

Perception of Tvl Student-Trainees in the Implementation and Compliance of Work Immersion Program

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ABSTRACT

Work Immersion Program, provide student-trainees a real-world work experience to develop their relevant skills and competencies making them more informed of their career choice and to improve their employability. The study used descriptive-quantitative and qualitative methods to approach delves into the anticipated strengths and challenges faced by learners during the work immersion program. The results of the gathered data were very effective in developing skills relevant as they have their immersion in preparation of their career choice. All student-trainees participated actively and shared a common understanding indicating that they have gained high awareness and are concerned for these matters. The research findings revealed the knowledge and skills gained by the student-trainees that joined the work immersion program by the help and acknowledgement of the work immersion facilitators. The strength and areas for improvement of the work immersion program provides insightful feedbacks to address areas that need enhancement in the overall competencies. The Program Improvement Plan aims will be used as a basis to improve the Work Immersion Program's effectiveness, efficiency, and compliance, ensuring meaningful real-world experience for student-trainees and meeting Department of Education and partner institution requirements.

Keywords: Work immersion, implementation and compliance, program improvement

INTRODUCTION

In the field of education, quality, and excellence of learning is of utmost importance. It is a must that schools should produce quality graduates, who will develop and undergo the social and economic components of nation-building so that the nation can achieve full development and progress in their experience.

The Work Immersion Program plays a crucial role in promoting effective holistic learning for students. It is not just a feature of the Philippine curriculum but also other countries.

The Philippines' Enhanced Basic Education Act of 2013 (Republic Act No. 10533), specifically Section 5, mandates a learner-centered, inclusive, and developmentally appropriate curriculum. This curriculum utilizes constructivist, inquiry-based, reflective, collaborative, and integrative teaching methods. The K-12 program's overall aim is to equip students with the skills, values, and work ethic needed to either continue and pursue further education or enter the workforce successfully.

The Department of Education issued DepEd Order No. 30, s.2017, Guidelines for Work Immersion on June 5, 2017, which is the basis for implementing work immersion in all senior high schools (grade 12). This order emphasized that Work Immersion is a key feature in the senior high school curriculum and stated that the program can be conducted differently depending on the learners' needs and goals.

It aims to bridge the gap between theoretical learning and practical application, fostering greater congruence between basic education and the nation's development goals.

The Work Immersion refers to the Senior High School Curriculum that includes 80 hours of practical experience or simulated work, in which Grade 12 students will participate to familiarize themselves with a real workplace environment and to enhance the skills taught by the school.

The objectives of the work immersion program often center on such things as how to provide real work experience to the students, to develop their relevant skills and competencies, increase employability, and allow the students to apply what they have learned in a real-world scenario and how to develop their relevant skills, values, and work ethic that they have learned in the work immersion program.

Through Work Immersion, the students are exposed to and become familiar with work-related environments related to their field of specialization to enhance their learning and competence. Specifically, the students can gain practical industrial skills relevant under the guidance of industry experts and workers, appreciate the importance and application of the principles, theories, and knowledge taught in school, enhance their technical knowledge and skills, enrich their skills in communications, interactions, and human relations, and develop good work habits, attitudes, appreciation, and respect for work and employees.

The study by Budomo (2020) describes the readiness and willingness of the enterprises to accept work immersion (WI) activities of Senior High School (SHS) students. Respectively, it enumerated the needed work immersion requirements of the Senior High School in terms of classification and skills needed, the readiness of enterprises in compliance with the Department of Education's requirements in terms of the facilities, alignment, proximity, legal requirements, scope of operation and corporate social responsibility.

Moreover, it determines the willingness of enterprises in terms of the number of interns needed, availability of slots for internships, students' qualifications, and gender preferences. The study also recommends the following: the conduct of orientation or seminar in the enterprises about work immersion; search for other potential enterprise partners; partnering with State Universities and Colleges; and the use of simulation activities learned inside the school.

However, as mentioned by Catelo (2020) the work immersion teachers experienced a hard time interpreting such inclusive work immersion guidelines because of the different specializations that were offered in the other schools which resulted in a different understanding of the conduct of the program that may fall into the prescribed standard of the Department of Education. Additionally, one unsatisfactory condition of the result of the assessment of the work immersion program centered on the delivery model that limits the students and teachers in conducting the different models suggested by DepEd.

Relatively, the program implementation on the following areas: 1) pre-immersion, 2) immersion proper and 3) post-immersion and the compliance on the curriculum and assessment should also be taken into consideration.

