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Task Immersion: Its Implication on Teaching Profession among National Youth Service Corps Teachers

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This study investigated the impact of task immersion on the teaching profession, effectiveness, professional development, and growth of NYSC teachers in Oyo State, with a specific focus on the Oyo Educational zone. The study also examined the benefits and challenges associated with task immersion, along with strategies to enhance it and maximize its positive impact on the teaching profession as a whole. Data was collected from a sample of 143 NYSC teachers across twenty public secondary schools. An ex-post facto descriptive research design was employed, using the Corps' Task Immersion Survey (CoTIS) as the primary data collection instrument. The study addressed four research questions. The findings revealed that task immersion significantly impacted on the teaching effectiveness of NYSC teachers. The perceived benefits of task immersion were positive for NYSC teachers, while challenges related to lesson note preparation and teaching aid selection were identified. The study also revealed the influence of task immersion on professional development and growth of serving corps. To maximize the positive effects of task immersion, the authors recommend that NYSC teachers immersion should continue, and be regularly assessed to prevent disconnection from the teaching norms. Additionally, strategies like conversational approach, interaction with real-world scenarios digitally and collaborative learning should be used during immersion.

Keywords: Task immersion, teaching profession, teaching effectiveness, NYSC teacher

INTRODUCTION

Education plays a crucial role in preserving cultural heritage, driving scientific progress, and fostering technological innovation across nations, including Nigeria. Consequently, substantial financial resources are allocated annually to support education, as emphasized by Onyekuru and Ibegbunam in 2013.Regardless of the level of education at which a teacher operates, their role is pivotal to the development of a reliable future workforce. This makes the role of a teacher sensitive in shaping student's life. Over time, the noble profession of teaching has been infiltrated by individuals who lack the qualifications to be in the classroom, thus compromising its integrity and quality (Onyekuru & Ibegbunam, 2013). The challenges in Nigeria's educational input are rooted in the engagement and involvement of individuals whose preferred job is not in the teaching profession. The situation is further complicated by the deployment of young graduates, whose professional background might not be in teaching, for a-year national service. This has increased the threat to the quality of service required in the teaching profession (Popoola, 2021). To preserve the dignity of the teaching profession and maintain quality service delivery, it is incumbent on relevant stakeholders, particularly school management, to properly immerse these supplied hands into teaching task.

To start with, what is task immersion (TI)? To different scholars, task immersion has different meaning depending on contextual and operational views. It is noteworthy that task immersion is synonymous with work immersion. Therefore, in this article, both task or work immersion shall be interchangeably used. According to Ador, Banaag, Bombio, Consignado, Quinay and Santos (2023), work immersion is an avenue to enrich knowledge of trade or skill practice. "Immersion is considered a valuable pedagogical technique for individuals to learn and actively participate. Its central emphasis lies on students' learning journey, and that of new entrants in the new field of profession''. Ragan, Sowndararajan, Kopper and Bowman (2010) described TI as a deliberate and mapped out guideline or procedure to inject orders of practice that will lead to better performance on the assigned duty. In the view of Ragan et al (2010), TI involves a systematic plan of executing identified ways of practice in a profession, which might be different from the general view. According to Dede, Salzman, Loftin and Sprague (1999), immersion is a step in evaluation, which is a useful method for achieving a better understanding in certain learning situations. Task immersion would then provide a basis for monitoring task progression. In essence, task immersion is the induction of new entrants into the pros and cons of routine in a new task environment with a view to eliciting better performance towards the attainment of set goals/objectives of the profession through regular assessment and monitoring of task progression. One of the goals of task immersion is to develop in the new entrants competencies, effectiveness, work ethics and values relevant to pursue further education among learners, perform extraordinarily and/or joining the work stream (Bebida, Daluraya, Doria, Lubiano, Malaborbor, Rivera &Zarsuelo, 2019).

