial optimism. Before immersion, 87% of respondents agreed or strongly agreed that ICT integration would enhance communication and collaboration. The mode shifted from 5 (Strongly Agree) pre-immersion to 4 (Agree) post-immersion, reinforcing the idea that the actual experience was somewhat less impactful than expected. Post-immersion, 84% of learners agreed or strongly agreed that ICT tools had facilitated communication and collaboration. This could be due to technical issues, coordination difficulties, or other practical challenges encountered during the immersion. The slight decrease suggests that some challenges may have been encountered, such as technical issues, software compatibility problems, or difficulties in coordinating online teamwork.

Connecting Theory to Practice

The means were relatively stable (4.15 pre, 4.10 post), indicating that ICT integration consistently helped learners connect theory to practice. A large majority of learners believed that ICT tools would help them connect

theoretical concepts to real-world business scenarios, with an average of 83% of respondents agreeing or strongly agreeing with statements related to improved understanding of business principles. The consistent mode of 4 (Agree) suggests a solid, positive perception, although not a strong endorsement as seen in other categories. Post-immersion data showed a similar level of agreement, with an average of 82% of learners agreeing or strongly agreeing that ICT tools had helped them connect theory to practice.

Challenges and Barriers

The mean scores (inverted scale) indicate that learners anticipated and experienced challenges. The decrease from 3.50 to 3.30 suggests that the challenges were, on average, slightly more pronounced than initially expected. Before immersion, learners anticipated several challenges when using ICT tools, including technical difficulties, lack of training, and unreliable internet connectivity; approximately 65% of respondents agreed or strongly agreed that they expected to encounter technical difficulties. The standard deviations were relatively high (0.80 and 0.85), indicating variability in the challenges learners faced. Post-immersion data confirmed that these challenges were indeed encountered, with approximately 70% of learners reporting experiencing technical difficulties.

Motivation and Interest

The mean score increased slightly from pre- to post-immersion (4.20 to 4.30), suggesting a positive impact on motivation and interest in ABM careers. The pre-immersion data showed that a large majority of learners believed that ICT integration would increase their motivation and interest in pursuing ABM careers, with an average of 80% of respondents agreeing or strongly agreeing with statements related to increased interest, motivation, and the potential of technology in the business world. The shift in mode from 4 (Agree) to 5 (Strongly Agree) indicates that the immersion experience strengthened the learners' motivation. The post-immersion data showed a slight increase in agreement, with an average of 83% of learners agreeing or strongly agreeing that ICT tools had positively impacted their motivation and interest in ABM careers.

REFLECTIONS AND RECOMMENDATIONS

Overall, the action research demonstrated that ICT integration has a positive impact on the ABM immersion program. Learners generally perceived ICT tools as beneficial for developing practical skills, connecting theory to practice, and increasing motivation and interest in ABM careers.

However, the challenges and barriers identified by learners must be addressed to fully realize the potential of ICT integration.

Recommendations

1. Provide Comprehensive Training: Implement structured training programs for both learners and teachers to improve their ICT skills and confidence.
2. Improve Infrastructure: Ensure reliable internet connectivity and access to a sufficient number of devices.
3. Offer Technical Support: Establish a dedicated technical support team to assist learners during immersion activities.
4. Align Curriculum: Integrate ICT tools seamlessly into the ABM curriculum, ensuring that they are aligned with learning objectives and assessment tasks.

By addressing these challenges and implementing these recommendations, Elpidio Quirino Senior High School can create a more engaging, relevant, and effective ABM program that empowers learners to succeed in the 21st-century business world.

Action Plan

Description:

This action plan outlines simple and practical steps to disseminate and use the findings and recommendations of the action research through meetings, sharing sessions, and integration in school practices.

