

# **Uplifting Goals, Methodology, and Achievement Dynamics - U.G.M.A.D Project: Enhancing the Work Immersion Program at Alegria National High School**

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## **ABSTRACT**

This study evaluates the effectiveness of the U.G.M.A.D Project as an enhanced Work Immersion program for the academic year 2023-2024. Using a descriptive quantitative research design, survey data was collected from 135 work immersion students and 55 industry supervisors using total enumeration. The research assessed student preparedness in three dimensions: alignment of academic track to industry needs (mean: 3.44), work readiness (mean: 3.35), and skills application (mean: 3.46), indicating a very high level of preparedness. The study also explored industry supervisors' satisfaction with students' competencies, revealing high ratings in teamwork, communication, attendance, punctuality, productivity, attitude, and professionalism. These results suggest that the U.G.M.A.D project is successfully meeting its objectives by preparing students with the essential skills required for workplace immersion.

Overall, the findings highlight the program's effectiveness in equipping learners for professional environments, as evidenced by consistently high scores in both preparedness and performance. The U.G.M.A.D Project plays a critical role in fostering students' development of the skills and behaviors necessary for career success, confirming its contribution to workforce readiness.

**Keywords:** Work Immersion, Program Enhancement, U.G.M.A.D project, Alegria National High School, Career Readiness

## **CONTEXT AND RATIONALE**

Work Immersion is a senior high school subject that provides hands-on experience or job simulations in which students can use their skills. They gained skills applicable to their industry. Furthermore, it is highlighted that these students are engaged in real-world work contexts such as workshops, offices, and laboratories that correspond to their previous education. In fact, Work Immersion is used in the United States of America (USA) to expand knowledge and practice and apply abilities. It has been utilized as a pedagogical tool to help individuals learn and engage, with a particular emphasis on the students' learning process (Ador et al, 2023).

According to Dela Cruz and Permejo (2020), immersions prepare students for the real world by teaching them how to function in an organization and ultimately thrive in a given field. The school must ensure that its students develop a variety of skills that will prepare them for employment. It is the responsibility of parents and educators to guarantee that students have the skills necessary to work in the modern day. Work immersion is an important component of the senior high school curriculum. It can be conducted in a variety of ways, depending on the learners' goals and needs. The inclusion of this subject in the K-12 Basic Education program

intends to generate graduates who have finished the 12-year program, which most countries around the world are giving to meet global needs, particularly in manpower (Borling et al., 2023).

In the context of Alegria National High School, maintaining a harmonious relationship with the identified partner industries for work immersion is crucial. However, during the last school year's implementation, we encountered challenges. Most industry partners, who serve as training venues for work immersion, were unable to accept applicants due to congestion caused by work immersion trainees and on-the-job trainees from various schools within and outside the municipality. As a result, our team of researchers embarked on this study to develop an enhanced work immersion program in preparation for its offering in the SY 2023-2024 academic year.

## ACTION RESEARCH QUESTIONS

The study aimed to describe the enhanced work immersion program implementation for Grade 12 Students in Alegria National High School.

Specifically, it sought to answer the following questions:

1. What is the level of preparedness of work immersion trainees (students) under the U.G.M.A.D. program in terms of:
  - 1.1 Alignment of Track;
  - 1.2 Work Readiness; and
  - 1.3 Use of the Skills?
2. What is the level of satisfaction with the skills and competencies of learners participating in the work immersion program, as evaluated by partner industries, in terms of:
  - 2.1 Teamwork;
  - 2.2 Communication;
  - 2.3 Attendance, Punctuality, and Productivity;
  - 2.4 Attitude; and
  - 2.5 Professionalism?
3. What intervention program can be proposed to enhance the work immersion program for Grade 12 students?

## INNOVATION, INVERVENTION AND STRATEGY

### INNOVATION

#### **Uplifting Goals, Methodology, and Achievement Dynamics -U.G.M.A.D Project: Enhancing the Work Immersion Program**

### Rationale

In response to valuable feedback from our esteemed work immersion partner industries, we embark on a journey to elevate the work immersion experience for our students. The previous year's implementation has served as a compass, guiding us toward meaningful improvements. The researchers' mission is clear: to create an environment where students thrive, learn, and contribute effectively within professional settings. By aligning our strategies with industry insights, we aim to foster not only skill development but also a sense of purpose and fulfillment.