Research evidences have shown that immersion has series of benefits if it is applied appropriately. In the experiment of Ragan et al (2010), it was established that if the procedure can be mapped to task, the ability to recall by referencing would aid cognitive memory of the learner/new entrant. The finding revealed that immersed learner performed far better than non-immersed participants in a learning environment. In a similar study, Fortune (2019) revealed that task immersion worker has the capability of achieving better results than non-immersion peers on standardized measures from the language perspective. These scholars' findings show the importance of immersion to the attainment of organizational goals and professional development of the immersed.

In order to realize various educational development goals, and to achieve within work environment, task immersion is a required factor that has to be incorporated for those who background is different from their current practices. This will help to support the skill and knowledge required to build up competency and propel skillfulness in the manpower (Magno, 2018). Task immersion should be done in the work location of the new entrants to inform and educate them on what is expected of them in line with the mission and vision of such enterprise. Through this initiative, individuals will acquire a comprehensive understanding of work ethics, workplace safety, rights, and responsibilities. They will also master effective service delivery strategies across various industry stakeholders, resolve interpersonal conflicts, and navigate the demands of their profession. By immersing themselves in these principles, they will find their work more manageable, especially when transitioning to related fields. According to Ador et al. (2023), immersion provides valuable prior experience, etiquette, and essential skills for their future careers. Applying this immersed knowledge leads to improved product quality, enhanced customer satisfaction and loyalty, increased productivity, and ultimately, greater returns on investment (Bebida et al., 2019).

According to Jonathan (2018), task immersion exposes new entrants to the challenges of learning unfamiliar responsibilities. Simultaneously, it provides a foundation for adapting to novel contexts within the working environment. Plante, Lackey, and Hwang (2006) reported on the impact of immersion programs, highlighting their potential to enhance commitment and compassion among the immersed. By directly experiencing the living conditions of the poor, participants in the immersed programs develop greater empathy. Through this firsthand exposure, they gain a deeper understanding of others' thoughts, emotions, and behaviors. Hwang, Plante, and Lackey (2008) further support these findings, emphasizing that students engaged in direct service through immersion programs exhibit increased compassion toward recipients. Savard (2010) documented a significant positive effect of immersion, particularly when participants engage in service and interact with marginalized communities. The more contact they have with the less fortunate, the greater the potential for transformative experiences. Savard also emphasized the importance of ongoing assessment for successful immersion programs.

Furthermore, the use of the immersion teaching paradigm with EFL students at higher education institutions was investigated in Luan and Guo's (2011) study. When compared to participants in standard education programs, participants in immersion courses showed faster progress in productive abilities (such speaking and writing). Beyond gaining greater social and cultural information, immersion students became more enthusiastic about studying English. These results imply that an immersion-based method of teaching English at universities could be a good substitute for the traditional approach. According to Ador et al. (2023) and Breakay et al. (2013), immersion participants in the tourism industry actively shared knowledge and contributed to dealing with diverse backgrounds. In Cody (2009), "The ideal immersion teacher, as described by Met and Lorenz (1997), possesses excellent skills in elementary education and exhibits native or near-native proficiency in the language of instruction."

In their exploration of work immersion experiences among grade 12 STEM students at a local science integrated high school, Ador et al. (2023) drew several conclusions based on Bustamante's (2019) research:

1. Exposure to Relevant Work Environment: Senior high school students engaged in work immersion were exposed to work environments directly related to their field of specialization. This exposure aimed to enhance their competence.
2. Detailed Descriptions for Effective Performance: The study emphasized the need for detailed job descriptions. These descriptions play a crucial role in envisioning potential employees who can perform exceptionally and efficiently within their assigned sectors.
3. Impact of Limited Immersion Knowledge: Participants' limited understanding of their immersion environment significantly influenced their job performance. Addressing this challenge through job orientation and training is essential for ensuring employee preparedness and strong performance.
4. Work Experience for Future Careers: Work immersion provided participants with valuable work experience that they could leverage in their future careers.