Pre-immersion

This plays a crucial role in setting the student-trainees up for success and ensuring a safe and productive learning experience. Through the pre-immersion activities, the trainees gain a clear understanding of what to expect during their deployment, including the goals, responsibilities, and the learning objectives.

Moreover, the orientation and training equipped the trainees with the essential workplace skills such as communication, teamwork, professionalism and time management.

Acar (2019) asserted that the school's pre-orientation and the actual orientation provided by the establishment enabled students to grasp the importance of following establishment standards, which encompass being polite and focused on fulfilling their responsibilities. As stated by Budomo (2020), this research identified and elaborated on the preparedness and openness of businesses to embrace work immersion (WI) activities for senior high school (grade 12) students. In particular, its businesses adhere to the standards set by the Department of Education. The study of Richmond et al. (2015) noted that student readiness for work-integrated learning through simulated learning experiences is an area in occupational therapy that lacks sufficient research. Dimaano (2019) also asserted that it enhances the management of work immersion programs by establishing partnerships and industry connections with various groups in the realm of work immersion opportunities for students through

the utilization of facilities and equipment. Finally, based on Thompson et al., (2021) higher education is pressured to prove its students' readiness to work, preparing marketing students to become successful professionals requires faculty to employ a myriad of approaches.

Hence, a well-prepared student-trainee will boost his/her confidence in the workplace. Pre-immersion activities help students feel equipped and ready to tackle the challenges and responsibilities they will encounter during their work immersion.

Immersion Proper

This is considered as the heart of the work immersion program, where theory meets practice. By actively participating in a professional environment, students gain practical skills, build valuable networks, and develop essential personal qualities that prepare them for success in their future careers.

Through exposure to different work environments and industry professionals, student-trainees were gaining valuable insights into various career paths. The firsthand experience helps them refine their career interests and make more informed decisions in the future.

Acut et al., (2013) mentioned that in the Philippines, youth unemployment persists in obstructing significant economic growth because of a mismatch between job skills, insufficient knowledge and skills training, and inadequate work experience. According to Ador et al., (2023) the implementation of the K–12 curriculum in the Philippines brought changes to the education system. One of which is the implementation of work immersion in senior high school. As mentioned by Dela Cruz et al., (2020) the study aims to provide learners with real workplace experience in the actual work setup that builds new skills, immersed in the business workplace, and increases employability that will help in discover themselves and jumpstart their professional growth by assessing their workplace skills, knowledge, and competencies.

Furthermore, immersing themselves in a professional environment allows the student-trainees to develop strong work ethic. They also learn to collaborate effectively with others towards a common goal.

Post-Immersion

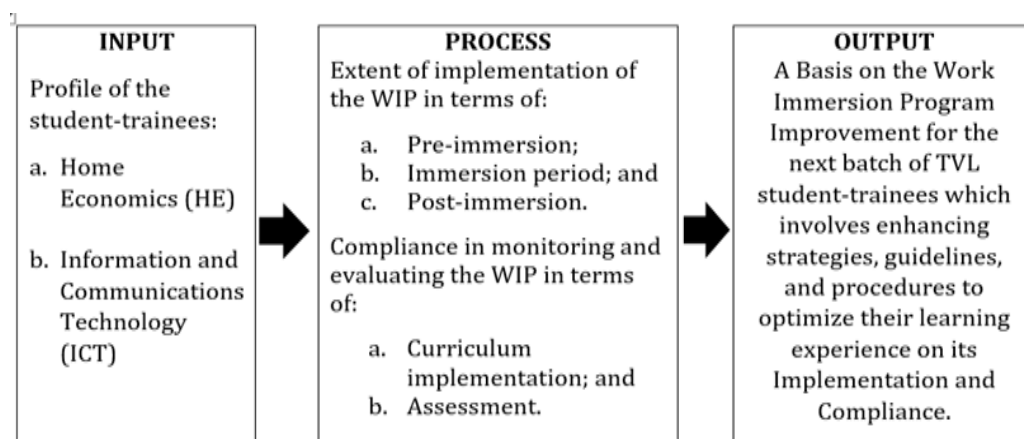
Post-immersion activities are crucial in consolidating learning, reflecting on experiences, and maximizing the program's impact on the student-trainees' development. Through self-assessment, peer feedback, and teacher evaluation, the student-trainees receive constructive feedback on their work immersion performance. This feedback will help them identify areas for improvement and set goals for future development.

With these circumstances, evaluating the school's work immersion program to ensure its quality to meet the necessary standards in delivering the expected learning outcomes.

As stated by Yu et al. (2022), post-immersion learning demonstrated the professional advantages and difficulties they have been experienced by their interactions with various cultures and educational frameworks in foreign countries.

