Enhanced Productiveness of Industry and School Work Immersion Program: Humanities and Social Sciences Stand Point

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ABSTRACT

This research assessed the status of the Work Immersion Program as a learning instruction about students' academic performance in Grade 12-Humanities and Social Sciences (HUMSS) among identified schools in the North Districts of the Division of Cebu City during the School Year 2022-2023, to enhance the program. The study involved 186 respondents, comprising **4** teachers,**7** industries, and **175** randomly selected students. Data collection was conducted using survey questionnaires. The gathered information was analyzed using the descriptive-quantitative research method to acquire the data and information necessary for analysis and interpretation. The research explored the demographic profile of the teacher respondents, including age, gender, civil status, highest educational attainment, field of specialization, position, years of teaching experience, relevant training, and seminars attended. For industry respondents, the study examined services, products, and clientele. As for student respondents, the study examined age and gender, general academic achievement (2nd Semester), relationship to the family, family income, parent's educational attainment, type of dwelling, and parental involvement in school activities. The respondent groups agreed to the statements regarding the Work Immersion Program's implementation status. Additionally, the student respondents were evaluated as having achieved a Near Mastery level across three phases of the Work Immersion Program. The test of significant relationship was **Rejected**. Accordingly, there was a significant relationship between the status of the Immersion Program and the student's academic achievement in Grade 12 Immersion-Humanities and Social Sciences. Certainly, the student's academic achievement in Grade 12 Immersion-Humanities and Social Sciences was significantly affected by the Immersion Program employed during the learning process. Consequently, it was recommended that an industry and School-Based Work Immersion Program be carefully considered to ensure effective implementation and boost the learning experience during the immersion process.

1. THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Work immersion is how students develop the requisite knowledge and skills on their subject matter as outlined in the school's curriculum (Budomo, 2020). For secondary school completion, students must be immersed in real-world occupational settings such as workshops, offices, and laboratories where their prior training is relevant. Teachers must provide immersive learning environments that introduce students to a variety of interactions in order for them to grow holistically.

Since the primary purpose of education is to mold students and prepare them to be equipped for their future careers, it is essential to concentrate on accomplishing this goal (Montes & Paño, 2020). Moreover, immersion involves introducing students to an environment where their efforts are

acknowledged and their potential is realized. It allows students to learn practical skills, contribute solutions to real-life challenges, and broaden their network. As part of the Philippine primary education curriculum, grade 12 students must participate in a work Immersion Program during their second Semester (Insorio et al., 2023a).In the context of the national educational system, Immersion programs emphasize the advantages they offer. These programs provide students valuable chances to participate in real-world environments relevant to their prospective careers actively. Through exposure to such settings, students can acquire practical skills, apply their knowledge to real-life challenges, and broaden their professional network. These experiences significantly contribute to their overall readiness for future careers.

Miller (2019) pointed out that in the K-12 system, students undergo evaluation during their high school years through standardized assessments and various other indicators. The purpose of this evaluation is to determine their level of readiness for both college and career paths. By assessing students after their primary education, educators and stakeholders can make informed decisions and provide appropriate support and guidance to help students succeed in their future endeavors.

Also, Okolie (2022) highlighted that the process of students' readiness for the school-to-work transition had been conceptualized as a multifaceted journey to enhance job prospects, study the policies and guidelines of potential future organizations, comprehend work cultures within the organizations, evaluate personal compatibility with chosen career paths, and to cultivate the necessary skills while identifying career goals.

Thus, the study aimed to assess the status of the Immersion Program as a learning instruction and its impact on the academic performance of Grade 12 students in the Humanities and Social Sciences subject. The research was conducted in Districts 1, 7,4, and 8 in the Division of Cebu City during the School Year 2022-2023.

The study addressed several key research questions to attain the research objectives. Firstly, it sought to investigate the status of the Immersion Program as perceived by the respondent groups. This assessment focused on various dimensions: curriculum implementation and compliance, the work immersion delivery process, evaluation of student progress, and supervision of work immersion implementation.

Furthermore, it was essential to ascertain the students' level of competency in a series of tasks associated with pre-immersion, immersion proper, and post-work immersion. It used the Most Essential Learning Competencies (MELC) as a benchmark to measure students' learning. This assessment was instrumental as it offered a comprehensive understanding of the student's abilities and skills gained during each phase, providing a holistic picture of the program's effectiveness in nurturing well-rounded students.

The research also investigated whether there was a significant relationship between the status of the Immersion Program and the academic achievement of Grade 12 students in Humanities and Social Sciences. By examining this relationship, the study aimed to provide insights into the effectiveness of the Immersion Program as a learning instruction.

Additionally, the study identified and analyzed the challenges and barriers encountered in implementing the immersion program. Understanding these obstacles contributed to assessing the program's effectiveness and provided valuable information for program improvement. Lastly, based on the study's findings, the researcher crafted a dynamic industry and school-based Work Immersion Program that addressed the identified challenges and barriers. This program strengthened immersion and boosted achievement for Grade 12 Humanities and Social Sciences students.

Hence, this research was indispensable for educators, as it enabled them to identify the strengths and weaknesses of the current work immersion program. This ultimately helped students make more informed career choices and refine the implementation to meet the evolving demands of the job market, thus enhancing students' employability.

Theoretical Background
The theoretical foundation of this study was based on work immersion, an educational initiative that enabled students to acquire practical experience and become familiar with actual work environments—integrating work immersion into the academic curriculum connected education's scholastic and practical aspects, providing students with indispensable proficiencies necessary for success in their selected professions. As a result, this approach fostered a deeper understanding of industry-specific practices and expectations, ultimately preparing students to navigate their professional journeys effectively.