Importantly, teacher effectiveness should be a product of a well-performed immersion for non-educator. Although teacher effectiveness has diverse definitions depending on what is being measured, yet there is need for universal meaning (Stronge, Ward & Grant, 2011 in Aina, Olanipekun & Garuba, 2015). Gupta and Verma (2021) describe teacher effectiveness as the ability of educators to teach in a way that successfully fosters positive behavioral changes in students. According to Onyekuru and Ibegbunam (2013), teacher effectiveness involves demonstrating intellectual, social, and emotional stability, along with a genuine affection for children and a positive attitude toward teaching. Effective teachers also have the capacity to inspire positive qualities in their students. Evans (2006), as cited in the work by Onyekuru and Ibegbunam (2013), defines teacher effectiveness as the degree to which instructional objectives are realized. This attribute, even when demonstrated by non-educators, necessitates a focused and well-organized engagement from relevant stakeholders. Effective NYSC (National Youth Service Corps) teachers should possess the knowledge and skills necessary to achieve their goals—whether personal or aligned with the school's objectives. Furthermore, they must apply this knowledge and skill appropriately to ensure goal attainment. In their study of secondary school teachers in the Emohua local government area of Rivers state, Nigeria, Onyekuru and Ibegbunam (2013) assessed teaching effectiveness using the Teacher Effectiveness Checklist (TEC). The findings indicated that the teaching effectiveness of these educators was below average. One possible explanation for this outcome lies in the prevailing practice of prioritizing personal interests over professional qualifications during teacher recruitment for public schools. Additionally, the research highlights a positive correlation between the quantity and quality of teachers' training and their overall teaching effectiveness.

In another reports, Gupta and Verma (2021) identified some factors that are capable of affecting teacher effectiveness in schools. Among identified factors are in-service training (immersion for NYSC teachers), teaching experience, work environment, adjustment of teacher, inter-personal relationships, intrinsic and extrinsic rewards, and students. Of all these factors, it is observed that in-service training, that is task immersion, is very relevant to NYSC teachers to boost their productivity in their assigned duty. Yin-Cheong et al. (2002), as cited in the work by Gupta and Verma (2021), propose that identifying missing links within teacher education programs is crucial. By redesigning these programs, we can enhance the teaching effectiveness of schoolteachers. Specifically, the positive impact of teacher training (immersion) programs plays a significant role in achieving this improvement. To maximize teacher effectiveness, it is essential to provide in-service teacher education. These programs address the affective, behavioral, and cognitive domains, ultimately contributing to the enhancement of teaching effectiveness.

Having examined the contribution of immersion towards teacher effectiveness, it is important to identify benefits and challenges immersion unleash on both the immersed and the recipients of immersion's impact. Work immersion programs provide several benefits. According to Scispace (2024), TI offer the opportunity to gain real workplace experience, develop new skills, and increase their employability. They also help to be more organized, efficient, and responsible in completing tasks. Work immersion programs enhance soft skills, such as self-management, decision-making, and attention to detail. Additionally, these programs contribute to awareness, interest, and readiness for task. Whoever participate in work immersion programs have higher self-perceived work potency and feel confident in managing work assignments. Furthermore, highly immersive internships lead to increased learning and more translational outcomes. Overall, work immersion programs provide valuable experiences that prepare one for future careers and contribute to one's personal and professional growth. Immersion has its challenges. According to Mapalo-Mina and Sermona (2022), the challenges severely affect the immersed. Their research findings indicate that teachers faced difficulties in designing effective learning methods that aligned with the objectives of industrial immersion. Additionally, educators invested considerable time in reviewing technical concepts related to various specializations. Another challenge stems from the multitude of tasks assigned to teachers. To address these issues, the researchers

recommend developing a well-structured training plan specifically tailored for work immersion. This plan should align closely with the competencies required for each specialization.

According to Scispace (2024), with work immersion programs, several benefits accrued to employees' professional development and career growth. These programs provide real workplace experience, allowing learners to develop new skills and gain practical knowledge in a work setup. They also increase employability by giving learners the opportunity to discover themselves and jumpstart their professional growth. Through work immersion, learners can assess their workplace skills and competencies, which help them feel confident in managing work assignments. Additionally, work immersion enhances communication and interpersonal skills, as learners learn to deal with people from different backgrounds. Participants who are exposed to job assignments related to their field of study exhibit efficiency in completing tasks and acquire lessons that last a lifetime. Overall, work immersion programs provide learners with valuable experiences and skills that contribute to their professional development and future career success.