### Introduction

The schools envision graduates which are both higher education, employment or entrepreneurship ready. By aligning our strategies with industry insights, the researchers aim to foster not only skill development but also a sense of purpose and fulfillment. Through collaborative efforts, this program aspires to redefine work immersion as a transformative opportunity—one that empowers students, enriches their learning journey, and prepares them for the dynamic landscape of their chosen fields.

## Objectives

The structuring of the “**U.G.M.A.D PROJECT**” aims to:

1. Elevate the quality of work immersion by creating an environment where students actively engage, learn, and apply theoretical knowledge in real-world scenarios.
2. Align work immersion activities with industry needs and trends, ensuring that students gain practical skills and insights that directly translate to their chosen fields.
3. Foster not only technical competencies but also soft skills, including communication, teamwork, adaptability, and problem-solving.

## Methods

### Strategies

To achieve the **U.G.M.A.D** project, the following strategies are noted:

**Redesign the Schedule Subject Offering.** Traditionally scheduled during the second semester, the work immersion program has undergone a strategic shift. In response to invaluable feedback from our esteemed partner industries, we’ve reimagined the timeline. Now, work immersion takes place during the first semester, aligning with industry demands and enhancing the overall experience for students.

**Improved Teaching Strategies.** To ensure a personalized approach to teaching during the pre-work immersion phase, it is essential to assign a dedicated subject teacher for each academic strand. This practice allows for tailored guidance, mentorship, and alignment of the work immersion experience with the specific learning objectives and career pathways associated with each strand.

**Provide actual experiences prior to Deployment.** Ensure improvement on the delivery of instruction especially by providing actual experiences to students to real-life job preparations such as conducting “Job Fair Simulation” inviting the identified industry partners as human resource manager or interviewer.

**Feedback-Driven Iteration.** Continuously gather feedback from students, teachers and most especially from the immediate supervisors from the industry partners to refine the work immersion program, adapting to evolving requirements.

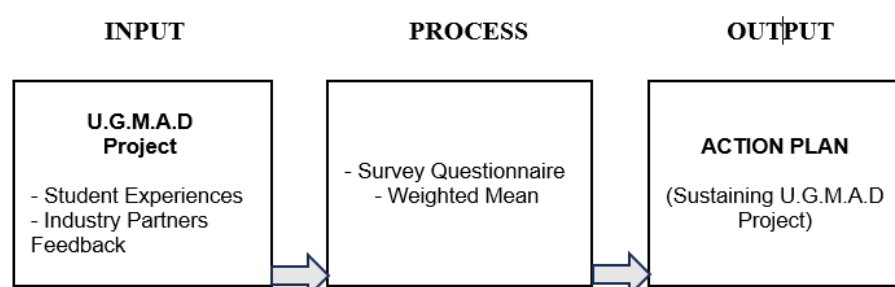
### Monitoring and Evaluation

To measure the effect of the program, the following are to be used:

- 1) Regularly assess learners’ performance during their work immersion experience.
- 2) Provide constructive feedback to learners, helping them improve.
- 3) Ensure proper supervision by Work Immersion Teacher and Partner Institution Supervisor.
- 4) Maintain records of learners’ progress, challenges, and achievements.

## CONCEPTUAL FRAMEWORK

**Figure 1 Conceptual Framework**



## ACTION RESEARCH METHODS

### Research Method

Descriptive quantitative research is utilized in this study, involving the collection and analysis of numerical data to provide a comprehensive overview of characteristics, behaviors, or attitudes within a specific population or phenomenon. It seeks to describe patterns, correlations, or trends without changing variables, and it can help you understand the prevalence, distribution, and levels of agreement or disagreement in a specific environment (Creswell&Creswell, 2017). This study employed two distinct survey questionnaires to gather quantitative data: one for work immersion trainees and another for industry partners. The Work Immersion Trainees Questionnaire, adapted from Garcia and Yazon (2020), is divided into three sections: alignment of academic tracks with industry demands, work readiness, and use of skills in the workplace. Meanwhile, the Industry Partners Questionnaire, based on the work of Dela Cruz and Pemejo (2020), evaluates trainees' performance across four key areas: teamwork, communication, attendance, punctuality, productivity, and overall attitude and professionalism. These questionnaires provide a comprehensive framework for capturing both the trainees' preparedness and the industry partners' assessment of their workplace performance, contributing valuable insights into the effectiveness of the work immersion program.