The research was grounded in four seminal theories that had shaped our understanding of learning and career development: Experiential Learning Theory (Kolb, 1984), Social Learning Theory (Bandura, 1986), Situated Learning Theory (Lave & Wenger, 1991), and Social Cognitive Career Theory (Lent et

al., 1994). This integrated theoretical framework allowed for a nuanced examination of the intricate, shedding light on the transformative potential of work immersion program in preparing young adults for their futures. The first theory that supported this study was the Experiential Learning Theory (ELT) of 1984 by David A. Kolb. Various teaching methods, including experiential learning, were suggested to improve and motivate students' learning. Chiu (2019) highlighted this approach, allowing students to gain a more profound comprehension and introspection through practical experience. ELT delineated two distinct approaches to understanding experience, concrete experience, and abstract conceptualization, while also pinpointing two methods of processing experience: active experimentation and reflective observation. These four learning modes were commonly presented as a cyclical process. Kolb's theory posited that concrete experiences were the foundation for reflective contemplation. Through this reflective process, individuals absorbed and synthesized the acquired information, ultimately shaping abstract concepts. This cyclical learning process encapsulated the essence of experiential learning theory (Cherry, 2022).

THEORIES

Experiential Learning Theory by David Kolb of 1984

Social Learning Theory by Albert Bandura of 1986

Situated Learning Theory by Jean Lave and Etienne Wenger of 1991

The Social Cognitive Career Theory by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994.

STATUTES

The 1987 Philippine Constitution

Republic Act No. 10533, also referred to as the Enhanced Basic Education Act of 2013

Education Order No. 30, s. 2017 entitled Guidelines for the Implementation of Work Immersion in Senior High School

DM CI-2020-00085: Guidelines for Work Immersion Implementation During Crisis

Labor Advisory no. 9, s. 2017 "Guidance to Host Establishments in Ensuring Safe Workplaces for Senior High by Department of Labor and Employment

ENHANCED PRODUCTIVENESS OF INDUSTRY AND SCHOOL WORK IMMERSION PROGRAM: HUMANITIES AND SOCIAL SCIENCES STAND POINT

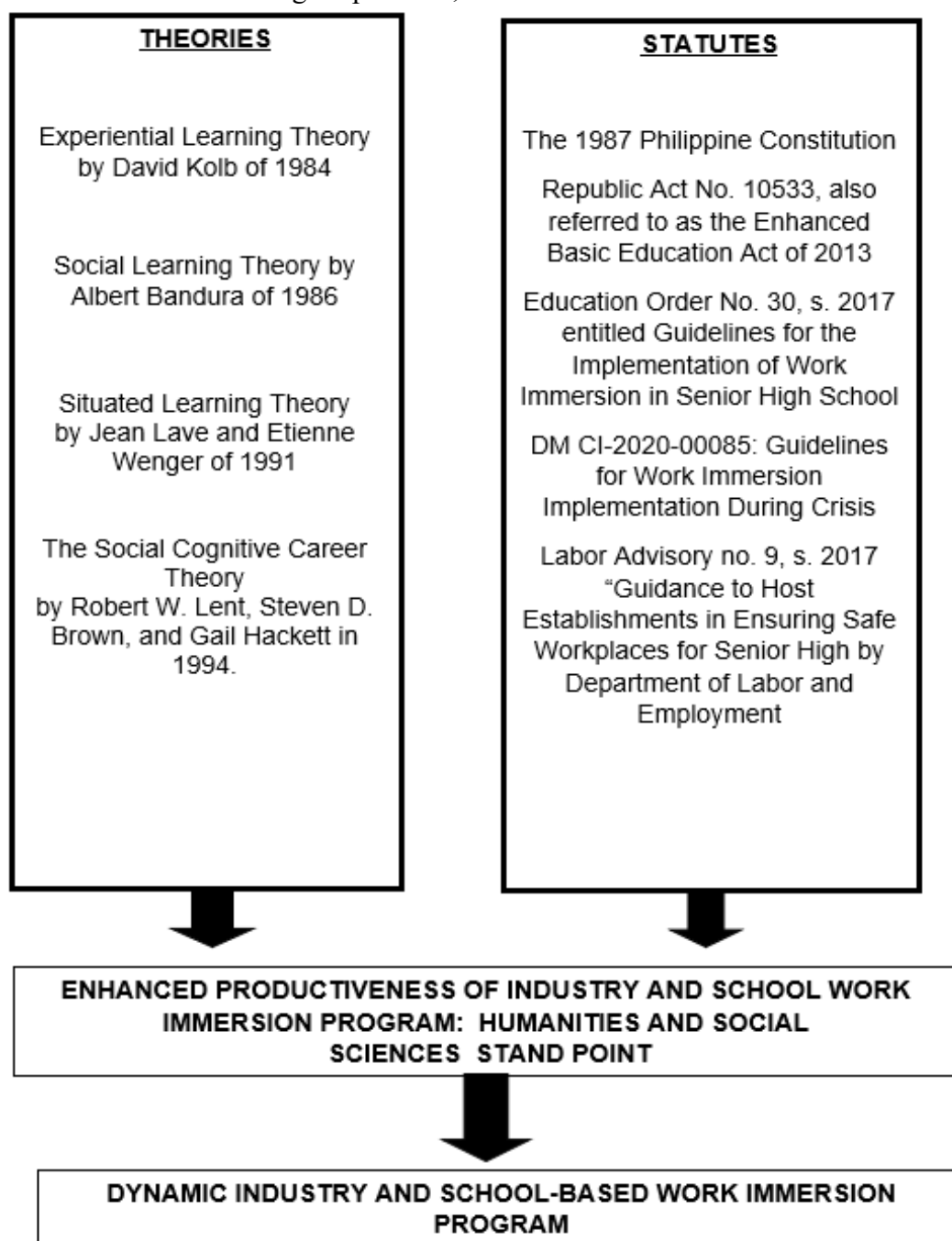**DYNAMIC INDUSTRY AND SCHOOL-BASED WORK IMMERSION PROGRAM**

Figure 1. Theoretical Conceptual Framework

According to Gobeil (2021), acquiring knowledge from experiences is a fundamental and instinctive learning method. The Work Immersion Program provided students with practical experiences in real-world work environments, allowing them to reflect on these experiences and apply their knowledge to new situations. Although scholars used the term "experiential learning" to depict a particular

philosophy or learning theory, it was frequently applied to various management education activities. These activities could involve experiences beyond the classroom, such as internships, immersions, study abroad programs, and service learning (Kayes & Kayes; Anna, 2021). Work immersion was a necessary form of service-learning experiential learning, which entailed students participating in internships or other work-related experiences significant to their study area.

