

# Developing a Model for Stakeholder Engagement Management for Senior High School Work Immersion Program

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## ABSTRACT

Work Immersion is the key culminating feature in K to 12 Senior High School Program. Different experiences and concerns among internal and external stakeholders in school arose on its pilot implementation in 2017. The study was designed to develop a model for stakeholder engagement management for Technical Vocational and Livelihood (TVL) Strand Immersion Program. The mixed-method of research specifically Sequential Exploratory design was used among 105 purposively selected respondents in 8 Schools Division in Region III where ontological principles though open ended questionnaires were utilized. Participants were composed of work immersion students, work immersion teachers, partnership coordinators and school heads. After manual coding in the qualitative phase there were 48-factors identified, clustered into three themes namely: significant learning experiences, work immersion issues, concerns and challenges, and stakeholder engagement practices. To eliminate biases, thematic data underwent exploratory factor analysis where 11 factors were identified to have high factorability based on its eigenvalues. Moreover, using Kaiser-Meyer-Olkin with a computed value of .660 that signifies that the data gathered is suitable for structure detection and the approximated Chi-Square value of 5551.670 significant at the .000 exact level of probability. Bartlett's Test of Sphericity duly supports the suitability of data since it shows very strong positive correlation between each identified thematic factors that leads to the rejection of the null hypothesis. Significant learning experiences like attitudes of obedience, self-control, self-discipline, service-oriented, cooperation and skills of having focus and maintaining good working conditions were acquired during work immersion and were considerable factors for engagement of stakeholders. The proposed Work Immersion Stakeholder Engagement (WISE) model aims to address issues, concerns, and challenges in implementing work immersion in order to sustain and established linkages with partner industries as venues for the aforementioned program.

**Keywords:** stakeholder engagement management, work immersion program

## INTRODUCTION

The Department of Education (DepEd) envisions itself in producing and developing Filipino learners equipped with values and competencies that will enable them to realize their fullest potentials in order to contribute meaningfully to nation building which can be realized through relevant work immersion in Senior High School.

Work Immersion is a key feature of Senior High School as part of the Expanded Basic Education Act of 2012. This can be conducted in varied ways depending on the purposes and needs of the learners as stipulated on DepEd Order no. 30. s. 2017. It develops learners the competencies, work ethics, and values relevant to pursuing education and in the field of work. It provides opportunities for learners to be familiar in the workplace, employment simulation, and to apply their work competencies in their area of specialization set in authentic work environment. This requires strong partnership among stakeholders to work immersion materialize. Through partnership building, DepEd hopes that partner institutions will provide learners with work immersion opportunities, workplace or hands-on experience and additional resources.

With almost 4,000 work immersion students deployed for SHS pilot year implementation in 2017-2018 in the City Division of San Jose del Monte City varied challenges occurred from finding a partner to scheduling students resulting to prolonged timeline of implementing the program due to limited number of partner institutions within the city and bulk of students who will undergo work immersion program.

Based on the assessment on Senior High School partnership through the Regional Quality Assurance Monitoring and Evaluation (**R-QUAME**) in 2017, there is a need to develop strong leadership team with high level of commitment to involve stakeholders and made situational analysis. They suggest conducting researches relative to SHS growth and developments in order to collaboratively create comprehensive SHS plan integrated to school improvement plan. However, the evidence for relationship is still inconclusive because it is just recently implemented which calls for a standardized model for effective delivery of work immersion through strengthened school stakeholder engagement.

This is one of the issues and concerns that needs to be addressed according to Calub (2015) that DepEd needs to respond to and not delegated on school level instead, it must be national policy driven and all sectors are well informed. With limited partner industries, the model can initiate deeper process of engagement with external (partner industries, Local government units) and internal stakeholders (learners/students, teachers, coordinators, school heads) for Senior High School Work Immersion which is bounded on effective corporate social responsibility.

This study aimed to develop a model for stakeholder engagement management for Senior High School Work Immersion that involved both qualitative and quantitative means applying ontology philosophical principles in research and exploratory factor analysis (EFA). To date, this study is the only mixed-design that will address gaps in partnership building and will create a great impact on strengthening the implementation of Work immersion, school-industry partnership, and strengthening Technical Vocational Program in Philippine Secondary Schools especially in Region III or Luzon. Senior High School Learners will transact smoothly and apply their learned skills in contextualized work scenario to gain efficiently experiences in preparation for collegiate degree, work and career related insights.

## METHODOLOGY

The study utilized mixed method research design specifically the sequential exploratory design (qual-quant), a two-phased design, which primarily involves procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem in order to explore a phenomenon, identify themes, design an instrument, and subsequently test it. (Creswell & Plano Clark, 2011)

For the qualitative phase of the study, the study of being and understanding of reality in research based on the perspective of the concerned people or in philosophy called as Ontology. Through Key informant Interview Questionnaires that will be sent through on-line the qualitative themes will be identified as basis for the development of the model through open, selective and theoretical coding. Qualitative approach is deemed most suitable to cater 40 respondents stationed in various locations in Region III composed of administrators, partnership coordinators, immersion teachers and students because it provides school stakeholders an opportunity to define their own perceptions and problems they encounter in their organizations during the pilot implementation of work immersion.

Since the study is designed to be exploratory and descriptive, the data was collected and analyzed using approaches typical to qualitative design. These approaches aim to understand human phenomenon and investigate the meaning that people give to events they experience in their working environments.

More so, Exploratory Factor Analysis (EFA) was employed on the quantitative phase of research to identify significant factors for stakeholder engagement management out of identified themes which was answered by 105 purposively selected administrators, immersion teachers and students. EFA is an effective tool to find meaningful patterns within a large amount of data which simplifies the data and development of parsimonious presentation through itemized correlation and variability.