### Participants and/or other Sources of Data and Information

In this study, the participants who contributed valuable insights and perspectives were the 135 work immersion trainees and 55 immediate industry partner supervisors. These respondents were selected through total enumeration, a method where all individuals from the population of interest are included in the study, ensuring a complete and holistic representation of the group involved. By using total enumeration, the study aimed to capture the full spectrum of experiences and opinions, enhancing the reliability and validity of the findings (Kumar, 2019). The combination of insights from both trainees and their supervisors provided a comprehensive perspective on the immersion process, balancing the viewpoints of those undergoing training with those overseeing the experience.

### Data Gathering Procedure

The researchers began by submitting a formal letter of request and a research proposal to the Division Office, seeking approval to conduct the study. After receiving approval, permission was also obtained from the school principal to carry out the research within the institution. To gather quantitative data, survey questionnaires were distributed to work immersion trainees. For the industry partners, the researchers personally visited their offices to distribute and collect the survey forms, ensuring the involvement of these key stakeholders whose insights were critical to the study. This process ensured that data from both students and industry supervisors were collected efficiently and accurately.

### Data Analysis Technique

The study utilized the weighted mean as a statistical tool to analyze the data collected from the two survey questionnaires. The mean was primarily used to evaluate the responses from both work immersion trainees and industry partners. For the trainees' questionnaire, the mean was calculated to assess the levels of track alignment, work readiness, and skills application. For the industry partners' questionnaire, the mean was used to analyze key areas such as teamwork, communication, attendance, punctuality, productivity, and overall attitude and professionalism.

These statistical methods provided a clear and quantitative overview of both student preparedness and industry evaluations, helping to ensure the validity and reliability of the findings. The use of descriptive statistics, particularly the mean, enabled the researchers to effectively interpret the data and draw meaningful conclusions about the effectiveness of the U.G.M.A.D Project.

## RESULTS AND DISCUSSION

### Level Of Preparedness of Work Immersion Trainees Under U.G.M.A.D. Project

**Table 1 Level of Preparedness of Work Immersion Trainees Under U.G.M.A.D. Project**

| Indicators                                                                                                                                                                           | Weighted Arithmetic Mean | Verbal Interpretation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------|
| <b>Aligning of Track.</b>                                                                                                                                                            |                          |                       |
| <i>The Work Immersion Program....</i>                                                                                                                                                |                          |                       |
| 1. promotes awareness of track alignment to the enrolled / preferred strand.                                                                                                         | 3.45                     | Very High             |
| 2. realizes that knowledge and skills synchronize to the need and expectations of the employer / company.                                                                            | 3.41                     | Very High             |
| 3. skills, knowledge, and interest of the students gained are aligned to demand of the workforce.                                                                                    | 3.40                     | Very High             |
| 4. students' skills are vertically and horizontally aligned in realizing certain outputs.                                                                                            | 3.40                     | Very High             |
| 5. sharpens students acquire knowledge which is suitable to the tasks to be performed.                                                                                               | 3.45                     | Very High             |
| 6. training receives matches the tasks that need to be accomplished                                                                                                                  | 3.54                     | Very High             |
| <b>TOTAL/ AVERAGE</b>                                                                                                                                                                | <b>3.44</b>              | <b>Very High</b>      |
| <b>Work Readiness</b>                                                                                                                                                                |                          |                       |
| 1. prepares the students holistically in meeting the demands and expectations of the employer / companies.                                                                           | 3.37                     | Very High             |
| 2. adheres to existing standard which gives the students sense of pride.                                                                                                             | 3.17                     | Very High             |
| 3. employs basic computer literacy skills like Microsoft Office in filling, coding, and analyzing essential information.                                                             | 3.36                     | Very High             |
| 4. students receive substantial amount of training, symposium, and alike on becoming an effective employee in workplace.                                                             | 3.50                     | Very High             |
| <b>TOTAL/ AVERAGE</b>                                                                                                                                                                | <b>3.35</b>              | <b>Very High</b>      |
| <b>Use of Skills</b>                                                                                                                                                                 |                          |                       |
| 1. hones the skills of the students suited for the job offer.                                                                                                                        | 3.45                     | Very High             |
| 2. utilizes student's skills to be competent enough in addressing the needs of clients/employers in terms of communication and technical skills.                                     | 3.50                     | Very High             |
| 3. assures students wherein knowledge can be manifested into technological and interpersonal communication skills                                                                    | 3.46                     | Very High             |
| 4. allows the students to work smart having the same level of quality output but with lesser time and meager resources                                                               | 3.44                     | Very High             |
| 5. guarantees that the students have the skills to operate facilities and equipment, manipulate tools and interact with various group of people having a discourse competence skill. | 3.43                     | Very High             |
| <b>TOTAL/ AVERAGE</b>                                                                                                                                                                | <b>3.46</b>              | <b>Very High</b>      |