Another theory that supported this study was the Social learning theory (SLT) by Albert Bandura (1986). According to this theory, individuals acquire knowledge by observing, imitating, and modeling the actions of others in social situations (Middleton et al., 2019). Social Learning Theory (SLT) posits that learning occurs through observing and subsequently emulating modeled behavior in a social context. Human beings acquire knowledge and skills by witnessing their actions and their consequences on others. Individuals could adopt and replicate observed behaviors, reaping potential benefits or abstaining from imitating certain activities to avoid undesirable outcomes. Children, for example, keenly observed the actions of those in their immediate surroundings, eventually mirroring those behaviors. Following this observation, people internalized and mimicked the behavior they had witnessed, mainly when their observational experiences yielded positive outcomes or were associated with rewards linked to the observed conduct (Manik et al., 2022).

The concept of work immersion for Senior High School aligned with the principles of social learning theory, which suggested that individuals could acquire new knowledge and skills through observational learning. The Work Immersion Program enabled students to gain insights and knowledge by observing and learning from seasoned professionals in a workplace setting. The programs helped students develop work-related knowledge, skills, and attitudes through observation and participation in work activities. They also allowed students to observe and model professional behavior and work practices, enhancing their learning.

Moreover, the third theory was the Situated Learning Theory (SLT), by Jean Lave and Etienne Wenger in 1991. SLT suggested that learning occurs through active participation in a community of practice (Haji Besar, 2018). A study by Donaldson et al. (2020) characterized pedagogies rooted in situated learning as providing instruction based on real-life settings and situating students within a group of practitioners. Holman Kodjo Akosubo (2023) centered on the idea that meaningful learning could only occur if it was integrated into or simulated the social and physical contexts it utilized. By employing the Situated Learning theory, students could acquire essential skills and accurately apply what they had learned in real-world situations. This approach also enabled students to engage in hands-on learning experiences, which could equip them with the necessary skills to be productive in their respective fields post-graduation. It emphasized the significance of work immersion in creating a learning environment that closely mirrored the actual context in which knowledge and skills were applied.

Furthermore, the last theory was the Social Cognitive Career Theory (SCCT), by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994. SCCT was developed to enhance comprehension of career decision-making, interest, and performance processes. The SCCT theory introduced a learning model and cognitive behavior that supported individuals in nurturing and expanding their interests related to careers, making academic and career decisions, enhancing performance, and maintaining commitment to their educational and professional pursuits (Miguel, 2019).

Students could engage in career exploration to assist them in selecting a career by proactively acquiring and accessing information related to careers and collecting information on career prospects while reflecting on how their current actions aligned with their future career goals (Kifta, 2022). Work immersion was essential for Senior High School students to develop their careers and identities. Through work immersion, students could acquire the essential behaviors necessary to prepare them for making career decisions. These behaviors included obtaining the necessary abilities and skills for their chosen career, recognizing their strengths and weaknesses, setting career goals and interests, seeking expert advice, and participating in relevant educational and training activities.

In line with this study's premise, legal frameworks played a crucial role in collectively supporting and enhancing the educational landscape by fostering comprehensive primary education, facilitating seamless transitions between levels, providing work immersion opportunities for Senior High School students, and ensuring safe workplaces for their growth and development.

Pangalangan (2002) asserted that the 1987 Philippine Constitution guaranteed the right to quality education as a fundamental provision. This right emphasized the significance of accessible and high-quality education for all Filipino citizens, recognizing education's role in personal development, social progress, and national

prosperity. The Constitution ensured that every Filipino had access to education of excellent quality, highlighting the government's responsibility to establish and sustain an educational system that met quality and equity standards. Additionally, the Constitution mandated the state to allocate sufficient resources and enact policies to enhance educational standards nationwide.

Republic Act 10533, known as the Enhanced Basic Education Act of 2013, aimed to accomplish three primary goals: (1) to deliver a high-quality education that is globally competitive and follows an internationally recognized curriculum, (2) to address the needs of an ever-changing and globalized world by offering high school graduates various opportunities, including college preparation, vocational and technical careers, creative arts, sports, and entrepreneurship, and (3) to improve the student-centered and responsive nature of education by using appropriate teaching and learning languages that cater to the unique needs, cognitive and cultural capacities, and diversity of students, schools, and communities, including the effective use of the mother tongue as a vital learning resource.

Furthermore, by adding Kindergarten and Senior High School, the K to 12 Basic Education Program transformed the Philippines' educational system from a 10-year to a 13-year program. The K to 12 curriculum aims to enable every essential education graduate to become an empowered individual with a solid educational foundation based on sound principles and geared towards excellence, enabling lifelong learning (Ducanes & Ocampo, 2020).

The Work Immersion Program for Senior High School students was critical in achieving the objectives outlined in the Republic Act 10533 or the Enhanced Basic Education Act of 2013. One of the primary goals of this act was to provide students with a high-quality, globally competitive education that prepared them for a diverse range of opportunities in the modern world. Work immersion experiences contributed significantly to this goal by offering students hands-on exposure to various industries and professions, enabling them to develop practical skills and real-world knowledge that complemented their academic studies.