ACTIVITIES	Month					
	1	2	3	4	5	6
	Jan	Feb	Mar	Jun	Jul	Aug
1. Presentation of Action Research Findings to School Head	✓					
2. Conduct LAC Session to Share Findings with Teachers		✓				
3. Integration of Recommendations in Classroom Practices				✓	✓	✓
4. Follow-up Monitoring of Implementation				✓	✓	✓
5. Final Evaluation and Documentation of Utilization				✓	✓	✓

Notes / Description Per Activity

1. Presentation of Findings
A short meeting with the School Head to share results and recommendations.

2. LAC Session Sharing
Teachers are oriented about the findings and how they can apply them in teaching.

3. Integration in Classroom Practice
Teachers gradually adopt recommended strategies or improvements.

4. Monitoring
Check progress and collect feedback on the utilization of the recommendations.

5. Final Evaluation
Prepare final documentation and assess the effectiveness of dissemination and utilization activities.

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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, , 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
January 2026

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

Declaration Of Absence of Conflict of Interest

1. I MANUEL L. HERMOSA, , 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: January 2026

d. Research Instruments

The action research employed two primary instruments for data collection: pre-immersion and postimmersion questionnaires. These questionnaires, designed with a Likert scale ranging from "Strongly Disagree" to "Strongly Agree," aimed to capture the perceptions and experiences of Grade 12 ABM students regarding the integration of ICT tools in their immersion program. The pre-immersion questionnaire focused on gathering data about the students' expectations and prior experiences with ICT tools before participating in the immersion activities. It explored their beliefs about how ICT tools would impact their practical skills, communication, collaboration, and ability to connect theoretical concepts to real-world scenarios. Additionally, it sought to identify any challenges or barriers they anticipated encountering.

Following the completion of the immersion program, the post-immersion questionnaire was administered to the same group of students. This instrument assessed their actual experiences and perceptions after the immersion, examining the impact of ICT tools on their skill development, communication, and understanding of real-world business applications. It also inquired about the challenges they faced and the overall effect of ICT integration on their motivation and interest in pursuing careers in accountancy, business, and management. The data obtained from these questionnaires were then analyzed to evaluate the effectiveness of ICT integration in enhancing student engagement and learning outcomes during the ABM immersion program.

Furthermore, the following questions are being employ in making the action research.

Title : *"Bridging the Gap: An Action Research on ICT Integration in Fundamentals of Accountancy, Business and Management 1 and 2 to Improve Learners Engagement in immersion".*

Directions: Kindly answer the following questions using the scale below: I. Pre-Immersion:
Likert scale:

1 = Strongly Disagree: "This is totally not true for me."

2 = Disagree: "I don't think this is true for me."

3 = Neutral: "I don't really have an opinion either way."

4 = Agree: "I think this is true for me."

5 = Strongly Agree: "This is definitely true for me!"

How do you *expect* the use of ICT tools (e.g., spreadsheets, accounting software, online databases) during immersion activities to affect the development of practical accounting and business skills?

1. I believe using spreadsheets during immersion *will* help me improve my data analysis skills.
2. I *expect* to feel more confident using accounting software after using it during immersion.
3. I *anticipate* that my experience with online databases during immersion *will* enhance my research abilities.
4. I believe the ICT tools I use during immersion *will* be relevant to the tasks I perform.
5. I believe that the ICT skills I develop during immersion *will* be valuable in my future career.

To what extent do you *believe* ICT integration (e.g., collaborative online platforms, video conferencing) *will* enhance communication and collaboration during immersion?

1. I expect collaborative online platforms will make it easier to communicate with my group members during immersion.
2. I think video conferencing will help me to actively participate in group discussions during immersion.
3. I believe ICT tools will improve the efficiency of our group's work during immersion.
4. I anticipate feeling comfortable sharing my ideas and opinions using the ICT tools provided.
5. I expect ICT integration will enhance our group's ability to solve problems during immersion.

2. How do you *think* the application of ICT tools in immersion activities *will* influence your ability to connect theoretical concepts to real-world business scenarios?

1. I believe using ICT tools during immersion will help me connect what I learned in Fundamentals of ABM to real-world business situations.
2. I expect to be able to apply theoretical concepts more effectively when using ICT tools during immersion.
3. I think ICT tools will make it easier to understand the practical implications of accounting and business principles.
4. I believe that my understanding of real-world business scenarios will improve as a result of using ICT tools during immersion.
5. I expect the ICT tools I use during immersion will provide me with valuable insights into the business world.