The table 1 summarizes the effectiveness of the Work Immersion Program across three indicators: track alignment, work readiness, and use of skills, all rated as "Very High." The "Aligning of Track" indicator averaged 3.44, demonstrating a strong connection between students' training and industry needs, particularly in matching training to required tasks (3.54). The "Work Readiness" indicator had an average of 3.35, with substantial training (3.50) receiving the highest rating, although adherence to standards was slightly lower (3.17). The "Use of Skills" indicator scored the highest overall average at 3.46, emphasizing the program's success in developing essential communication and technical skills (3.50). These results underscore the U.G.M.A.D program's effectiveness in aligning education with workforce demands, fostering work readiness, and enhancing students' skill application in real-world settings.

### Level Of Satisfaction on the Skills and Competencies of Learners Undergoing Work Immersion Program As Perceived by the Partner Industries

**Table 2 Level of Satisfaction on the Skills and Competencies of Learners on Work Immersion Program as evaluated by the Partner Industries**

| Indicators                                                                                           | Weighted Arithmetic Mean | Verbal Interpretation |
|------------------------------------------------------------------------------------------------------|--------------------------|-----------------------|
| <b>TEAMWORK</b>                                                                                      |                          |                       |
| 1. Consistently works with others to accomplish goals                                                | 3.53                     | Very Satisfied        |
| 2. Treats all team members in a respectful manner.                                                   | 3.65                     | Very Satisfied        |
| 3. Actively participates in activities and assigned tasks required.                                  | 3.64                     | Very Satisfied        |
| 4. Willing to work with team members to improve team collaboration on a continuous basis.            | 3.69                     | Very Satisfied        |
| 5. Considers the feedback and views of team members when completing an assigned task.                | 3.56                     | Very Satisfied        |
| <b>TOTAL/AVERAGE</b>                                                                                 | <b>3.61</b>              | <b>Very Satisfied</b> |
| <b>COMMUNICATION</b>                                                                                 |                          |                       |
| 1. Actively listens to supervisor and/or co-workers.                                                 | 3.56                     | Very Satisfied        |
| 2. Comprehends written and oral information.                                                         | 3.36                     | Very Satisfied        |
| 3. Consistently delivers accurate information both written and oral.                                 | 3.35                     | Very Satisfied        |
| 4. Reliably provides feedback as required, both internally and externally                            | 3.36                     | Very Satisfied        |
| <b>TOTAL/AVERAGE</b>                                                                                 | <b>3.41</b>              | <b>Very Satisfied</b> |
| <b>ATTENDANCE, PUNCTUALITY AND PRODUCTIVITY</b>                                                      |                          |                       |
| 1. Is punctual on a regular basis.                                                                   | 3.60                     | Very Satisfied        |
| 2. Maintains good attendance                                                                         | 3.62                     | Very Satisfied        |
| 3. Meets deadlines and manages time well.                                                            | 3.56                     | Very Satisfied        |
| 4. Can do multitasking.                                                                              | 3.56                     | Very Satisfied        |
| 5. Can work under pressure and delivers the required tasks.                                          | 3.45                     | Very Satisfied        |
| 6. Effective and efficient in time management.                                                       | 3.45                     | Very Satisfied        |
| 7. Efficiently informs supervisor of any challenge or hindrance related to given task or assignment. | 3.42                     | Very Satisfied        |
| <b>TOTAL/AVERAGE</b>                                                                                 | <b>3.52</b>              | <b>Very Satisfied</b> |



| ATTITUDE                                                               |             |                       |
|------------------------------------------------------------------------|-------------|-----------------------|
| 1. Offers assistance willingly.                                        | 3.44        | Very Satisfied        |
| 2. Shows a positive work attitude                                      | 3.53        | Very Satisfied        |
| 3. Shows sensitivity to and consideration for other's feelings         | 3.45        | Very Satisfied        |
| 4. Accepts criticism positively                                        | 3.45        | Very Satisfied        |
| 5. Shows pride in work.                                                | 3.27        | Very Satisfied        |
| <b>TOTAL/AVERAGE</b>                                                   | <b>3.43</b> | <b>Very Satisfied</b> |
| PROFESSIONALISM                                                        |             |                       |
| 1. Respects persons in authority.                                      | 3.84        | Very Satisfied        |
| 2. Uses all tools, equipment and facilities responsibly.               | 3.58        | Very Satisfied        |
| 3. Follows all policies and procedures when issues and conflict Arises | 3.65        | Very Satisfied        |
| 4. Physical appearance conforms with the workplace and placement rules | 3.65        | Very Satisfied        |
| <b>TOTAL/AVERAGE</b>                                                   | <b>3.68</b> | <b>Very Satisfied</b> |