By this, on June 5, 2017, Education Secretary Leonor Magtolis Briones issued DepEd Order No. 30, s. 2017, titled "Guidelines for Work Immersion," which was the foundation for implementing the work immersion Program in all senior high schools. This order highlighted the significance of work immersion as an integral component of the old high school curriculum. It explained that the program could be carried out in various ways based on the needs and objectives of the students (Bustamante, 2019). High school students had to participate in a Work Immersion Program within an industry relevant to their intended postsecondary path to enhance their skills and competence in their chosen field. This experience allowed the student to gain exposure to and familiarity with a work environment aligned with their specialization (Catelo, 2020). The program facilitated the acquisition of practical industrial skills by Grade 12 students through the tutelage of industry experts and laborers. This allowed them to understand the significance and application of the theoretical principles taught in school and enhance their technical knowledge and abilities. In addition, they improved their communication and interpersonal skills and developed positive work habits, attitudes, appreciation, and respect for work. Ultimately, this prepared them to face higher education or employment demands and challenges after graduation.

Aligned with the abovementioned memorandum, DM-CI-2020-00085, another memorandum from the Department of Education dated June 2, 2020, held immense significance in guiding the execution of the Work Immersion Program during periods of crisis. It defined a crisis as a time when regular school operations were halted, and physical attendance for students was restricted due to safety concerns. The guidelines outlined in this memorandum underscored critical aspects: first, ensuring the safety and well-being of students by preventing exposure to risks and offering necessary support services; second, transparently communicating the crisis's impact on Work Immersion in language comprehensible to students; third, setting explicit expectations for work hours and productivity, which might entail adjusting tasks and hours; fourth, offering support to struggling students, including emotional assistance and resource access; and fifth, maintaining flexibility to adapt guidelines as the crisis evolved. The memorandum also includes strategies like remote completion of tasks or alternative placements, providing a comprehensive framework to ensure the successful implementation of Work Immersion amidst challenging circumstances.

In consideration of the welfare of the students during work immersion, the Department of Labor and Employment's Labor Advisory No. 9, issued in 2017, guided host establishments on maintaining safe working environments for Senior High School students participating in the Work Immersion Program. This advisory covered the concepts of work immersion, work immersion partnerships, additional

terms, and the repeating clause (Philippine Genome Center, 2018). The policy specifically addressed the concerns of companies regarding the acceptance of students under the age of majority and established guidelines for how companies should interact with these students in the workplace environment. This included specifying the appropriate hours for reporting (no later than 10:00 PM or earlier than 6:00 AM) and mandating the provision of protective equipment and devices that complied with occupational safety and health standards (Asia Foundation, 2018).

The advisory included work immersion concepts, partnerships, additional terms, and the repealing clause. This policy effectively addressed the apprehensions of companies accepting students below the age of majority and offered a clear framework for their interactions within the workplace.

In conclusion, this research emphasized the vital need to reinforce and authenticate the theories supporting work immersion, as they presented promising opportunities for advancing educational methods, enhancing student experiences, and ultimately shaping a more efficient and adaptable academic environment within the Humanities and Social Sciences.

THE PROBLEM
Statement of the Problem
This research assessed the status of the Work Immersion Program as learning instruction in relation to the students' academic performance in Grade 12-Humanities and Social Sciences (HUMSS) in identified schools in North Districts in the Division of Cebu City during the School Year 2022-2023, aiming to enhance the program.

Specifically, it sought to answer the following questions:

1. What is the information of the respondent groups in as to:
1.1. teachers'
1.1.1. age and gender,
1.1.2. civil status,
1.1.3. highest educational attainment,
1.1.4. field of specialization,
1.1.5. position,
1.1.6. years of teaching experience,
1.1.7. related trainings/ seminars attended, and
1.1.8. performance rating,

1.2. students'
1.2.1. age and gender,
1.2.2. general academic achievement (2nd semester),
1.2.3. relationship to the family,
1.2.4. family income,
1.2.5. parent's educational attainment,
1.2.6. type of dwelling, and
1.2.7. parental involvement in school activities?

1.3. industries'
1.3.1. services,
1.3.2. products, and
1.3.3. clientele ?

2. As perceived by the respondent groups, what is the status of the implementation of the Work Immersion Program as to the following dimensions:
2.1. objectives,
2.2. curriculum implementation and compliance,
2.3. work immersion delivery process, and
2.4. supervision and assessment,

3. As perceived by the respondent groups, what is the level of competencies in work immersion students along:
3.1. Pre-immersion
3.1.1. ability to write an essay on how to conduct oneself inside the company/ business establishment during the Immersion period,
3.1.2. understands how to craft a resume,
3.1.3. capability in writing an application letter, and
3.1.4. knowledge of creating sample clearance documents.
3.2. Immersion Proper
3.2.1. understand and write a narrative on the profile of the company/ business establishment,
3.2.2. ability to craft a report on the activities performed,
3.2.3. develop an organizational chart,
3.2.4. create business process flow charts,

3.3. Post-work immersion
3.3.1. fill-in accomplish reports;
3.3.2. illustrates the activities performed;
3.3.3. ability to write a weekly diary on account of learnings and achievements, issues faced, and corresponding resolutions,
3.3.4. ability to compile pictures of the work site and nonwritten output/projects with captions,
3.3.5. craft updated resume,
3.3.6. ability to write a reflection paper?

4. Is there a significant correlation between the implementation status of the Immersion Program and the competency levels achieved during work immersion?

5. What are the challenges and barriers related to industry and the work immersion program?

6. Based on the findings, what dynamic industry and school-based work immersion Program can be enhanced?

Null Hypothesis

This study adopted a significance level of alpha = 0.05 to evaluate the null hypothesis.

Ho: There is no significant relationship between the status of the Immersion Program and academic achievement in Grade 12 Immersion-Humanities and Social Sciences.