Finally, task immersion would be appropriate if right strategies are employed in the process. In Jones (2018), the immersion of Korean Students in an Intensive English Program was done through engagement strategy. In the study, the rule of interaction and regular communication were employed to facilitate the mastery of English as a global language. Research findings indicate that interacting with and residing alongside native English speakers significantly enhances the language immersion experience for Korean students. Notably, this immersive approach within the IEP (Intensive English Program) not only improves conversational English acquisition but also enhances overall language production efficacy. According to Bhatnaga (2024), an immersive learning environment involves students interacting within a virtual or simulated world, facilitated by integrated technologies. This approach fosters real-world interactions, evoking emotions and actions, while maintaining learners' focused engagement and providing personalized assistance. The four pillars of such an environment include engagement, effectiveness, performance tracking, and spatial design.The technologies associated with immersive learning encompass guided hands-on exercises, live tutoring, virtual reality (VR), augmented reality (AR), mixed reality, gamification, simulation, and 360-degree video. Key characteristics of an immersive experience include:

i.   Engagement and Interactivity: Immersive learning should be highly engaging and interactive.
ii.   Sense of Presence: It should create a sense of presence for the user.
iii.   Purposeful Design: Immersive experiences should be intentionally designed with specific educational goals in mind.
iv.   Personalization: The experience should be tailored to individual user needs, interests, and preferences, adapting to user behavior.
v.   Accessibility and Meaningfulness: A successful immersive experience should be accessible to a wide audience, providing both meaningful and enjoyable educational content.

In a recent study, Paulsen, Dua, and Davidsen (2024) conducted a systematic review of empirical research on the use of immersive virtual reality in collaborative learning across educational and professional contexts. The study analyzed eleven studies, organizing and coding them in a textual narrative synthesis. The findings indicated that collaborative learning in virtual reality can be conceptualized as a shared experience within an immersive, virtually mediated space. In this context, learners collaboratively address shared goals or problems. To support this conceptualization, it is essential to design technologies, environments, and activities that facilitate participation and social interaction, thereby fostering collaborative learning processes. The researchers provided recommendations for designing effective collaborative learning experiences in immersive virtual reality. Their paper concluded that such an approach creates a practice- and reflection-oriented space, enhancing engagement without disrupting real-world practices.

The inclusion of non-educators among NYSC (National Youth Service Corps) teachers requires robust task immersion support. This ensures that their one-year service benefits the host school, students, and the government. Consequently, it becomes essential to assess the relevance of immersion for these NYSC teachers. This study is predicated on attribution theory, otherwise known as Weiner theory. This affirms that the causal attribution of task immersion determine affective reactions of teaching effectiveness to either success or failure of the program on the NYSC teachers. In this realm, attribution theory assumes that NSYC teacher's performance behaviour is based on structured immersion organised by the host school with the aim of improving their teaching effectiveness and actualization of set educational goals. Thus, this study aims to investigate the impact of task immersion on the service delivery of NYSC teachers in public secondary schools across four local government areas in Oyo State.

Statement of the Problem

In spite of the financial incapability of the government to recruit, more trained and qualified teachers, the supply and utilization of serving corps in schools is a welcome development. The National Youth Service Corps (NYSC) program plays a crucial role in shaping the teaching profession among young educators. During their service year, NYSC teachers are immersed in various teaching tasks, classroom activities, and community engagements. However, the extent to which this task immersion impacts their teaching effectiveness, professional growth, and overall experience remains an area of inquiry.

This study aims to investigate the implications of task immersion on the teaching profession among the NYSC teachers. Specifically, we seek answers to the following questions:

1.   How does task immersion influence the teaching effectiveness of NYSC teachers?
2.   What are the perceived benefits and challenges of task immersion for NYSC teachers during their service year?
3.   How does task immersion contribute to the professional development and growth of NYSC teachers?
4.   What strategies can enhance task immersion and maximize its positive implications for teaching practice?