## RESULTS AND DISCUSSIONS

Adherent to the qualitative philosophy of Ontology, open-ended questions were given from the 105 different external and internal stakeholders for work immersion program in Region III. There were three main themes derived namely Significant Learning Experiences, Work Immersion Issues, Concerns and Challenges, and Stakeholder Engagement Practices which are further subdivided with eight sub-themes and a total of 48 factors. Aforementioned themes decoded using manual open-coding followed by selective coding which will be further supported by theoretical coding.

### Significant Learning Experiences

Work Immersion is the culmination of all learning competencies in Senior High School especially for those students under Technical-Vocational Track. Based on the respondents they acquired knowledge, attitudes and skills.

### Acquired Knowledge

Knowledge has been part and parcel of the human development to maximize their full potentials which is the first sub-theme identified in this study. During work Immersion, learners are not only exposed to practicing their skills but also to acquire knowledge of things that are introduced in the four walls of classroom but can only be realized and distinguished deeply in the real work set-up.

Under this sub theme is budgeting. In shops and any business establishment, budgeting is applied to maximize the available resources without sacrificing the quality of the product and service to be rendered.

**Student Respondents** said that, *"natuto kaming mag-inventory para malaman kung ilan at gaano karami ang bibilhin lng na supplies," "we have daily auditing to really check the transactions", nalaman ko na di basta basta bibili ng supplies at paano makipag-connect sa suppliers.*

Budgeting is an operational concept that plays an important role to sustain the operation of any organization. Learners exposed to this concept will really deepen their understanding how to spend money wisely and prioritize things.

*"Natuto kaming makipagkapwa tao,"* a student said. Partnership Coordinator mentioned also that the real life simulation prepares students to relate with different people and transact to suppliers and customers. Harmonious relationship between individuals within the organization smoothen the service delivery.

Aside from Work Immersion prepares TVL students to work, it provided them to have hands-on training through operating different tools and equipment in the immersion venue. Technical know-how in industrial arts is very significant to perform the job design and requirements. Hands-on training means you get to use your hands and bodies to perform tasks. This training aims to make conditions as realistic as possible. (Bianca, 2017)

More so, school heads reiterated that, *Immersion shows the reality that working is not a very easy task, so they need to plan which is a perspective to broader aspect of life.* *"I really like to have my own shop someday and acquire many techniques,"* student added.

We view 21st century skills as knowledge that can be transferred or applied in new situations. This transferable knowledge includes both content knowledge in a domain and also procedural knowledge on how, why, and when to apply this knowledge to answer questions and solve problems.

### Acquired Attitudes

Majority of the managers hire employees that are trainable and possesses desirable attitudes. It was consistently highlighted by the respondents the work values they acquire during immersion program like

patience, obedience, independence, self-control, self-discipline, service oriented, cooperation, self-fulfillment, and work commitment.

“Students are exposed to work under pressure to meet industry requirements,” Immersion teacher mentioned. I really learned to be a listener and obey job requests to meet deadlines, student said.”

In the Philippines, youth unemployment hampers meaningful economic development. The sector’s lack of knowledge, skills, and work experience puts them at a disadvantage. One way to address this is through the Department of Education’s Senior High School (SHS) program, ushered by the K-12 education reform. One of its components, the work immersion program, provides students “real workplace” experience, giving students a set of technical-vocational and livelihood skills that can help them make more informed career choices and improve their employment prospects.

### **Acquired Skills**

Technical-Vocational Track is really a skill-based area whereas learners encountered to make adjustments, work under pressure, socialize or communicate, listen carefully to instructions and making good working conditions. Life is about relationships, and nowhere is that more apparent than the workplace. People hire people, companies don’t hire people. It’s important that you work hard and are a competent employee, of course, but you also need to be likable and fit in with the corporate culture.

We really learned how to focus, listen to given instructions and make adjustments, student said. On the other Work immersion teachers and students really implemented necessary instructions. Learners really need to pay attention to follow instruction. Though even if it is a cliché it applies that “Obedience is a blessing and disobedience is a curse,” whereas personnel really need to obey rules and norms based on the standards of an organization to become successful and achieve their target.

According to Faison (2017) communicate or talking about what is going on is so important for several different reasons. If you have an issue with another person, nothing will be resolved unless you sit down and discuss the things that are bothering you. If it’s something going on with just you, it’s nice to have an outside source to give some advice or at least be a good listener. Also, staying focused keeping learners busy and focused on your work is a great distraction from a challenge. Actively making sure you stay on track will ensure that your work doesn’t start slacking because of other things going on.

### **Work Immersion Issues, Concerns, and Challenges**

Such radical change and paradigm shift on basic education through K to 12 program especially work immersion, really expects varied issues, concerns and challenges. Sinclair (2012) asserted that people in any organization really need to understand first the concerns in order to address certain issues and surpass challenges. Likewise, Dela Cruz (2018), stated that since work immersion is done outside the campus, supervision from teachers is necessary. Less or no supervision at all is risky on the students’ side and there are cases that the school is not liable to anything that will happen to the student. This is not just a burden to the parents but to the school as well. Another one is the variety of results. Though one of the purposes of having immersions is for the student to develop its abilities and capabilities related to the subject matter, we cannot deny the fact the development varies from person to person. To some it might be a very productive immersion but to others, it might be stressful. As a result constant evaluation and monitoring is needed.