Significance of the Study

Beyond traditional classroom learning, work immersion presents a promising approach to skill development in students, offering them direct engagement with professional environments and fostering their adaptability to real-world challenges. An educational approach that seeks to close the divide between theoretical learning and real-world implementation is gaining growing acceptance. This study was conducted and expected to have a significant impact in several ways the following:

Department of Education. This study holds significant implications for the department by elucidating the pronounced advantages it offers. It showcases how the integration of work immersion into the curriculum can foster a heightened state of readiness among students in the Humanities and Social Sciences fields, equipping them with practical skills, real-world experience, and a deeper understanding of the subjects, ultimately leading to better preparedness for their higher secondary education journey.

School administrators. They can use the study's insights to forge partnerships with local industries and organizations, enriching the learning ecosystem and creating opportunities for students and the wider community. The research offers a roadmap for curriculum developers to design more interactive and experiential modules, positioning the school as a leader in innovative education and meeting the evolving needs of 21st-century students.

Teachers. It offers teachers valuable insights into an innovative approach that equips students with practical skills, real-world experience, and a deeper understanding of the subjects. This ultimately fosters more engaged and prepared students for higher education and beyond. By incorporating work immersion, teachers can cultivate critical thinking, interdisciplinary perspectives, and effective communication, empowering students for success in the Humanities and Social Sciences disciplines.

Parents. By understanding the benefits of work immersion, parents can advocate for more experiential learning opportunities within schools, ensuring their children receive the best preparation for higher education. This study's findings offer compelling evidence for parents and educators, demonstrating that the synergistic integration of academic study with practical immersion experiences significantly deepens and enriches student understanding of Humanities and Social Sciences topics, fostering heightened engagement and intrinsic motivation.

Students. Enhancing readiness makes students better prepared for higher-level discussions and more critical thinking in their higher secondary curriculum, fostering a deeper understanding of the subjects. This study underscores the critical role of work immersion in fostering the application and contextualization of humanities and social sciences knowledge in real-world settings.

Community. This research promotes community engagement through collaborative projects, allowing students to address local issues and contribute positively to their surroundings, thus enhancing the overall quality of life. By integrating work immersion in Humanities and Social Sciences education, the study promotes empathy, cultural understanding, and communication skills, fostering a more tolerant and harmonious community.

Industry. The study can provide the industry with valuable insights into the effectiveness of work immersion Programs and how they can contribute to a more skilled workforce. The study's outcomes can also help industries identify gaps in the current workforce and design targeted training programs to fill those gaps.

Researcher. Significantly emphasizes the practical application of theoretical knowledge, enabling researchers to bridge the gap between classroom learning and real-world experiences. Also, the research findings provide valuable insights into integrating practical experiences within the curriculum, demonstrating how work immersion in Humanities and Social Sciences enhances students' empathy and cultural awareness, promoting well-rounded global citizens.

Future researchers. The study can serve as a basis for future researchers who wish to investigate the Work Immersion Program further. Its methodology, results, and conclusions can provide valuable information for developing new research questions and methodologies.

RESEARCH METHODOLOGY

This section presented the research design, study flow, environment, respondents, instruments, data gathering procedures, statistical treatment, and scoring procedures. This research employed various methods to gather and interpret data, allowing for a

comprehensive understanding of the impact of work immersion on students' preparedness. This research endeavored to enrich the landscape of education and curriculum development by generating valuable insights specifically applicable to Humanities and Social Sciences education at the crucial higher secondary level.

Design

This descriptive quantitative research aimed to assess the effects of a work immersion program. This study employs a quantitative approach, utilizing systematically collected and rigorously analyzed empirical data to evaluate the current state of the Immersion-Humanities and Social Sciences program and its impact on the academic achievement of Grade 12 students in the northern district schools of Cebu City Division. Specifically, correlation analysis was used to discern potential connections between the program's condition and student performance, offering valuable insights for educators and policymakers seeking to optimize curriculum and learning outcomes.