Table 2 results show a strong performance across five key indicators—teamwork, communication, attendance and punctuality, attitude, and professionalism—all rated as "Very Satisfy" Teamwork had the highest average score of 3.61, indicating effective collaboration and respect among participants. Communication scored 3.41, reflecting good listening and accurate information delivery, though written communication could improve (3.35). The attendance, punctuality, and productivity indicator averaged 3.52, demonstrating reliability and effective time management. The attitude indicator scored 3.43, showing a positive work attitude, with the lowest score in pride for work (3.27). Lastly, professionalism averaged 3.68, highlighting respect for authority and adherence to workplace standards. Overall, these findings suggest that participants are well-prepared for workplace demands, exhibiting essential skills and behaviors valued by employers.

## CONCLUSION AND RECOMMENDATION

### Conclusion

Based on the findings, the following conclusion were drawn:

1. The level of preparedness of work immersion trainees under the U.G.M.A.D project was rated exceptionally high, particularly in terms of track alignment, work readiness, and use of skills. This indicates the strong alignment of the trainees' academic backgrounds with the demands of their respective immersion placements.
2. The partner industries evaluating the skills and competencies of the learners during the work immersion program reported a high level of satisfaction. The learners excelled in key areas such as teamwork, communication, attendance, punctuality, productivity, attitude, and professionalism, reflecting their readiness for workplace integration.
3. The U.G.M.A.D project was crafted as an intervention to enhance the work immersion program. Its objectives included redesigning the schedule of subject offerings, improving teaching strategies, and providing learners with practical experiences prior to deployment.

### Recommendation

1. Sustain and Expand Interventions: Continue and enhance the U.G.M.A.D project by expanding partnerships and real-world learning opportunities to further improve student preparedness.

2. **Monitoring and Feedback:** Implement regular evaluation mechanisms to gather feedback from industry partners, ensuring the program adapts to changing workplace demands.
3. **Integrate Soft Skills Development:** Focus on enhancing soft skills such as leadership, problem-solving, and adaptability to better prepare students for long-term career success.
4. **Strengthen Pre-deployment Training:** Offer specialized workshops or simulations tailored to specific industries to enhance practical experiences before deployment.
5. **Research Long-Term Impact:** Conduct studies to track the long-term career outcomes of work immersion trainees to assess the effectiveness of the U.G.M.A.D project.

## ACTION PLAN

**Table 3 Action Plan**

| Areas of Concern                                       | Objectives                                                                                                                                                                                            | Activities                                                                                                                                                                                                                                                                                                                   | Person Involved                                                                                                                                   | Budget & Source | Time Frame   | Remarks |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------|---------|
| <b>Redesign the Schedule Subject Offering</b>          | This aims to optimize scheduling for efficiency and flexibility, fostering a dynamic learning environment that caters to diverse learning styles while meeting the specific demands of the workforce. | <ul style="list-style-type: none"> <li>Offer the subject during the first semester instead of a second semester.</li> <li>Assign additional teachers to handle the subjects.</li> <li>Provide necessary instructional materials to enhance learning experience.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>School Head</li> <li>Work Immersion teacher</li> <li>Work Immersion industry partner supervisor</li> </ul> | MOOE            | SY 2023-2024 |         |
| <b>Improved Teaching Strategies</b>                    | To encourage critical thinking, problem-solving, and practical application of knowledge, utilizing technology and diverse instructional approaches to cater to various learning styles.               | <ul style="list-style-type: none"> <li>Design and implement active learning modules, encouraging students to participate in discussions, group projects, and hands-on activities to foster critical thinking.</li> <li>Establish a peer observation program.</li> <li>Arrange lectures by industry professionals.</li> </ul> |                                                                                                                                                   |                 |              |         |
| <b>Provide actual experiences prior to Deployment.</b> | To provide an actual experience prior to deployment include providing hands-on opportunities such as internships or simulated work environments.                                                      | <ul style="list-style-type: none"> <li>Invite guest speakers and industry experts to share their experiences and insights, providing real-world context and relevance to classroom discussions.</li> </ul>                                                                                                                   |                                                                                                                                                   |                 |              |         |



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