### **Issues**

Among the thematic issues coded were financial support to the learners, readiness of the students for work immersion, some experienced favoritism in the immersion venue, assignment of tasks, and information dissemination about work immersion among partner industries. These are also consistent on what the Regional Quality Assurance Management Evaluation. Some of the statements of the respondents are quoted : *“Assignment of given task, madalas taga Xerox lang kami at taga bili ng pagakain; Biases in the work*

*immersion venue; Lazy colleagues;” Student mentioned. While Coordinator and Teachers observed that issues are having difficulty in doing adjustments in the work immersion.*

Dougherty (2014) emphasized that stakeholder engagement is critical for the success of learning outcomes and not merely a process but a state of organizational learning which is responsive to everybody needs. This is why RQUAME suggested to include allowances for students and teachers transportation chargeable to MOOE through special financial working plan. For readiness, the crafting of career modules and orientation manuals for Senior High was ratified through a memorandum that needs to be observed 3 weeks before having immersion and strengthened the parents’ orientations program and industry dissemination through giving symposia and conferences per division office. In addition to check if student’s tasks are related to their target competencies, Immersion teachers are also tasked to monitor daily and they will be monitored through routing slips to be signed by the partner industry.

## Concerns

In the manifesto of the Trade Union of the Philippines (TUCP) in 2015 it was stipulated that Immersion is done outside the school campus in a “Workplace Immersion Venue,” defined as “the place where work immersion of students is done. Examples of work immersion venues include offices, factories, shops and project sites.” This could lead to confusion is due to the word “immersion” for it actually has two meanings in K to 12. The first meaning refers to a required SHS subject in the curriculum. The second meaning refers not to a subject but to a preferred mode of delivery of Tech-Voc subjects. In addition to some issues that were addressed, some concerns arouse while Immersion is on-going like time schedule for work immersion, safety of the workplace, accepting criticism, alignment of strand, required number of hours, and number of work immersion students in an industry.

*Dapat related na talaga yung place sa strand naming; Tapus na yung iba mag-immersion yung iba magsisimula pa lang; Related Work immersion venue to students’ strand; Number of work immersion students in the venue; Work Immersion Schedule was prioritized, that is why academic subjects schedule was affected; Responses from the participants.*

Since it was mentioned that Work immersion schedule is flexible and can be 80-120 hours, industry started to have confusions due to lack of information also. Hence, school gave way and prioritized first, immersion of the students before attending classes so they can have focus but it became a problem since there was a limited number of industries resulting to batches, where some students have work immersion others having class resulting to difficulty in coping up with the lessons and other requirements. A difficult task also for the teachers since they will adjust to address different set of learners; learners that acquired the concepts going to immersion and learners from immersion starting to acquire the lessons’ concepts in core subjects.

## Challenges

*Location/venue of work immersion; Kasabay ng documentation yung finals; Coping up with the environment; Maghahabol ng lessons; Doing multi-tasking; and Meeting industry requirements.*

These are some quoted statements of respondents experience during immersion. Since students were deployed by batches they had a hard time to cope-up with missed lessons but teachers made necessary adjustments. Learners also exposed to diverse work culture that require them to adjust. Some had hard time with regards to the location of the immersion venue and commuting since all respondents came from public schools.

Lastly, the required portfolio after immersion made students manage their time wisely since it is on the same time with other requirements with other subjects and examinations. Comparatively, rarely are OJT students expected to produce the same products that regular employees produce. If that’s the case, how are these students going to learn prior to their expectation with these experts that are going to teach them to be future professionals? Immersion in SHS will be useless if it is patterned after most of the OJT experiences currently being undertaken by college students. But, there is a solution simple enough to end this dilemma if that’s how

we call it. And that is to involve the companies and not just the schools for them to be aware of the educational objectives of the K to 12. work immersion. According to Magno (2017) this is a solid matter in terms of enhancing the learners' skills and discipline not only for self-improvement but also for the betterment of his/her future company that is because the student will be able to assess himself early inside the company during the immersion period and will be used to it. They will know about the work ethics, will gain knowledge about the safety in the workplace. Lastly, the said experiences will be basis for the next work immersion.

### Stakeholder Engagement Practices

One of the most common challenges that an enterprise project manager can expect to face is a lack of stakeholder engagement (Clarizen, 2019). This theme was described on the different roles and indicators between external internal stakeholders that assure efficient implementation of Work Immersion.

### Internal Stakeholders

Internal stakeholders are primary people influencing the curriculum implementation like teachers, learners, parents and administrators. With regards to work immersion, internal stakeholders played a vital role in preparing students and parents for immersion like branding of work immersion students, observes ethical and other considerations for deployment, initiative in searching for prospect partner industry, mapping and networking.

*“Involve them in school activities that showcase students’ talent and skills; Branding of work immersion students (personality, hygiene, attitudes); School and students initiatives in researching about the company profile and descriptions; Observe ethical considerations...”*

These are some quoted remarks from the respondents that made internal stakeholders be engaged to the work immersion program. Community engagement through the means of implementing strategies that will encourage community participation should be the main focus of the school. This can be done through the participation of the community in school events that will lead to a two-way communication between the two parties, (Gilly, 2013).

Also, Mooney (2014) emphasized that wholesome atmosphere makes for a comfortable one, in which all types of personalities can work together. An advantage of experiencing work ethics to every immersion student who becomes a part of any partner industry is that it makes it clear that professional behavior is a must. If learners understand the importance of not engaging in distasteful speech or practices, they will strive to maintain a pleasant and friendly environment that customers and other employees can enjoy. A workplace in which an ethics code has been instilled is a naturally pleasant place.

### External Stakeholders

In this study the primary external stakeholder are the Partner industries serving as work immersion venues and local government units. The following are activities that made them engaged and informed about the work immersion program.

*Reporting to theme the updates of school status; Recognition/thanking them for the support; Recognized them during school recognition day; Presenting schools profile and milestones; Invitation/Orientation on what Work Immersion K to 12.*

External stakeholders were engaged through personal initiatives of the administrators and teachers to give an orientation about work immersion and policies. They were also involved in school activities and informed about the school status and profile. And lastly they were rewarded through recognition during year end rites of the school which is contained or observe don the levels of engagement. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2010).