By addressing these questions, we aim to provide valuable insights for educational policymakers, NYSC administrators, aspiring educators, school management, and current and future researchers. Understanding the impact of task immersion on teaching practice can lead to informed decisions and effective support systems for NYSC teachers.

Research Questions

1.   How does task immersion impact the teaching effectiveness of National Youth Service Corps (NYSC) teachers?
2.   What are the perceived benefits and challenges of task immersion for NYSC teachers during their service year?
3.   How does task immersion influence the professional development and growth of NYSC teachers?
4.   What strategies can enhance task immersion and its positive implications for teaching practice within the NYSC framework?

Scope and Delimitation of the Study

The study was conducted on serving corps in public secondary school in Oyo State, particularly in Oyo educational zone. This study determined the perception of corps to task immersion in their place of primary assignment. Respondents were drawn from twenty (20) secondary schools that had at least five (5) corps member. The period of this study was between 2022 and 2023 batches of corps.

Population and Sample

The conduct of this study was carried out in government-owned secondary schools in Oyo State, particularly in four local government areas of Oyo Educational zone. The NYSC teachers formed the population for this research while one hundred and forty-three (143) serving corps members provided the sample for the study from twenty (20) schools.

METHODOLOGY

In the present research, an ex-post facto descriptive research design was employed and, a survey method with questionnaires on the Corps' Task Immersion Survey (CoTIS) was utilized. The study focused on implication of task immersion on teaching profession among National Youth Service Corps Teachers. The CoTIS was randomly administered to one hundred and forty three (143) NYSC teachers serving in twenty public secondary schools in four local government areas of Oyo State, namely: Atiba, Afijio, Oyo East and Oyo West. Collected data were analysied with The CoTIS consists of two sections:

1. Section A: This section captures Corps members' demographic information, including details related to sex, age, educational qualification, and service duration.
2. Section B: Comprising 20 items, this section delves into specific aspects related to task immersion.

To assess the instrument's reliability, the researchers applied the Cronbach's alpha formula, resulting in a reliability coefficient of 0.76. This value was considered reliable and suitable for the study.

Data Collection and Analysis

In this study, the researchers and research assistants administered a questionnaire to Corps members in the sampled schools. The impact of task immersion was assessed based on the Corps' responses to survey items. To address the study's challenges, various statistical analyses were performed on the collected data, leading to the establishment of key findings.

In the study, data underwent descriptive and weighted mean statistical treatment to facilitate the interpretation of results. The aim was to extract meaningful insights from the collected information and draw valuable and reliable conclusions. The percentage formula was used as follows:

$$p=f/n *100$$

where p= percentage
f= frequency of respondents
n= total number of respondents
Weighted means was used to determine the impact and influence of task immersion. The formula below was used.

$$Wm= \sum wX/\sum w$$

The process of calculating the weighted average is accumulating the products of multiplying each data point by its weight. Next, add up all of the data points' weights. Lastly, divide the sum of the weights by the weight*value products. (Frost, 2024).

Where Wm= Weighted mean
$\sum wX$= multiplying each data point by its weight and summing those products
$\sum w$= the sum of the weights

In order to arrive at a define interpretation of result the following were utilized for positive statements:

Scale	Verbal Description	Code
4	Strongly Agree	SA
3	Agree	A
2	Disagree	D
1	Strongly Disagree	SD

To arrive at a define interpretation of result the following were utilized for negative statements:

Scale	Verbal Description	Code
1	Strongly Agree	SA
2	Agree	A
3	Disagree	D
4	Strongly Disagree	SD

RESULTS

Research Question 1: How does task immersion impact the teaching effectiveness of National Youth Service Corps (NYSC) teachers?