Flow of the Study

The research utilized the Input-Process-Output model, tailored to the topic, to gather essential information from respondent groups in identified schools within North Districts 1, 4, 7, and 8 of the Cebu City Division.
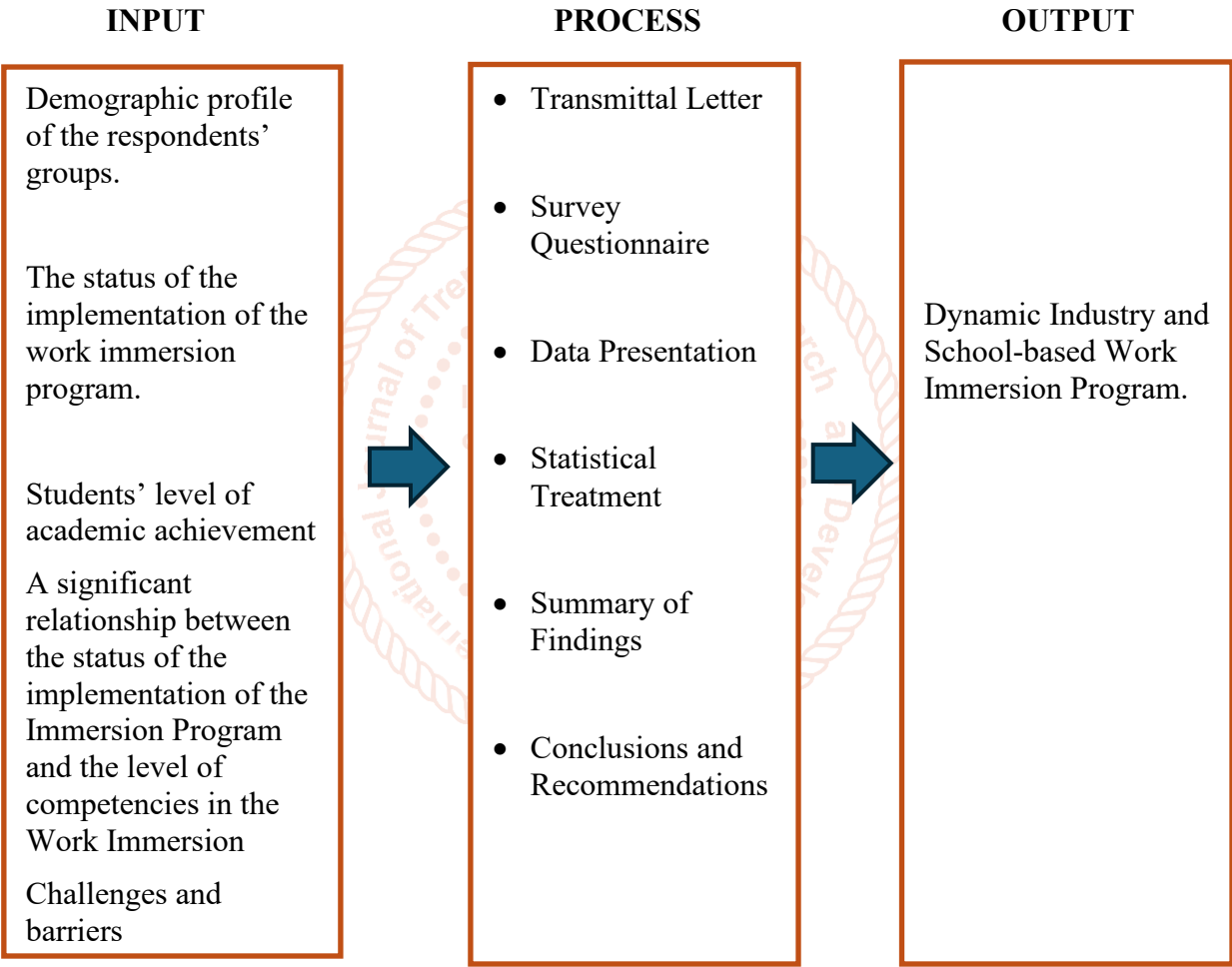
INPUT	PROCESS	OUTPUT
Demographic profile of the respondents' groups. The status of the implementation of the work immersion program. Students' level of academic achievement A significant relationship between the status of the implementation of the Immersion Program and the level of competencies in the Work Immersion Challenges and barriers	• Transmittal Letter • Survey Questionnaire • Data Presentation • Statistical Treatment • Summary of Findings • Conclusions and Recommendations	Dynamic Industry and School-based Work Immersion Program.

Figure 2: Flow of the Study

The input phase involved collecting data on teachers' age, gender, civil status, highest educational attainment, field of specialization, position, years of teaching experience, relevant training and seminars attended, and performance ratings. For industries, the focus was on services, products, and clientele. For students, data included age, gender, general academic achievement (2nd Semester), family income, relationship to the family, parent's educational attainment, type of dwelling, and parental involvement in school activities. This background information helped explain the study's results.

In the initial step, a transmittal letter was dispatched to the school principal, seeking approval from the school division superintendent as a prerequisite for commencing data collection aimed at obtaining essential insights and conclusions. Following this, the researcher will establish communication with the schools and participants involved. The data processing and statistical evaluations were ultimately encapsulated in tables and a comprehensive presentation of summarized findings, conclusions, and recommendations.

The research output was an industry and School-Based Work Immersion Program to enhance the program's implementation.

Environment

The study's research environment focused on North District (ND) secondary schools in the DepEd Cebu City Division that offered the Humanities and Social Sciences (HUMSS) strand. The schools for this study included Talamban National High School, Pit-os National High School, Agsungot Integrated School, and Mabolo National High School. The cooperating schools/industries partnered with these schools were Agsungot Barangay Hall, DYHP Radio Station, the University of Cebu-Banilad Campus, Mabolo Elementary School, Pulangbato Elementary School, and Talamban Elementary School.

Talamban National High School is in Barangay Talamban, Cebu City, Philippines. It is part of the educational system in North District 8 within the Cebu City Division. As of January 31, 2024, the school had 2,902 Junior High School students and 776 Senior High School students. The school has 87 instructional classrooms and is 7.9 kilometers away from the center of Cebu City.

Pit-os National High School is located in Barangay Pit-os, Cebu City, Philippines. The school is part of North District 1 within the larger educational framework of the Cebu City Division. As of January 31, 2024, the school has 1,362 Junior High School students and 581 Senior High School students. It comprises 58 instructional rooms. The distance from the city center to Pit-os National High School is approximately 11 kilometers.

Agsungot Integrated School is located in Barangay Agsungot, Cebu City, Philippines. Within the Cebu City Division, the school is situated in North District 7, making it an integral component of the local educational system. As of January 31, 2024, the school has 246 Elementary learners, 214 Junior High School students, and 32 Senior High School students, with 32 instructional rooms. The distance from the city center to Agsungot Integrated School is approximately 18 kilometers. Agsungot is a mountain barangay along the Central Cebu

Figure 3. The Research Environment

mountain range in the northern part of Cebu City, which is classified as an upland barangay with most of its area covered by forest and agricultural lands. Mabolo National High School is located in Barangay Mabolo, Cebu City, within the cluster of North District 4. As of January 31, 2024, the school had 2,059 Junior High School students and 597 Senior High School students. The school has 106 instructional classrooms and is approximately 3.5 kilometers from the main city center of Cebu City.

To underscore the critical role of cooperating schools/industries in enhancing practical learning experiences, it is essential to highlight the collaborative efforts with work immersion industry partners connected to the schools mentioned above. These include the following: The Agsungot Barangay Hall, situated in Proper Agsungot, Cebu City, has been a longstanding partner in the Work Immersion Program for Agsungot Integrated School since 2016. Serving as a crucial administrative center for the local government unit, it caters to the needs of residents within its jurisdiction. The hall offers essential services such as issuing barangay clearances, organizing community events, mediating local disputes, and spearheading initiatives.