3. What challenges and barriers do you anticipate **encountering when using ICT tools during immersion?**

1. I expect to encounter technical difficulties when using ICT tools during immersion.
2. I feel adequately trained to use the ICT tools required for immersion. (This question stays the same as it refers to current training levels.)
3. I hope the availability of technical support will be sufficient during immersion.
4. I expect to find it easy to access the ICT tools I need during immersion.
5. I believe my internet connection is reliable enough to effectively use ICT tools during immersion. (This question stays the same as it refers to their current internet situation.)

4. How do you *think* the integration of ICT tools into immersion activities *will* affect your motivation and interest in pursuing careers in ABM?

1. I believe using ICT tools during immersion will increase my interest in pursuing a career in accountancy, business, or management.
2. I expect to feel more motivated to participate in immersion activities when ICT tools are used.
3. I think ICT tools will make the immersion experience more engaging and enjoyable.
4. I am more likely to consider a career that involves using ICT tools in accountancy, business, or management. (This question stays the same as it reflects their current likelihood.)
5. I believe the use of ICT tools during immersion will help me see the potential of technology in the business world.

II. Post Immersion

1. How does the use of ICT tools (e.g., spreadsheets, accounting software, online databases) during immersion activities affect the development of practical accounting and business skills among ABM learners?

1. Using spreadsheets during immersion helped me improve my data analysis skills.
2. I feel more confident using accounting software after using it during immersion.
3. My experience with online databases during immersion has enhanced my research abilities.
4. The ICT tools I used during immersion were relevant to the tasks I performed.
5. I believe that the ICT skills I developed during immersion will be valuable in my future career.

2. To what extent does ICT integration (e.g., collaborative online platforms, video conferencing) enhance communication and collaboration among ABM learners during their immersion activities?

1. Collaborative online platforms made it easier to communicate with my group members during immersion.
2. Video conferencing helped me to actively participate in group discussions during immersion.
3. ICT tools improved the efficiency of our group's work during immersion.
4. I felt comfortable sharing my ideas and opinions using the ICT tools provided.
5. ICT integration enhanced our group's ability to solve problems during immersion.

3. How does the application of ICT tools in immersion activities influence the ability of ABM learners to connect theoretical concepts from Fundamentals of ABM 1 & 2 to real-world business scenarios?

1. Using ICT tools during immersion helped me connect what I learned in Fundamentals of ABM to realworld business situations.
2. I was able to apply theoretical concepts more effectively when using ICT tools during immersion.
3. ICT tools made it easier to understand the practical implications of accounting and business principles.

4. I feel that my understanding of real-world business scenarios has improved as a result of using ICT tools during immersion.
5. The ICT tools I used during immersion provided me with valuable insights into the business world.

4. What are the common challenges and barriers encountered by ABM learners when using ICT tools during immersion, and how can these be addressed to improve student engagement?

1. I encountered technical difficulties when using ICT tools during immersion.
2. I felt adequately trained to use the ICT tools required for immersion.
3. The availability of technical support was sufficient during immersion.
4. I found it easy to access the ICT tools I needed during immersion.
5. My internet connection was reliable enough to effectively use ICT tools during immersion.

5. How does the integration of ICT tools into immersion activities affect the motivation and interest levels of ABM learners in pursuing careers in accountancy, business, and management?

1. Using ICT tools during immersion increased my interest in pursuing a career in accountancy, business, or management.
2. I felt more motivated to participate in immersion activities when ICT tools were used.
3. ICT tools made the immersion experience more engaging and enjoyable.
4. I am more likely to consider a career that involves using ICT tools in accountancy, business, or management.
5. The use of ICT tools during immersion helped me see the potential of technology in the business world.

e. Curriculum Vitae of Proponents

LAST NAME: HERMOSA	**FIRST NAME:** MANUEL	**MIDDLE NAME:** LOPEZ
BIRTHDAY: AUGUST 3, 1971	**SEX:** MALE	**POSITION / DESIGNATION:** MASTER TEACHER II
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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:		