Table 1: Distribution of Responses on the Impact of Task Immersion on Teaching Effectiveness

S/N	STATEMENTS		SA	A	D	SD	Total
1	I had taught before in school before my youth service	Freq	53	39	31	20	143
		%	37.06	27.27	21.68	13.99	100%
		Wm			41.4		
2	I have no teaching background	Freq	26	22	44	51	143
		%	18.18	15.38	30.77	35.66	100%
		Wm			40.6		
3	▪ I believe that being fully immersed in teaching tasks positively affects my effectiveness as an NYSC teacher.	Freq	44	65	29	6	143
		%	30.77	45.45	20.28	4.20	100%
		Wm			43.5		
4	▪ Task immersion enhances my ability to engage students effectively during my service year.	Freq	46	79	16	2	143
		%	32.17	55.24	11.19	1.40	100%
		Wm			45.5		
5	▪ I feel more confident in my teaching skills when I am deeply involved in classroom activities.	Freq	61	73	08	1	143
		%	42.66	51.05	5.59	0.70	100%
		Wm			48		

Table 1 presents the results of NYSC teachers on the impact task immersion on teaching effectiveness in public secondary schools in Oyo State. Majority of the respondents agreed (strongly agree and agree) to the assertions that they had taught before in schools before their youth service (64.33%, item 1). One hundred and nine (76.22%, item 3)believed that being fully immersed in teaching tasks positively affected their effectiveness as NYSC teachers. One hundred and twenty-five agreed(strongly agree and agree) that task immersion enhanced their abilities to engage students effectively during the service year (87.41%, item 4). One hundred and thirty-four(87.41%, item 5) agreed that they feel more confident in their teaching skills when they are deeply involved in classroom activities. However, ninety-five of respondents disagreed (strongly disagree and disagree) with the assertion that they have no teaching background. Their disagreement with the statement reveals that they have teaching background before their service year.

Table 1 also shows that the weighted mean (41.4+40.6+43.5+45.5+48/5= 43.8) is greater than the regular mean (35.75).This then reveals that task immersion impact significantly on the teaching effectiveness of National Youth Service Corps (NYSC) teachers.

Research Questions 2: What are the perceived benefits and challenges of task immersion for NYSC teachers during their service year?

Table 2: Distribution of Responses on the Benefits and Challenges of Task Immersion

S/N	STATEMENTS		SA	A	D	SD	Total
6	I find it difficult to prepare my lesson note	Freq	33	54	39	17	**143**
		%	23.08	37.76	27.27	11.89	**100%**
7	I find it difficult to mark my students' notes	Freq	52	64	20	7	**143**
		%	36.36	44.76	13.99	4.90	**100%**
8	I am confused on the selection of teaching aid I should use	Freq	34	49	46	14	**143**
		%	23.78	34.27	32.17	9.79	**100%**
9	▪ Task immersion provides valuable learning experiences during my NYSC service.	Freq	36	75	18	14	**143**
		%	25.17	52.45	12.59	9.79	**100%**
10	▪ I find it challenging to balance task immersion with other responsibilities.	Freq	20	49	52	22	**143**
		%	13.99	34.27	36.36	15.38	**100%**
11	▪ Being immersed in teaching tasks helps me develop practical teaching strategies.	Freq	44	75	12	12	**143**
		%	30.77	52.45	8.39	8.39	**100%**

Table 2 shows the result of the perceived benefits and challenges of task immersion for NYSC teachers during their service year. One hundred and eleven agreed that task immersion provided valuable learning experiences during their NYSC service (item 9, 77.62%). One hundred and nineteen (83.22%) agreed that being immersed in teaching tasks helped them develop practical teaching strategies (item 11). A high percentage (81.12%) of NYSC teachers finds it difficult to mark my students' notes (item 7). A modest percentage of NYSC teachers agreed that they find it difficult to prepare my lesson note (60.84%, item 6) and 58.05% agreed that they are confused on the selection of teaching aid they should use (item 8). In item 10, respondents disagree (strongly disagree and disagree) with the statement that they find it challenging to balance task immersion with other responsibilities (51.74%).

Research Question 3: How does task immersion influence the professional development and growth of NYSC teachers?