Conceptual Framework

Figure 1 Research Paradigm of the Study



The study determines the extent of implementation and compliance of the Work Immersion Program (WIP) of Saint Mary's University Senior High School. Thus, this following framework will guide the conduct of the study.

The strand, in this study, classified the student-trainees based on their specialization.

The extent of implementation of the WIP in terms of a) pre-immersion, referred to the processes and activities in which the work immersion teachers prepared the student-trainees prior to the deployment. b) immersion period pertained to the actual conduct of the work immersion at the student-trainees' assigned workplace. This refers to the performance of the student-trainees' in the real work setting allowing them to gain responsibility of tasks assigned to them as well as performing hands-on activities that targets their various basic and core competencies that they have acquired during their preparation. Lastly, c) post-immersion, is the solidification of learning in assessing the experience and preparation of the student-trainees.

On the other hand, the evaluation of the compliance on the following areas: a) curriculum implementation, and b) assessment ensured that the program delivered a high-quality and standardized learning experience for all the student-trainees. Evaluation of these areas of the Work Immersion Program enabled them to gain valuable practical skills, develop essential workplace competencies and prepare them well in their future careers.

Moreover, the Program Improvement Plan will aid the enhancement of the effectiveness, efficiency and compliance of the Work Immersion Program, ensuring that the student-trainees will receive meaningful, real-world experience that aligns with their specialization, while also meeting the requirements of both the Department of Education and partner institutions.

Statement of the Problem

This study was conducted to evaluate the degree of Implementation and Compliance of the Work Immersion Program of Senior High School for the Academic Year 2023-2024.

Specifically, it is ought to answer the following problems:

1. To what extent is the level of Implementation of the Work Immersion Program along the areas:
 - a. pre-immersion;
 - b. immersion proper; and
 - c. post-immersion?
2. How compliant is the school in monitoring and evaluating the Work Immersion Program in terms of:
 - a. curriculum implementation; and
 - b. assessment?
3. What are the challenges that the student-trainees encountered in the conduct of the Work Immersion Program?
4. What are the strengths experienced during the conduct of the Work Immersion?
5. What are the suggestions toward the improvement of the Work Immersion Program?

METHODOLOGY

Research Design

This study utilized the descriptive-qualitative and quantitative method to assess the implementation and compliance of the work immersion program of Saint Mary's University Senior High School.

Qualitative approach delved into the anticipated strengths and challenges faced by learners during the work immersion program. It also identified the specific skills necessary for success and the potential contributions of

student-trainees. Conversely, the quantitative method focuses on assessing the program's implementation across various aspects.

Research Locale

Figure 2 Saint Mary's University Senior High School Department



This study was conducted at Saint Mary's University, Nueva Vizcaya in the academic year 2024-2025. Saint Mary's University Senior High School is located at the college campus of the university in Bayombong, Nueva Vizcaya. The school offers the following strands under the Academic Track: Accountancy, Business, and Management (ABM), Science, Technology, Engineering and Mathematics (STEM), and Humanities and Social Sciences (HUMSS). Information and Communication Technology (ICT) and Home Economics (HE) are offered under the Technical Vocational and Livelihood Track. The senior high school department also offers the Arts and Design Track (AD).

Research Participants

Research respondents were the Grade 12 Senior High School Students for the Academic Year 2023-2024 specifically those who were enrolled in Work Immersion subject, under the Technical-Vocational-Livelihood Track.

Table 1 Profile of the Respondents in terms of Strand

Strand	N	Percent
Information and Communication Technology (ICT)	13	48.15
Home Economics (HE)	14	51.85
Total	27	100

Population sampling was utilized to ascertain the number of respondents, as every TVL student who participated in work immersion during the 2023-2024 school year was included in the study. A total of thirteen (13) student-trainees came from the Information and Communication Technology (ICT) strand, while fourteen (14) student-trainees belong to the Home Economics (HE) strand.

Research Instruments

Researchers utilized a self-made survey questionnaire for the study. It contained twenty-two (22) items that underwent pilot testing for content validity and reliability. The first part of the survey questionnaire was the profile of the respondents. The second part was the evaluation of the level of implementation of Saint Mary's University Senior High School (SMUSHS) Work Immersion Program in terms of the following: a) pre-

immersion, b) immersion proper and c) post-immersion. Moreover, the third part was evaluation of the compliance of the program in the following areas: a) curriculum implementation and b) assessment. The last part of the survey questionnaire was composed of three (3) open-ended questions which generated responses on the challenges, strengths and recommendations to further improve the work immersion program implementation.