Lastly, school administrators establish “cradle to career” conditions for learning that make it possible for every child to succeed. This strategy works by creating a collaborative leadership structure, embedding a culture of partnership, and aligning resources. Partners set and achieve high standards of accountability across multiple outcomes.

### Factor Analysis (Quantitative Part)

To eliminate subjectivity of the thematic factors identified in the qualitative phase of the study, the 48 identified factors were subjected to factor analysis where it was revealed that the 105 sample respondents is adequate using Kaiser-Meyer-Olkin with a value of .660 that signifies that the data gathered is suitable for structure detection which is appropriate since the study aimed to generate factors to be considered in making a model for stakeholder engagement management for Senior High School Work Immersion Program. Also the approximated Chi-Square value of 5551.670 significant at the .000 exact level of probability using Batlett’s Test of Sphericity duly supports the suitability of data since it shows strong positive correlation between each identified factors which indicates the rejection of the null hypothesis since the identified factors correlation is valid and reliable enough to represent the total population .

Table 2 presents the mean perception of the respondents descriptively presented in reference to a deeper statistical treatment which needed in the study. It can be gleaned generally that all factors are on the range of High Extent except on financial support and favoritism which are perceived in moderate extent and both categorized under issues on work immersion.

Table 1 Extracted Variability of Analyzed Factor Loadings

| No. | Factors                                                  | Eigenvalues | % of Variance | Cumulative % |
|-----|----------------------------------------------------------|-------------|---------------|--------------|
| 40  | Observe ethical considerations for deployment            | 14.049      | 29.270        | 29.270       |
| 44  | One-on-one/Personal discussion to industry               | 7.104       | 14.800        | 44.069       |
| 8   | Obedience                                                | 3.443       | 7.173         | 51.243       |
| 13  | Cooperation                                              | 2.484       | 5.175         | 56.418       |
| 42  | Stakeholder mapping/networking/referrals                 | 2.201       | 4.585         | 61.003       |
| 12  | Service-oriented                                         | 1.995       | 4.156         | 65.159       |
| 16  | Focus                                                    | 1.635       | 3.405         | 68.564       |
| 45  | Orientation about Work Immersion and Policies            | 1.552       | 3.233         | 71.797       |
| 21  | Maintaining good working conditions (human and material) | 1.458       | 3.037         | 74.835       |
| 11  | Self-discipline                                          | 1.327       | 2.764         | 77.598       |
| 10  | Self-control                                             | 1.155       | 2.407         | 80.005       |

**Legend: Sig. Eigenvalue >1 (Boduszek, 2017)**

The table presents the factorability of the thematic components after subjecting to factor analysis where it surpassed the common criterion of greater than 1.00 Eigenvalue in order to have an objective decision if a factor is significant. The first strong factor with an eigenvalue of 14.049 with a variance of 29.270 and

cumulative percentage of 29.270 is observing ethical considerations for deployment. Ethics should be observed in any transactions like engagement among stakeholder since it requires mutual agreement between the school and industry. If schools are willing to adjust with the organizational processes of the partner industry they will welcome wholeheartedly immersion students. Also, on DepEd side schools are strongly discouraged to partner or accept benefactors coming from tobacco, gambling, and other industries that services or goods affect the quality of living of an individual as per DepEd Memorandum for Partnership Building. This is supported by Bowen (2010), who examined applied ethics and stakeholder management where he indicated greater need for identification of stakeholders to explicitly made ethics trust and other relational variables by committing to standards of corporate communication. Referring to previous themes, this significant theme encompasses other themes and it has the highest factorability which in any case ethics is considered a generically applicable factor for any human relations and other societal functions, which in this case engaging stakeholders.

Other stakeholders unanimously agreed that the following work related values coded as acquired attitudes and skills towards work is very evident and observable among learners like obedience with an eigenvalue of 3.443, cooperation with an eigenvalue of 2.4884, service-oriented with an eigenvalue of 1.995, and focus with an eigenvalue of 1.635. Through work immersion, learners realized that in real life they need to follow rule, norms and standards to have smooth flow of transactions and become functional. They need to act accordingly and collaborate to others and maintain composure in order to deliver quality service. According to Victory (2016), work immersion brings academic reality into work life. Learners were already bombarded with different classroom discussions and concepts and the best proof of it is to seek actual experiences that can be concretized through immersion. Also it increases the level of consciousness about a certain work community. It links what is being taught and what the industry needs, that points out one of the objectives of work immersion in Senior High School.

The other 3 factors involve engagement these are personal discussions with and eigenvalue of 7.104, orientation about work immersion and policies with eigenvalue of 1.552 and stakeholder mapping with 2.201 eigenvalue. These three are proven practices among partnership coordinators and school head respondents that they fully and consistently emphasized that personal involvement of the school officials and persons concerned plays an important role to convince stakeholder-industry to accept immersion students. It starts with a very feasible stakeholders mapping that involves establishing target partners followed by orienting them about K to 12 work immersion, its beauty and potentials. Deloitte and Touche (2014) suggests that organizational impact on stakeholders is rooted on identifying key stakeholders and stakeholder group. This is also present to the BSR five-step stakeholder engagement model, where after thorough environmental scanning and needs analysis that is the right time to map stakeholders to recognize what thing are needed to be done. According to Lorette (2015) effective communication grabs the attention of the target audience, builds interest in the topic and encourages a desire for pursuing the topic. The message should lure the recipient in and tempt him to follow through with some kind of action. It is not meant to be manipulative; it should be truly honorable in its attempt to offer an opportunity to the target audience. While Holt (2015) states that effective communication in the workplace improves employee morale and increases productivity and in organization it increases productivity, decreases employee turnover and improves office atmosphere. A stakeholder dialogue can refer to any two-way communication or interaction in oral or written forms (Lehtimäki and Kujala, 2017)

Lastly, is maintaining good working conditions with an eigenvalue of 1.458 which is the final outcome of any work, sustainability. Kadlec (2015) of Lumina Foundation describes stakeholder engagement as people starting point, attitudes and works to mend the split and connect among stakeholders to make progress in a particular issue. This helps to bridge the gaps and gives sustainable policy to meet the needs and interest of the people involved in work immersion.