The University of Cebu (UC) traces its roots back to the Cebu College of Commerce (CCC), which was established and gradually grew under the leadership of Atty. Augusto W. Go and his companions. By the 1971-72 school year, CCC had expanded its course offerings and significantly increased its student population, leading to a rebranding as Cebu Central Colleges in 1972. Over the next twenty years, the institution experienced continuous growth and development, eventually becoming the University of Cebu. Today, it is a prominent leader in higher education, offering a wide range of accredited programs and holding a Deregulated status from the Commission on Higher Education (CHED). UC Banilad Campus, one of the four campuses of the University of Cebu, is strategically located in the heart of a residential and business district in Cebu. It offers students professional teaching instructions based on industry standards and world-class practices. Through its linkages and partnerships with various industries, including serving as a partner institution for Pit-os National High School and Agsungot Integrated School, UC Banilad provides students with significant immersion opportunities and on-the-job training, thereby enhancing their education with practical, industry-based experience aimed at community development.

DYHP RMN Cebu, established on September 13, 1963, is recognized as the pioneering radio station in Central Visayas and was initially affiliated with the Philippines Herald in the 1960s. Managed by Lorenzo A. Gabutina, it began broadcasting on 670 kilocycles, coinciding with the launch of Manila's DZHP in the same year. Over the years, it transformed into a dynamic news and public affairs station, changing its frequency to 612 kHz by 1978 and adopting the RadyoAgong branding before eventually rebranding as RMN. Operating under the "Radyo Mo Nationwide" umbrella since 2009, the station relocated its broadcast center to Capitol Central Hotel & Suites in 2012, cementing its position as a leading AM radio station in Metro Cebu and Central Visayas. Additionally, it has been an industry partner of Agsungot Integrated School for the HUMSS strand work Immersion Program since 2017.

Mabolo Elementary School is located in Barangay Mabolo within Cebu City, nestled among commercial areas, businesses, and residences on a lot exceeding 11,428 square meters. It is bordered by Juan Avenue to the north, a creek to the east, C. Mina Street to the south, and M.J. Cuenco Avenue to the west, just 2.6 kilometers from the city center. As of January 31, 2024, the school has 2,787 enrollees and 78 instructional classrooms. Since 2016, Mabolo Elementary School has been a long-time industry partner for work immersion under the HUMSS strand.

Talamban Elementary School has a storied past dating back to the pre-war era, initially operating from a prominent family's ancestral home and employing the "Cartilla" method for teaching reading and writing. 1946, the school expanded by constructing its first buildings, notably the iconic Gabaldon building facing the highway. Situated on Borbajo Street in Talamban, Cebu City, approximately 10 kilometers from Fuente Circle, it spans an area of 11,989 square meters. It serves over 4,000 students under the guidance of a dedicated faculty. Besides offering a standard curriculum, the school provides specialized programs such as Special Education (SPED), Alternative Learning System (ALS), and Special Science Elementary Classes (SSES). Additionally, it has been an industry partner for HUMSS work immersion at Talamban National High School since 2016.

Lastly, Pulangbato Elementary School, nestled in Pulangbato, Cebu City, boasts a longstanding educational legacy within the local community. Positioned around 14 kilometers from Fuente Circle, the heart of Cebu City, the school has established itself as a cornerstone of primary education in the region, currently accommodating 1,378 enrollees across 26 instructional classrooms as of January 31, 2024. Renowned for its unwavering dedication to providing quality education and fostering the academic growth of its students, the school plays a vital role in shaping the educational landscape of Pulangbato and its neighboring areas. Moreover, since 2016,

the school has been an industry partner for the HUMSS Work Immersion Program at Pit-os National High School.

Respondents

The students during the second Semester of the school year 2022-2023 were utilized to assess the effect of work immersion on preparing Grade 12 Humanities and Social Sciences (HUMSS) students, enhancing their readiness in Humanities and Social Sciences for the higher secondary curriculum. The study included a diverse sample of populations from various DepEd Cebu City Division schools, including small and large schools. One hundred seventy-five students and four work immersion teachers participated from Pit-os National High School, Mabolo National High School, Agsungot Integrated School, and Talamban National High School.

Casteel and Bridier (2021) describe the target population as a specific, well-defined group of potential participants that the researcher can access. This group should accurately represent the characteristics of the overall population of interest. To effectively define the target population, one needs to carefully assess all boundary considerations iteratively. This ensures that the description of the target population includes enough individuals to gather sufficient data for the study while excluding those who need to align with the study's requirements, which could distort the representation of the population of interest. Similar to the population of interest, it is essential to establish clear boundaries for the target population. Hence, the researcher and other stakeholders comprehensively understand the group being studied. These considerations are vital for the research's effectiveness and appropriate allocation of resources to address the research problem.

Table 1 presents the distribution of respondent groups.

Table 1 Distribution of Respondent groups

Schools	District	HUMSS Work Immersion Teachers	Number of Cooperating Schools/ Industries	Name of the Cooperating Schools/ Industries	HUMSS Students	Total	Percent
Pit-os National High School	1	1	2	1. University of Cebu-Banilad 2.Pulangbato Elementary School	30	33	17.74
Mabolo National High School	4	1	1	1.Mabolo Elementary School	50	52	27.96
Agsungot Integrated School	7	1	3	1. University of Cebu-Banilad 2.DYHP RMN Cebu 3. Agsungot Barangay Hall	45	49	26.34
Talamban National High School	8	1	1	1. Talamban Elementary School	50	52	27.96
Total		4	7		175	186	100

The most suitable sampling technique for student respondents was stratified random sampling. Iliyasu and Etikan (2021) emphasize that a sampling method involves selecting specific groups of items from a larger population by categorizing them and using random selection. This process involves categorizing the elements of the target population into distinct, non-overlapping segments based on their characteristics. A random sample is then selected from each segment. These selected samples from various segments are combined to form a single sample. Stratified sampling is a probabilistic sampling technique where specific characteristics of a variable are considered for the entire population.