The mean range for each descriptor was interpreted using the following systems:

Table 2 Likert scale interpretation for the evaluation of the level of implementation of SMUSHS - TVL student-trainees Work Immersion Program

Mean range	Qualitative Description	Interpretation
1.00 – 1.49	Strongly disagree	To a small extent
1.50 – 2.49	Disagree	To a moderate extent
2.50 – 3.49	Agree	To a large extent
3.50 – 4.00	Strongly agree	To a very large extent

Table 3 Likert scale interpretation for the evaluation of the level of compliance of SMUSHS - TVL student-trainees Work Immersion Program

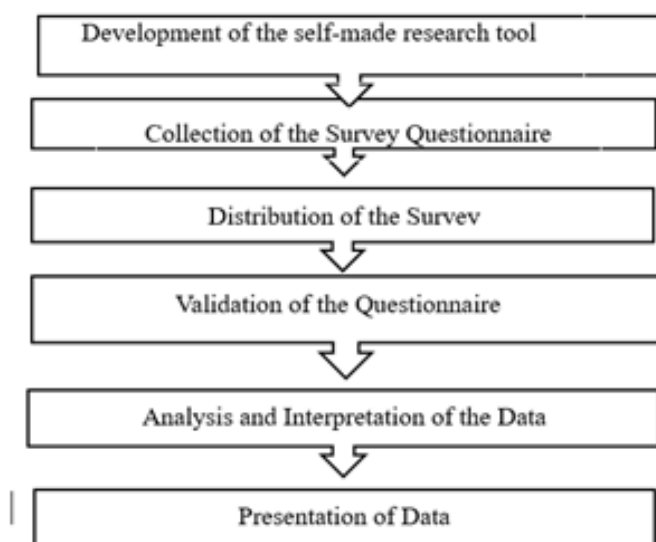
Mean range	Qualitative Description	Interpretation
1.00 – 1.49	Strongly disagree	Not Compliant
1.50 – 2.49	Disagree	Partially Compliant
2.50 – 3.49	Agree	Mostly Compliant
3.50 – 4.00	Strongly agree	Fully Compliant

The questionnaire was checked and validated by an expert in the field of research. Furthermore, the survey questionnaire was very highly reliable in terms of suitability and appropriateness of items which reported a reliability index of Cronbach $\alpha = .936$.

Data Gathering Procedure

To solve and determine the problems, objectives, and aims of the study, the researcher made a systematic approach to gather the data.

Figure 3 Flowchart of the Study



Treatment of Data

The data gathered were organized, coded, and treated with utmost confidentiality and with appropriate statistical treatments. The following statistical treatments was used:

- a) Descriptive statistics, mainly N (total number of responses), mean, standard deviation, frequency count, and percent distribution. These descriptive statistics were utilized to determine and assess the competency level of the learners.
- b) Thematic analysis was utilized in analyzing and understanding the experiences, thoughts, and behaviors across the data set. It was aid in the creation of the themes or meanings from the data collection. Hence, thematic analysis was used to further understand and analyze both the learners and partner institutions/establishments supervisors' qualitative responses.

RESULTS AND DISCUSSIONS

Section I. The Level of Implementation of Work Immersion Program along the areas of Pre-Immersion, Immersion Proper and Post-Immersion

Table 4 The Level of Implementation of the Work Immersion Program in terms of Pre-Immersion as Perceived by the TVL student-trainees

Statement	Mean	SD	Interpretation
I actively participated in the pre-immersion seminars conducted by our work immersion teacher.	3.56	.70	To a very large extent
I attended the mock job interview which help me boost my confidence.	3.67	.68	To a very large extent
I secured all the necessary documents ahead of time to ensure a smooth flowing immersion.	3.56	.70	To a very large extent
I and the work immersion partner institution supervisor where oriented on the schedule and the number of hours of work immersion.	3.58	.66	To a very large extent
OVERALL	3.58	.66	To a very large extent

Legend: Implementation: 1.00-1.49=To a small extent; 1.50-2.49=To a moderate extent; 2.50-3.49=To a large extent; 3.50-4.00=To a very large extent

Table 4 shows the level of implementation of the work immersion program during the conduct of pre-immersion activities; the student-trainees perceived themselves as prepared to a very large extent (\bar{x} =3.58, SD=.66). As can be seen, the mock job interview helped them boost their confidence (\bar{x} =3.67, SD=.68) as well as the conduct of orientation by the work immersion partner establishment/institution supervisors with regards to the schedule and number of work hours (\bar{x} =3.58, SD=.66).