## CONCLUSIONS

School and partner institutions work collaboratively to develop learners' technical knowledge, desirable attitudes and industry related skills. In the pilot implementation of work immersion in the region stakeholders perceived all significant learning experiences (acquired knowledge, attitudes, & skills) work immersion implementation issues, concerns and challenges and stakeholder engagement practices are already on high extent. Ethical considerations and other reasons prior and during deployment in the partner industry or



immersion venues must be observed. Personal involvement and discussions among internal and external stakeholders about work immersion and governing policies engages probable partner industry to collaborate and accept learners for immersion. Through exploratory factor analysis, observe ethical considerations for deployment, One-on-one discussions to industry, obedience, stakeholder mapping, service-oriented, focus, orientation about work immersion and policies, maintaining good working conditions, self-discipline, and self-control are significant factors influencing stakeholders' engagement that leads to the rejection of the null hypothesis.

## RECOMMENDATIONS

### For Internal Stakeholders:

Financial support to the learners undergoing work immersion should be reviewed and proper allotted through Maintenance and Other Operating Expenses (MOOE) of the school or establish partnership provisions of food or travel allowances in the Memorandum of Agreement (MOA). Well planned and synchronized scheduling of academic subjects taken in school that coincides on the allotted 80-120 hours of immersion in the industry. Where schools should make necessary adjustments to establish win-win situation and provide focus for the learners and quality learning episodes. Alignment of strand to the nature of work immersion must be observed not only in preparation for National Certification but also for duality of the established partnership engagement of the school and industry. Lastly, internal stakeholders need to consider ethical considerations in building industry partnerships.

### For external stakeholders

To ensure quality learning experiences, school and partner industry need to come-up with coping mechanism or delivery to address gaps in workplace culture, location, and necessary documentations for assessment that will make great improvements for future activities and planning.

### For Future researchers

A validation study of the proposed Work Immersion Stakeholders Engagement Management (WISE) model output for engaging partner industries for senior high school work immersion is recommended to measure its effectiveness and efficiency.

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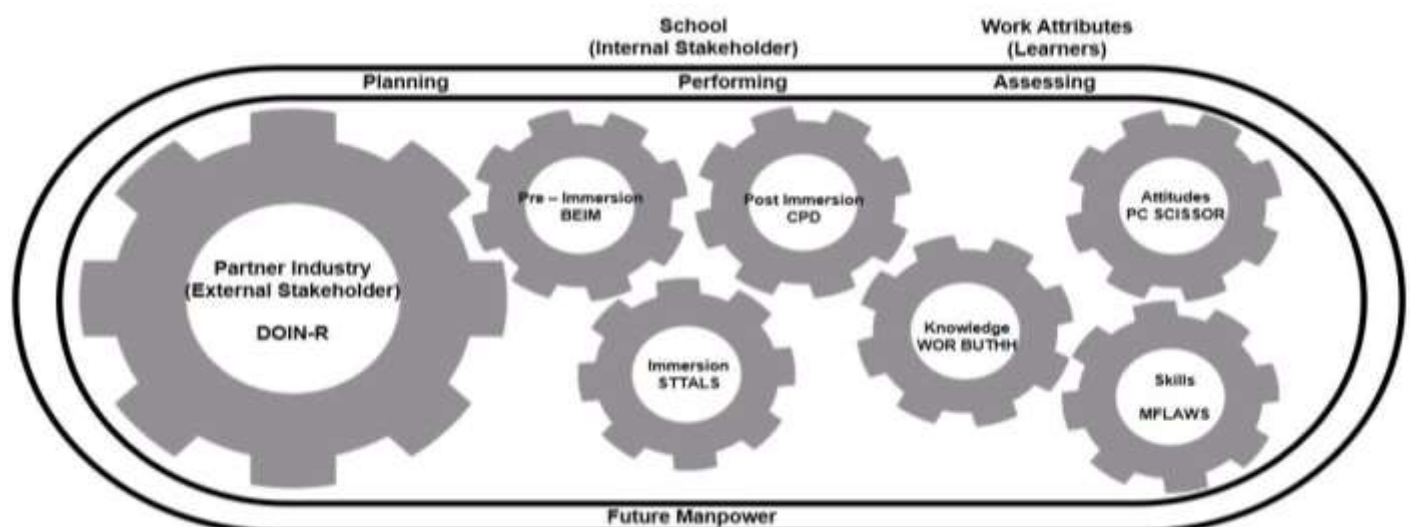
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## APPENDIX

### Work Immersion Stakeholders’ Engagement (Wise) Model



## Rationale

- standardize procedures to engage stakeholders to support and accept work immersion students
- institutionalize practices for better implementation of Senior High School Work Immersion specifically for Technical Vocational Track
- Highlight knowledge, skills, and attitude that can be achieved through work immersion
- develop a culture of partnership between school and industry