Table 3: Distribution of Responses on the Influence of Task Immersion on Professional Development and growth of NYSC teachers

S/N	STATEMENTS		SA	A	D	SD	Total
12	▪ Task immersion contributes significantly to my professional growth as an NYSC teacher.	Freq	60	69	9	5	**143**
		%	41.96	48.25	6.29	3.50	**100%**
		Wm			47		
13	▪ I actively seek opportunities for task immersion to enhance my teaching skills.	Freq	34	83	15	11	**143**
		%	23.78	58.04	10.49	7.69	**100%**
		Wm			42.6		
14	▪ Task immersion positively impacts my long-term career prospects in education.	Freq	36	59	36	12	**143**
		%	25.17	41.26	25.17	8.39	**100%**
		Wm			40.5		
15	▪ Task immersion helps me demonstrate the correct way to solve problem in the classroom	Freq	40	75	22	6	**143**
		%	27.97	52.45	15.38	4.20	**100%**
		Wm			43.5		

Table 3 reveals the influence of task immersion on the professional development and growth of NYSC teachers in public secondary schools in Oyo State. Respondents (129) mostly agreed (strongly agree and agree) with the assertions that task immersion contributes significantly to their professional growth as NYSC teacher (90.21%, item 12). One hundred and seventeen of respondents actively seized the opportunities of task immersion to enhance their teaching skills (81.82%, item 13). Ninety-five of NYSC teachers (66.43%) likewise agreed that task immersion positively affects their long-term career prospects in education (item 14).One hundred and fifteen (80.42%) agreed that task immersion helped them demonstrate the correct way to solve problem in the classroom.

Table 3 also shows that the weighted mean (47+42.6+40.5+43.5/4= 43.5) is greater than the regular mean (35.75). The weighted mean of 43.5 reveals that task immersion has positive stimulus on both professional development and growth of the serving corps. This further attest that task immersion influence the professional development and growth of NYSC teachers.

Research Question 4: What strategies can enhance task immersion and its positive implications for teaching practice within the NYSC framework?

Table 4: Distribution of Responses on Strategies to enhance task immersion of Corps teaching practice

S/N	STATEMENTS		SA	A	D	SD	Total
16	I believe that incorporating real-world scenarios and practical experiences into teaching can enhance task immersion for NYSC educators	**Freq**	45	82	12	4	**143**
		%					**100%**
			31.47	57.34	8.39	2.80	
17	Creating an immersive learning environment for NYSC teachers is possible through effective integrate technology	**Freq**	54	72	15	2	**143**
		%					**100%**
			37.76	50.35	10.49	1.40	
18	In my opinion, collaborative learning (group work, peer discussions) is important in fostering task immersion during NYSC training sessions	**Freq**	54	74	12	3	**143**
		%					**100%**
			37.76	51.75	8.39	2.10	
19	I do agree that providing clear learning objectives and goals enhances task immersion for both NYSC trainers and trainees	**Freq**	55	70	15	3	**143**
		%					**100%**
			38.46	48.95	10.49	2.10	
20	I do engage in reflective practices (such as journaling or self-assessment) to enhance my task immersion as an NYSC educator.	**Freq**	45	63	26	4	**143**
		%					**100%**
			31.47	44.06	18.18	2.80	

   Table 4 shows that majority of the respondents agreed (strongly agree and agree) to items16-20. One hundred and twenty-seven agreed with the assertion that 'I believe that incorporating real-world scenarios and practical experiences into teaching can enhance task immersion for NYSC educators' (88.81%, item 16). One hundred and twenty-six agreed that 'creating an immersive learning environment for NYSC teachers are possible through effective integrate technology' (88.11%, item 17). One hundred and twenty-eight agreed that collaborative learning (group work, peer discussions) is important in fostering task immersion during NYSC training sessions (89.51%, item 18). On hundred and twenty-five do agreed, that providing clear learning objectives and goals enhances task immersion for both NYSC trainers and trainees(87.41%, item 19). One hundred and eight do engage in reflective practices (such as journaling or self-assessment) to enhance their task immersion as NYSC educators (75.53%, item 20). These indicate that bulk of NYSC teachers have been helped through different immersion strategies.