This implies that the student-trainees perceived themselves as highly prepared for work immersion with the help of the pre-immersion activities. The practical, hands-on preparatory activities and strong communication with partner institutions contributed to the student-trainees' confidence and readiness. The positive perceptions of preparedness highlight the effectiveness of the department's current approach.

This finding holds implications that the work immersion program is perceived by the Grade 12 TVL ICT and HE students as beneficial for them to grapple necessary competencies that will aid them in fulfilling applied

tasks. According to Duraku et al. (2022), professional development opportunities greatly help in developing skills tailored to the needs of the trainees. In addition, Jehanzeb and Bashir (2013) also mentioned that training can yield benefits to the trainees such as performance satisfaction. Peñarendonda (2023) stated that work immersion will prepare graduates for the tasks they will perform on the job-ready skills by providing valuable insights for continuous future skill development and employability.

Table 5 The Level of Implementation of the Work Immersion Program in terms of Immersion Proper as Perceived by the TVL student-trainees

Statement	Mean	SD	Interpretation
I have applied and learned the basic skills that has been oriented in enhancing my learning experiences.	3.37	.79	To a large extent
I appreciate the importance and application of different theories in the industry taught in school.	3.56	.70	To a very large extent
I witnessed site inspections by our work immersion teacher who ensured that the activities allocated to us were pertinent, demanding, and relevant to our area of expertise, thereby optimizing the quality of the learning process.	3.44	.70	To a large extent
I obtained knowledge in the work immersion program provided by the school which was comprehensive, helpful and was relevant to my strand specialization.	3.56	.75	To a very large extent
I was introduced to diverse workplace cultures during the immersion period, which taught me to navigate and respect cultural differences.	3.48	.70	To a large extent
I was able to build consistent work habits such as effective time management, organization and attention or detail. It also allowed me to develop an appreciation for various career paths.	3.37	.74	To a large extent
OVERALL	3.46	.64	To a large extent

Legend: Implementation: 1.00-1.49=To a small extent; 1.50-2.49=To a moderate extent; 2.50-3.49=To a large extent; 3.50-4.0=To a very large extent

Table 5 illustrates the extent of execution of the work immersion program during the immersion proper, indicating that the student-trainees felt the implementation level of the work immersion program during the immersion proper was largely effective ($\bar{x}=3.46$, $SD=.64$). The student-trainees expressed their appreciation for the significance and practical use of various theories in the industry that were taught in school, noting that the knowledge they gained was thorough, beneficial, and pertinent to their specialization ($\bar{x}=3.56$, $SD=.70$). A mean score of 3.37 indicates that the student-trainees significantly acquired the fundamental skills aimed at improving their learning experiences and successfully developed consistent work habits, including effective time management, organization, and attention to detail.

This implies that the work immersion program focused more on bridging the gap between theoretical learning and practical application, particularly in essential work habits, there may be a need for additional training or workshops focusing on practical skills, including time management, organization, and attention to detail, to help the student-trainees transition more smoothly into the workplace.

The study of La Corda (2024) highlighted that these kinds of concerns should be communicated very well with the specialized subject teachers of the student-trainees for them to revisit the learning objectives and core

competencies covered in the specialized subjects to discuss how these can be aligned with the tasks encountered during work immersion.

Relative to this, the school, especially with the efforts of the work immersion teachers in the integration of various skills needed in the industry specifically in the classroom instructions contributes to the formation of effective skills development that better prepare the student-trainees in the conduct of their work immersion (Canuba 2019).

Table 6 The Level of Implementation of the Work Immersion Program in terms of post-immersion as Perceived by the TVL student-trainees

Statement	\bar{x}	SD	Interpretation
I received insightful feedbacks from our partner supervisor which are relevant to the overall impact of the work immersion experience.	3.26	.81	To a large extent
I gained a deeper understanding of the career path I'm interested to pursue through the work immersion.	3.41	.80	To a large extent
I enhanced my technical knowledge and skills through the work immersion.	3.44	.75	To a large extent
I understand that the accomplishment of the work immersion portfolio will be a baseline in assessing the effectiveness of placements identifying areas where learning objectives were met to assess potential areas for improvement in future program iterations.	3.52	.70	To a very large extent
OVERALL	3.41	.70	To a large extent

Legend: Implementation: 1.00-1.49=To a small extent; 1.50-2.49=To a moderate extent; 2.50-3.49=To a large extent; 3.50-4.0 =To a very large extent

It can be gleaned in Table 6 that the level of implementation of the work immersion program in terms of post-immersion is to a large extent (\bar{x} =3.41, SD=.70). The student-trainees understood that the accomplishment of the work immersion portfolio will be a baseline in assessing the effectiveness of placements identifying areas where learning objectives were met to assess potential areas for improvement in future program iterations (\bar{x} =3.52, SD=.70). In addition, they also accepted and acknowledged the proposed comprehensive feedback that will provide meaningful and insightful feedback from their partner supervisors which are relevant to the overall impact of the work immersion experience (\bar{x} =3.26, SD=.81).