## Description

The **Work Immersion Stakeholders' Engagement (WISE)** Model is the output of qual-quan research through based on ontological principles or experiences of varied stakeholders in Region III. Furthermore exploratory factor analysis (EFA) was utilized to show the reliability and factorability of the factors identified in qualitative phase. It is divided into 3 components based on the key ideas of the study and defines the specific roles and activities per phase of implementation coded through mnemonics which are all based on the identified thematic factors. There are 7 gears representing the Technical Vocational Education Track and the university the researcher and proponent studies it also show interdependency of each variables. In addition, the model is both linear and cyclical in nature like Sinclair (2012) but fully operates following Tuckman's Input-Process-Output (1987) model whereas the feedback loop encloses each key principle through planning, preparing and assessing. Each gear is composed of different sub processes which are connected and interdependent to each other. The following are the detailed strategic steps for engagement:

## Legend

| Partner Industry                                                                                                                                     | Pre-Immersion                                                                                                           | Immersion                                                                                                                                               | Post Immersion                                                                                                     | Work Attributes                                                                                                                                                        |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                      |                                                                                                                         |                                                                                                                                                         |                                                                                                                    | Knowledge                                                                                                                                                              | Attitudes                                                                                                                                                                                                                                                                   | Skills                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Orientation</li> <li>• Involvement</li> <li>• Network</li> <li>• Recognition</li> </ul> | <ul style="list-style-type: none"> <li>• Branding</li> <li>• Ethics</li> <li>• Initiative</li> <li>• Mapping</li> </ul> | <ul style="list-style-type: none"> <li>• Support</li> <li>• Tasks</li> <li>• Time</li> <li>• Alignment</li> <li>• Location</li> <li>• Safety</li> </ul> | <ul style="list-style-type: none"> <li>• Coping-up</li> <li>• Post-Conference</li> <li>• Documentations</li> </ul> | <ul style="list-style-type: none"> <li>• Work Readiness</li> <li>• Budgeting</li> <li>• Technical</li> <li>• Human Relations</li> <li>• Hands-on Experience</li> </ul> | <ul style="list-style-type: none"> <li>• Patience &amp; Perseverance</li> <li>• Cooperation</li> <li>• Service Oriented</li> <li>• Commitment</li> <li>• Independence</li> <li>• Self-Control</li> <li>• Self-Discipline</li> <li>• Obedience</li> <li>• Respect</li> </ul> | <ul style="list-style-type: none"> <li>• Maintenance</li> <li>• Focus</li> <li>• Listening</li> <li>• Adjustments</li> <li>• Working under pressure</li> <li>• Socialization</li> </ul> |

## Strategic Steps

The following are the specific procedures to be adopted based on WISE model.

|                                                                                                              |                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Gear 1 Partner Industry ( <b>DOIN-R</b> ) The following are the suggested steps to engage partner Industries |                                                                                                                                                   |
| <b>1. Dialogue</b>                                                                                           | Schools personally involve target partners through open communication and establish rapport with the prospect industry internally and externally. |

|                                                                                                                                         |                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2. Orientation</b>                                                                                                                   | Internal stakeholders will link to external stakeholders by giving information that will arouse their interest to be involved in the development of the school and participate on its efficient curriculum delivery. |
| <b>3. Involvement</b>                                                                                                                   | Mutual participation of both internal and external stakeholders to attain certain objective after being informed.                                                                                                    |
| <b>4. Network</b>                                                                                                                       | Continuous widening and deepening of engagement through connections.                                                                                                                                                 |
| <b>5. Recognition</b>                                                                                                                   | Sustaining the bond of partnership through giving recognitions, tokens and quality output.                                                                                                                           |
| Gear 2 Pre-Immersion ( <b>BEIM</b> ) Stated as follows are critical steps for engagement to ensure successful effective work immersion. |                                                                                                                                                                                                                      |
| <b>1. Branding</b>                                                                                                                      | Involve preparing students for work, from orientation, establishing desirable routines, hygiene and presenting themselves properly.                                                                                  |
| <b>2. Ethics</b>                                                                                                                        | A philosophical term, through this model it concerns about proper procedure and decorum of deployment before endorsing work immersion students to partner industry.                                                  |
| <b>3. Initiative</b>                                                                                                                    | The total involvement of internal stakeholders to connect with industry and prepare students for work immersion.                                                                                                     |
| <b>4. Mapping</b>                                                                                                                       | The literal manner of locating target industry within the vicinity and its proximity to school and residence of the students.                                                                                        |
| <b>Gear 3 During Immersion (STTALS) The following practices ensures smooth work immersion.</b>                                          |                                                                                                                                                                                                                      |
| <b>1. Support</b>                                                                                                                       | Provision of both human and material support mechanism for students to complete the target hours for work immersion                                                                                                  |
| <b>2. Tasks</b>                                                                                                                         | School and partner industry will establish definite work design and requirements to accomplish during the period of immersion.                                                                                       |
| <b>3. Time</b>                                                                                                                          | Agreement upon the reporting time, scheduling and duration of work immersion should also be specified.                                                                                                               |
| <b>4. Alignment</b>                                                                                                                     | School and industry must ensure that the learning experience to be acquired is aligned and in consonance with to the chosen track.                                                                                   |
| <b>5. Safety</b>                                                                                                                        | Ensuring parents who are stakeholders that work immersion is significant to the holistic development of their children, safety precautions and schemes to be observed.                                               |
| Gear 4 Post Immersion ( <b>CPD</b> ) After immersion the following should be observed:                                                  |                                                                                                                                                                                                                      |
| <b>1. Coping-up</b>                                                                                                                     | Contextualized adjustments to be done in school after work immersion that includes sharing of experiences, consultations and assistance to lessons.                                                                  |
| <b>2. Post-Conference</b>                                                                                                               | Focused group discussions to harness significant learning experiences from work immersion.                                                                                                                           |
| <b>3. Documentations</b>                                                                                                                | Application of portfolio assessment that will serve as authentic learning evidence.                                                                                                                                  |

| DESIRABLE WORK ATTRIBUTES |                           |                        |
|---------------------------|---------------------------|------------------------|
| Knowledge                 | Attitudes                 | Skills                 |
| Work Readiness            | Patience and perseverance | Maintenance            |
| Budgeting                 | Cooperation               | Focus                  |
| Technical                 | Service-oriented          | Listening              |
| Human Relations           | Commitment                | Adjustments            |
| Hands-on Experience       | Independence              | Working under pressure |
|                           | Self-Control              | Socialization          |
|                           | Self-Discipline           |                        |
|                           | Obedience                 |                        |
|                           | Respect                   |                        |