Results and Discussion

The study reveals a significant impact of task immersion on the teaching effectiveness of National Youth Service Corps (NYSC) teachers. This finding aligns with Ragan et al.'s assertion in 2010 that higher levels of immersion correlate with improved task performance, and teaching effectiveness (Onyekuru & Ibegbunam, 2013). Additionally, Bebida et al. (2019) emphasize that task immersion fosters competencies, work ethics, and values essential for continued learning and successful integration into the workforce. These scholarly contributions reinforce the study's central claims that fully immersed NYSC teachers positively influence teaching effectiveness, and benefited the teaching profession. Furthermore, task immersion enhances their pedagogical abilities, enabling effective student engagement and confident classroom management (Gupta &Verma, 2021).

The finding, with respect to perceived benefits and challenges of task immersion, indicates that task immersion provided valuable learning experiences and helped NYSC teachers to develop practical teaching strategies, real workplace experience, develop new skills, and increase their employability which are in line with Breakay et al. (2013) in Ador et al. (2023) and Scispace (2024). While Breakay et al. (2013) revealed that immersion promote knowledge sharing and adaptability todeal with people from different backgrounds, Scispace (2024) reveals that it enhances soft skills, such as self-management, decision-making, and attention to detail. The authors' findings also show that NYSC teachers find it difficult to prepare my lesson note; and confused on the selection of teaching aid they should use. Dede et al (1999) and Savard (2010) then advised that constant assessment is key for achieving a better understanding in certain learning situations and for monitoring task progression.

Further outcome of the study indicates that the influence of task immersion on the professional development and growth of NYSC teachers is significant. This discovery aligns with the research reports of Luan andGuo (2011), Magno (2018), Bebida et al. (2019) and Scispace (2024) which emphasized faster improvement in productive skills; proficiency in the instruction, skillfulness and knowledge build up. Their collective findings demonstrate that leveraging task immersion knowledge leads to several positive outcomes like improved product/service quality; enhanced learners satisfaction and loyalty; increased productivity and faster and higher returns on investment. In summary, embracing task immersion pays dividends across various dimensions of teaching success. This implies that task immersion contributes significantly to professional development and growth of NYSC teachers; enhance their teaching skills; impact on their long-term career prospects in education; and helped them demonstrate the correct way to solve problem in the classroom.

Finally, Jones (2018), Bhatnaga (2024) and Paulsen, Dua and Davidsen (2024) upholds the finding of the study on strategies that can enhance task immersion and its positive implications for teaching practice within the NYSC framework. The study reveals that incorporating the rule of engagement(Jones, 2018), real-world scenarios (Bhatnaga, 2024) and practical experiences into teaching will enhanced task immersion; creating an immersive learning environment for NYSC teachers which is possible through effective technology integration; and collaborative learning environment (Paulsen, Dua & Davidsen, 2024)are important in fostering task immersion during NYSC training sessions. It is clear in the study that providing clear learning objectives and goals will enhance task immersion for both NYSC trainers and trainees. This will engender reflective practices (such as journaling or self-assessment) to enhance task immersion as NYSC educators.

CONCLUSION

This study sought to investigate the implication of task immersion on teaching profession among NYSC teachers. Findings shows that task immersion impact significantly on the teaching effectiveness of National Youth Service Corps (NYSC) teachers. This implies that the pedagogical ability to effectively engage students and confidently manage classroom activities has been raised. The finding shows that immersion promotes knowledge sharing and adaptability to deal with people from different backgrounds. Constant assessment is also required for achieving a better understanding in certain learning situations and for monitoring task progression. The result further shows that professional development and growth are sure if every NYSC teacher is properly immersed.

RECOMMENDATIONS

Based on the findings of the study the following recommendations are made:

i.   The NYSC teachers should make themselves available for necessary orientation and immersion to be able to contribute meaningfully in the lives of students and teaching profession.
ii. The school management should from time to time check on these NYSC teachers in order to guide for better service delivery and assessment. Regular monitoring is needed to help and mentor for high productivity.
iii. The NYSC Directorate should continue with their regular assessment so as to have insight into their state of wellbeing, and challenges of these teachersin order to incorporate them in their general orientation;
iv. The current researcher: The outcome of this study has armed the current researcher with information on the current state of task immersion in secondary schools; the impact of task immersion and how to better the lot of schools with the findings of the study; and
v.   The future researchers: the result of this study has served as the basis for new knowledge exploration, and a new theory may emerge.

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