The data implies that the portfolio is valued as a tool for assessing learning, the lack of meaningful feedback from supervisors limits the immersion program's effectiveness, pointing to the need for improved feedback processes to enrich the overall learning experience. This suggests that there is a need to enhance the feedback mechanisms from partner supervisors to provide student-trainees with more constructive and insightful guidance, helping them refine their skills and meet learning objectives more effectively. Moreover, the work immersion portfolio could be supplemented with structured, formalized feedback sessions to ensure that student-trainees received the necessary mentorship to maximize the learning outcomes of their immersion experience.

This supports the study of Shin et al. (2020) which asserts that on-the-job training has a favorable connection with the subjective well-being of trainees, including improvements in their skills, performance, and employee engagement. Hanaysha and Tahir (2016) stated that the research aims to examine the impact of employee empowerment, collaboration, and training on job satisfaction within the higher education sector. Furthermore, Cabile (2024) notes that student satisfaction reflects the degree of the mediating influence of students' quality

performance on the implementation of work immersion and their satisfaction with the program.

Section II. The Level of Compliance of the Work Immersion Program in terms of Curriculum Implementation and Assessment

Table 7 The Level of School's Compliance of the Work Immersion Program in terms of Curriculum Implementation as Perceived by the TVL student-trainees

Statement	Mean	SD	Interpretation
The work immersion program is designed to directly align with the learning objectives and competencies outlined in the curriculum of the specialized subjects.	3.26	.81	Mostly Compliant
The classroom activities and instruction are relevant to the work immersion experiences I gained during the immersion period.	3.48	.75	Mostly Compliant
The work immersion program bridges the theory and practice by allowing the students to apply their learned knowledge and skills in a real-world work environment.	3.41	.69	Mostly Compliant
The work immersion program allowed the students to develop the basic competencies such as workplace communication, team environment, professionalism and occupational health and safety as stipulated in the curriculum guide and TESDA training regulations.	3.41	.69	Mostly Compliant
OVERALL	3.39	.68	Mostly Complaint

Legend: Compliance: 1.00-1.4=Not Compliant; 1.50-2.49=Partially Compliant; 2.50-3.49=Mostly Compliant; 3.50-4.00=Fully Compliant

Table 7 revealed the level of the school's compliance of the work immersion program in terms of curriculum implementation. It shows that the work immersion program is compliant in terms of curriculum implementation; the program is designed to directly align with the learning objectives and competencies outlined in the curriculum of the specialized subjects ($\bar{x}=3.48$, $SD=.75$), however, it was not able to fully bridge the theory and practice in the application of the student-trainees' prior knowledge and skills, ($\bar{x}=3.41$, $SD=.69$). Also, it limits the development of the basic competencies such as workplace communication, team environment, professionalism and occupational health and safety as stipulated in the curriculum guide and TESDA training regulations ($\bar{x}=3.41$, $SD=.69$).

This suggests that the school may also revisit both the curriculum and immersion design to identify specific areas where the curriculum can be updated to better reflect industry needs or where the immersion program can be restructured to offer more relevant experiences aligned with learning outcomes. Further, strengthening the relationship between the school and industry partners could help ensure that the work immersion tasks reflect the competencies and objectives from specialized subjects, thus bridging the gap between theoretical learning and practical application.

The alignment of competencies learned in school with those that have to be applied in the workplace will provide the student-trainees the knowledge, skills, and competencies that the industry requires which supports the study of Prosser (1949) that the learning experiences gained from school training should be in line with the industrial requirements. Moreover, Urbano (2019) recommends that the alignment of curriculum, instruction, and assessment should be strictly observed in the realization of the educational goals of the curriculum. In the other

hand, Aslam (2024) noted that effective curriculum implementation is essential to education and recommends a variety of strategies to overcome challenges.