### Partner Industry Engagement (Pie) Operational Plan (External Stakeholders)

| Goal                                                                                                                                                                                                                      | Suggested Activities                                                                    | WISE Strategic Steps       | Objectives                                                                                                                                                                | Persons Involved                                                                                                                                       | Time Frame                                                            | Expected Outcome                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| To achieve the goals of the K to 12 Program, the Department of Education (DepEd) needs to enter into partnerships with different groups in the fields of work immersion opportunities for public Senior High School (SHS) | 1. Identification of potential partner<br>2. Brainstorming meeting<br>3. Needs Analysis | <b>Dialogue (Internal)</b> | <ul style="list-style-type: none"> <li>identify potential partners for immersion</li> <li>convene to develop schemes for immersion needs and possible partners</li> </ul> | <ul style="list-style-type: none"> <li>School Heads</li> <li>Partnership Coordinator</li> <li>Work Immersion Teachers</li> <li>TVL teachers</li> </ul> | <ul style="list-style-type: none"> <li>January to February</li> </ul> | <ul style="list-style-type: none"> <li>Work immersion needs</li> <li>List of possible immersion venues for TVL learners</li> </ul>       |
|                                                                                                                                                                                                                           | 1. Partnership Meeting<br>2. Introducing the program                                    | <b>Dialogue (External)</b> | <ul style="list-style-type: none"> <li>Set appointment/invite the target partner industry about introducing the SHS Work Immersion Program</li> </ul>                     | <ul style="list-style-type: none"> <li>School Head</li> <li>Partnership Coordinator</li> <li>Target Partner Industry</li> </ul>                        | <ul style="list-style-type: none"> <li>March to April</li> </ul>      | <ul style="list-style-type: none"> <li>Documentations</li> <li>School Monitoring, Evaluation and Planning Adjustments (SMEPA)</li> </ul> |
|                                                                                                                                                                                                                           | 1. Rationalizing                                                                        | <b>Orientation</b>         | <ul style="list-style-type: none"> <li>Make follow-up</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>School</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>March to</li> </ul>            | <ul style="list-style-type: none"> <li></li> </ul>                                                                                       |

|                                                                                                                                           |                                                                                                                                |                    |                                                                                                                                                                                 |                                                                                                                                 |                                                                                                  |                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| learners, use of facilities and equipment, additional teacher training opportunities, and additional resources in the form of donations . | g the program to partner industry                                                                                              |                    | meetings <ul style="list-style-type: none"> <li>report updates and accomplishments to convince target industry</li> </ul>                                                       | Head <ul style="list-style-type: none"> <li>Partnership Coordinator</li> <li>Target Partner Industry</li> </ul>                 | April                                                                                            |                                                                                                                                                 |
|                                                                                                                                           | 1. Designing and formalizing Agreements<br>2. MOU/MOA Signing<br>3. Invitation for School Improvement Planning and Adjustments | <b>Involvement</b> | <ul style="list-style-type: none"> <li>Convince target to partners to convene and sign MOU/MOA</li> <li>Participate in School planning activities</li> </ul>                    | <ul style="list-style-type: none"> <li>School Head</li> <li>Partnership Coordinator</li> <li>Target Partner Industry</li> </ul> | <ul style="list-style-type: none"> <li>April to May</li> </ul>                                   | <ul style="list-style-type: none"> <li>Memorandum of Understanding or Agreement</li> <li>Enhanced school improvement plans and SMEPA</li> </ul> |
|                                                                                                                                           | 1. Referral System<br>2. Identifying common connections/people                                                                 | <b>Network</b>     | <ul style="list-style-type: none"> <li>proliferate connections and linkages through internal and external initiative of finding common connections through referrals</li> </ul> | <ul style="list-style-type: none"> <li>School Head</li> <li>Partnership Coordinator</li> <li>Target Partner Industry</li> </ul> | <ul style="list-style-type: none"> <li>May</li> </ul>                                            | <ul style="list-style-type: none"> <li>Additional target stakeholders for partnership</li> </ul>                                                |
|                                                                                                                                           | 1. Benefactors' Day                                                                                                            | <b>Recognition</b> | <ul style="list-style-type: none"> <li>give recognition to partner industries</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>School Head</li> <li>Partnership Coordinator</li> <li>Target Partner Industry</li> </ul> | <ul style="list-style-type: none"> <li>Year End Rites-March at the end of School Year</li> </ul> | <ul style="list-style-type: none"> <li>plaques and certificates</li> </ul>                                                                      |