Table 8 The Level of School’s Compliance of the Work Immersion Program in terms of Assessment as Perceived by the TVL student-trainees

Statement	Mean	SD	Interpretation
The work immersion program is designed to directly align with the learning objectives and competencies outlined in the curriculum of the specialized subjects.	3.37	.88	Mostly Compliant
The classroom activities and instruction are relevant to the work immersion experiences I gained during the immersion period.	3.22	.89	Mostly Compliant
The work immersion program bridges the theory and practice by allowing the students to apply their learned knowledge and skills in a real-world work environment.	3.41	.75	Mostly Compliant
The work immersion program allowed the students to develop the basic competencies such as workplace communication, team environment, professionalism and occupational health and safety as stipulated in the curriculum guide and TESDA training regulations.	3.44	.80	Mostly Compliant
OVERALL	3.36	.76	Mostly Compliant

Legend: Compliance: 1.00-1.49=Not Compliant; 1.50-2.49=Partially Compliant; 2.50-3.49=Mostly Compliant; 3.50-4.00=Fully Compliant

As shown in the table, the school’s work immersion program is mostly compliant in terms of assessment (\bar{x} =3.36, SD =.76). The classroom activities and instruction are relevant to the work immersion experiences the student-trainees gained during the immersion period (\bar{x} =3.22, SD =.89). It is consistent with the previous data that the work immersion experience did not fully bridge the theory and practice in the application of the student-trainees’ prior knowledge and skills (\bar{x} =3.41, SD =.75).

This suggests that the school’s work immersion program is mostly compliant in terms of assessment indicating that while assessment procedures are generally followed, there is room for improvement to ensure a more rigorous evaluation of student performance. The relevance of classroom activities and instruction to the actual work immersion experience is moderately rated suggesting some alignment between academic instruction and industry exposure but also highlighting gaps that may require curriculum enhancements to better prepare students for real-world applications. Additionally, the students may struggle to apply what they have learned in school to actual workplace scenarios due to curriculum-industry mismatches or inadequate hands-on training during immersion. Hence, it is recommended that ensuring assessments accurately could measure both theoretical knowledge and practical competencies to provide better feedback for student learning and program improvement.

The study of Manayan (2022) entitled, “Influence of Industry Experts’ Technical Assistance to Students’ Job Satisfaction and Performance in Work Immersion on the Senior High Schools in Zamboanga City: A Quantitative Analysis” reported that the students were able to apply the skills that they have learned from school training to their work immersion since it is the students’ field of specialization that they frequently practice. Moreover, Dela Cruz and Permejo (2020) discovered that the students’ skills and competencies were further enhanced when they are exposed in the actual work immersion. The immersive opportunities not only provided them with new experiences but also instilled lifelong skills and the right attitude, serving as invaluable assets in navigating life’s

challenges.

Section III. The Strengths and Areas for Improvements of the Work Immersion Program

Table 9 Themes on the Strengths of the Work Immersion Program as Perceived by the Student-Trainees

Findings	Description	Frequency (%)
Knowledge	The knowledge and teamwork are the most crucial they must learn the knowledge in the workplace has a great attribute that will soon help other workers to guide them and teamwork is also one of the skills they must have because it gives the higher impact with the number of students said teamwork, and they will accomplish their work much faster and fine works.	10 (37.04%)
Mentorship/seminar/ Organize program	Student suggest to provide mentorship and seminars can help them more knowledgeable that guides them to have a proper conduct. Students suggest to organize well the program and discover other hospitality and letting student choose what he/she prefers or desire to take the work immersion because it affects their attitudes in learning.	9 (33.3%)
Enhanced team works	Student suggest to enhance their Hands-on training; team works and collaborations also to them expose with other people that they may overcome their communication skills.	3 (11.1%)

Table 9 shows the strengths in the implementation of the work immersion program as perceived by the student-trainees. It shows that the enhanced teamwork had the lowest frequency of results with a percentage of 11.1%, while the knowledge has the highest frequency, 37.04%. Teamwork is one of the skills they must have because it gives the student-trainees a higher impact in their work immersion program and improving their skills will help them grow their talents.

It implies that the respondents attribute their skills and responsibilities in order to experience real world of the work environment, having confidence and knowledge about work immersion, self-efficacy is certainly not the only component of counseling-trainee readiness, it is a significant contributor to one's inhibitions, anxieties, and perceived readiness.

In general, self-efficacy can be defined as one's belief in their ability to succeed in a specific matter Bandura (1977). This confidence and perception of self-efficacy are contingent on the belief about the ability to execute a task and the caliber and excellence at which the task is completed (Bandura 1977). For the counseling trainee, it can be considered the student's ability to manage and navigate a counseling session, understand their role as a counselor, and deliver appropriate interventions and helping skills to their clients, (Lent et al., 2009).