### WORK IMMERSION Operational Plan (Internal Stakeholders)

| Goal           | Suggested Activities                                                                                                      | Objectives | Persons Involved | Time Frame | Expected Outcome |
|----------------|---------------------------------------------------------------------------------------------------------------------------|------------|------------------|------------|------------------|
| <b>Develop</b> | <ul style="list-style-type: none"> <li><b>A. Pre Immersion:</b> Branding=&gt;Ethics=&gt;Initiative=&gt;Mapping</li> </ul> |            |                  |            |                  |

|                                                                                                                                                                                                             |                                                                                                                      |                                                                                                                                                                                                                                             |                                                                                                                                                                           |              |       |                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>learners' life and career skills in preparation for making decisions on postsecondary education or employment through partnership building, hands-on experiences and additional learning resources .</b> | 1. Partnership building and Stakeholder Engagement and Mapping ( <b>Branding, Ethics, Initiative &amp; Mapping</b> ) | <ul style="list-style-type: none"> <li>Locate and convince possible work immersion partners</li> <li>disseminate information about SHS Immersion program and stakeholder s engagement</li> <li>identify potent industry partners</li> </ul> | <ul style="list-style-type: none"> <li>Immersion Coordinator</li> <li>Teachers</li> <li>Target Partners</li> </ul>                                                        | January      | April | <ul style="list-style-type: none"> <li>Sufficient number of Partners aligned with students college degree preference</li> </ul>                                                                |
|                                                                                                                                                                                                             | 2. Parents' Consultation ( <b>Ethics &amp; Initiative</b> )                                                          | <ul style="list-style-type: none"> <li>orient parents on their roles as stakeholder s and develop support mechanism and consensus</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>Teachers</li> <li>PTA officers</li> <li>Parent</li> </ul>                                                                          | June         |       | <ul style="list-style-type: none"> <li>Parents support and consent to their child during work immersion</li> </ul>                                                                             |
|                                                                                                                                                                                                             | 3. Students' Orientation on Work Immersion and Preparation of Contents of Portfolio ( <b>Branding , Initiative</b> ) | <ul style="list-style-type: none"> <li>present work immersion curriculum standards and career pathways</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>Immersion Coordinator</li> <li>Teachers</li> <li>Target Partners</li> <li>Youth Formation Officer</li> <li>Invited HEIs</li> </ul> | June         | July  | <ul style="list-style-type: none"> <li>Effective Orientation and Career Program</li> <li>Inventory of Learners aligned to their college degree preference and work immersion venues</li> </ul> |
|                                                                                                                                                                                                             | <b>B. Immersion Proper :Support=&gt;Tasks=&gt;Time=&gt; Alignment=&gt;Location=&gt;Safety</b>                        |                                                                                                                                                                                                                                             |                                                                                                                                                                           |              |       |                                                                                                                                                                                                |
|                                                                                                                                                                                                             | 1. Immersion Venues Consultation ( <b>Support, Tasks, Time, Alignment, Location and Safety</b> )                     | <ul style="list-style-type: none"> <li>gain immediate feedbacks for strengthened partnership and sustainability</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>Work Immersion Teacher</li> <li>Class Advisers</li> </ul>                                                                          | August       |       | <ul style="list-style-type: none"> <li>Well attended Immersion Venues</li> </ul>                                                                                                               |
|                                                                                                                                                                                                             | 2. Immersion Students Consultation and                                                                               | <ul style="list-style-type: none"> <li>acquire necessary field related responses from the</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>Work Immersion Teacher</li> </ul>                                                                                                  | September to |       | <ul style="list-style-type: none"> <li>Well attended Immersion</li> </ul>                                                                                                                      |





|                         |                                                                                                                              |                                                                                                                                                   |                                                                                                         |                                                                              |                                                                                                         |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|                         | Supervision<br>(Support, Tasks, Time, Alignment, Location and Safety)                                                        | respondents for adjustments and conflict resolution if arise                                                                                      | <ul style="list-style-type: none"> <li>Class Advisers</li> </ul>                                        | October                                                                      | Venues                                                                                                  |
|                         | <ul style="list-style-type: none"> <li><b>C. Post Immersion:</b> Coping-up=&gt;Post-Conference=&gt;Documentations</li> </ul> |                                                                                                                                                   |                                                                                                         |                                                                              |                                                                                                         |
|                         | 1. Exit Interview<br>(Coping-Up)                                                                                             | <ul style="list-style-type: none"> <li>clear and process observations from the partner work immersion venue</li> </ul>                            | <ul style="list-style-type: none"> <li>Immersion Teacher</li> <li>Immersion Venue Supervisor</li> </ul> | October                                                                      | <ul style="list-style-type: none"> <li>Structured Interview and minutes of the meetings</li> </ul>      |
|                         | 2. Post Conference                                                                                                           | <ul style="list-style-type: none"> <li>Brief and expound students learning experiences for enrichment and meaningful realizations</li> </ul>      | <ul style="list-style-type: none"> <li>Work Immersion Teacher</li> <li>Class Advisers</li> </ul>        | October                                                                      | <ul style="list-style-type: none"> <li>Structured Interview in the school and documentations</li> </ul> |
|                         | 3. Checking of Portfolio<br>(Documentation s)                                                                                | <ul style="list-style-type: none"> <li>Assess pertinent documents in support to students significant experiences during work immersion</li> </ul> | <ul style="list-style-type: none"> <li>Work Immersion Teacher</li> <li>Class Advisers</li> </ul>        | October                                                                      | November <ul style="list-style-type: none"> <li>Efficient and well prepared portfolio</li> </ul>        |
| Rewards and Recognition | 4. National Certificate (NCII) Assessment)<br>(Knowledge, Skills and Attitude)                                               | <ul style="list-style-type: none"> <li>Certify competencies of learners through TESDA</li> </ul>                                                  | <ul style="list-style-type: none"> <li>TVL Teacher</li> </ul>                                           | January                                                                      | February <ul style="list-style-type: none"> <li>TESDA NC I-IV Certificates</li> </ul>                   |
|                         | 5. Best in Work Immersion Recognition<br>(Knowledge, Skills and Attitude)                                                    | <ul style="list-style-type: none"> <li>Recognize exemplary performance of students in work Immersion</li> </ul>                                   | <ul style="list-style-type: none"> <li>School Head</li> <li>TVL Teacher</li> </ul>                      | March to April <ul style="list-style-type: none"> <li>DepEd Medal</li> </ul> |                                                                                                         |