Table 10 Themes on the Perceived Areas for Improvement of the Work Immersion Program

Findings	Description	Frequency (%)
Skills/ Responsibilities	One of the attributes they must have in order to experience real world of the work environment having them expose early is very helpful it can enhance the reliability of workers in our industry. To handle responsibilities when working you need to give your efforts and time is the need to handle our responsibilities.	6 (22.2%)

Challenges	There are so many challenges that workers experiences at their workplace like having lack of communication to others or lack of motivation to their selves.	3 (11.1%)
Time management	Effective time management at work helps employees to deliver work on time. It also helps them to manage their skills more. Students suggest to give more time for them to manage because it is really a time consuming especially if they are lack of time, it can affect their performances.	12 (44.4%)
Rude employees/Attitude	This can be disrespectful behavior of an employee towards the worker often leads to serious consequences and can harm the mental health.	11 (40.74%)

The table highlights the critical aspects that require attention to optimize the program's outcomes. The data revealed that time management ranked as the highest area for improvement, (44.4%). This finding underscores the importance of equipping student-trainees with effective time management skills to ensure that tasks are completed efficiently within the stipulated timeframe. The inability to manage time effectively not only affects their performance but also limits their capacity to meet workplace demands. Developing this skill is crucial for their overall growth, encouraging a sense of responsibility and enhancing their adaptability in a professional setting. On the other hand, challenges in teamwork and communication skills recorded the lowest frequency, with only 3 responses (11.1%), these aspects appeared less significant in the quantitative data, they remain pivotal in fostering collaboration and effective interaction in the workplace.

This implies that the student-trainees acknowledged that effort and time are crucial for completing tasks effectively, but there is still an opportunity to improve skills. Incorporating specific training and workshops on time management, teamwork, and communication into the Work Immersion Program can help address these areas and enhance overall competency.

Cielo and Niez (2023) mentioned that in the evaluation of the system, there will be many pitfalls and lessons to be learned but, in the end, demonstrating that it successfully will improve student enjoyment, time management and performance.

CONCLUSION

In light of the findings, the TVL – student-trainees in the implementation and compliance of the work immersion program gained technical knowledge, enhanced skills, and developed good work habits that prepared them for employment or higher education after graduation, the program also helped students discover themselves, accelerates professional growth, and increases their self-perceived work potency. The Program Improvement Plan enhances the Work Immersion Program's effectiveness and compliance, ensuring student-trainees acquire relevant, practical experiences aligned with their expertise and meeting partner institutions and Department of Education standards. The implementation of the work immersion program in terms of Immersion Proper is evident. Yet, the student-trainees did not fully apply and learned the basic skills that has been oriented in enhancing their learning experiences and they were not able to build consistent work habits such as effective time management, organization and attention or detail. Meanwhile, implementation of the work immersion program in terms of post-immersion is evident. The student-trainees were well-assisted in the improvement of future program iterations. However, the lack of meaningful feedback from supervisors limits the work immersion program's effectiveness, pointing to the need for improved feedback processes to enrich the overall learning experience. The work immersion program is compliant in terms of curriculum implementation and assessment; the program is designed to directly align with the learning objectives and competencies outlined in the curriculum of the specialized subjects, however, it was not able to fully bridge the theory and practice in the application of the student-trainees' prior knowledge and skills as well as the development of the basic competencies such as workplace communication, team environment, professionalism and occupational health and safety as stipulated

in the curriculum guide and TESDA training regulations.

Moreover, the school's work immersion program is mostly compliant in assessment though improvements are needed for a more rigorous evaluation of student performance. Classroom activities and instruction are moderately aligned with work immersion experiences but gaps remain that may require curriculum enhancements. Additionally, the program does not fully bridge the gap between theory and practice making it challenging for students to apply their knowledge in real workplace settings. To improve the program, assessments should be refined to better measure both theoretical and practical competencies, ensuring more effective student learning and program development.

RECOMMENDATIONS

By the significant findings of this study, the researchers suggest the following recommendations:

1. Use this study as a basis of the program's improvement plan towards new strategies to mentor their skills and work-ethic, clear guidelines to coordinate to ensure successful procedures including orientation, feedback, and assessment to facilitate students on their work-based learning experiences.
2. Enhancing pre-immersion planning, immersion appropriate mentorship, and post-immersion evaluation to address the challenges faced by student-trainees, successful curriculum implementation, and assessment in order to improve Saint Mary's University Senior High School's Work Immersion Program. By implementing this, the students will receive a thorough education that is relevant to the industry, better preparing them for successful employment or career.
3. Strengthen the collaboration between partner supervisors and teachers by holding in-depth discussions prior to deployment, clarifying the tasks that will be assigned to student-trainees, and ensuring these tasks align with the knowledge and skills they have gained in their specialized subjects.
4. Provide guidance and support to the student-trainees in addressing the challenges and concerns they encounter throughout the immersion period.

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