On the other hand, purposive sampling was utilized for the teacher respondents. This method encompasses a set of non-probability sampling approaches in which units are deliberately chosen due to specific traits or attributes required in the sample. In essence, units are intentionally and purposefully selected in this method. Termed judgmental sampling, this sampling technique heavily relies on the researcher's discretion when identifying and handpicking individuals, cases, or events that can offer the most pertinent information for achieving the study's

objectives. Purposive sampling is frequently employed in qualitative research and mixed methods research. It proves especially valuable when seeking information-rich cases or optimizing the utilization of limited resources. However, it does carry a heightened risk of research biases such as observer bias (Nikolopoulou, 2022).

For this study, Grade 12 HUMSS students were categorized into six strata according to their schools: Pit-os National High School, Mabolo National High School, Agsungot Integrated School, and Talamban National High School.

Precise population representation drives the calculation of individual stratum sample sizes, using desired confidence and margin of error as guiding principles. To optimize the sampling process, the required No. The students were chosen through random sampling, ensuring a genuinely unbiased selection procedure, while teachers, on the other hand, were purposefully selected using purposive sampling methods. This dual approach balances randomness with expertise, enriching the research with diverse perspectives.

Instrument
The data collection involved specific instruments that included items relevant to current research (McCombes, 2019).

1. **Questionnaire.** The questionnaire had three parts:
Part I. This contained the demographic profile of the respondent groups.

Part II. This contained the status of the work immersion program in terms of curriculum implementation and compliance, delivery process, assessment of student progress, and supervision of work immersion implementation.

Part III. This contained students' academic achievement levels in pre-immersion, immersion proper, and post-immersion.

1. Informal interviews related to the study.

Data Gathering Procedure
Preliminary stage. The study was conducted in the same division where the researcher is currently teaching; permission to administer the questionnaire was sought from the school division superintendent's office and the principals of Talamban National High School, Pit-os National High School, and Agsungot Integrated. The transmittal letter emphasized the importance of their cooperation and support in ensuring the smooth execution of the research activities.

The student's right to participate in the study was respected, and prior to conducting the study, parents' permission was obtained for their children to serve as respondents. Data collection was scheduled from May 6 to 10, 2024. Additionally, the principal of each participating school was informed about the study's schedule and the goals and objectives to be achieved.

Data gathering stage. The questionnaires were administered to the work immersion teachers. These questionnaires captured the teachers' perceptions of the students' workforce readiness. The questionnaire encompassed various aspects, including the students' skills, knowledge, and overall preparedness. The researcher provided clear instructions for completing the questionnaires and offered assistance or clarification. The teachers' valuable insights and perspectives were carefully recorded to ensure comprehensive data collection.

Post gathering of data. All the collected information was meticulously organized, tabulated, and computed. The study's results and documentation were submitted and made available during the second Semester of the 2023-2024 school year. The researcher conducted a thorough data analysis, employing appropriate statistical methods and techniques. The findings were then compiled and presented clearly and concisely. The study of the data allowed for drawing conclusions and formulating recommendations based on the teacher's perceptions of student readiness for the workforce. Unlocking key findings, this research laid the groundwork for an actionable plan that equipped educators and policymakers to make informed decisions about strengthening the work immersion program.

Statistical Treatment
The data gathered underwent analysis using the following statistical treatment.
1. A **simple percentage** method was employed to ascertain the participants' profiles.
2. The **weighted mean** was utilized to identify the status of the work Immersion Program as perceived by the respondent groups.

3. To determine the academic achievement of Grade-12 HUMSS students, **a simple percentage** method for the responses and *weighted grades* were used.

4. The **Chi-square** was employed to establish the significant correlation between the status of the work Immersion Program and the level of academic achievement during Work Immersion.

Scoring Procedure

The researcher utilized distinct numerical values paired with their respective categories to assess the responses in Part II regarding the work immersion program's status.

Scale	Weight	Category	Verbal Description
4	3.26-4.00	Strongly Agree	This means a strong endorsement of the Work Immersion Program underscores its effectiveness and value for education and practical experiences, emphasizing its pivotal role in enhancing competencies, experiential learning, and real-world application.
3	2.51-3.25	Agree	This means a positive view of the work immersion program, acknowledging its potential to improve educational experiences through practical skill development and experiential learning.
2	1.76-2.50	Disagree	This indicates skepticism regarding the work immersion program, reservations about its effectiveness in enhancing the educational journey, and concerns about its ability to foster practical skills and meaningful experiential learning opportunities.
1	1-1.75	Strongly Disagree (SD)	This means a profound dissent with the work immersion program, as choosing this option reflects a firm belief in its ineffectiveness and inability to offer significant benefits.

Specific numerical values, score ranges, and corresponding categories were utilized to assess the responses in Part III on students' academic achievement in Humanities and Social Sciences.

Scale	Weight	Grading	Descriptors	Verbal Description
4	3.26-4.00	90-100	Attained Mastery (AM)	This means that the student consistently demonstrated complete mastery throughout the pre-immersion, immersion proper, and post-immersion phases of the work immersion subject, showcasing a high level of competence and understanding.
3	2.51-3.25	81-89	Near Mastery (NM)	This means that the student is approaching a high level of mastery in his/her academic performance during the pre-immersion, immersion proper, and post-immersion phases of the work immersion subject.
2	1.76-2.50	75-80	Lack Mastery (LM)	This means that a student demonstrates insufficient proficiency in the work immersion subject during the pre-immersion, immersion proper, and post-immersion stages of his/her academic journey.
1	1.00-1.75	75 and below	Needs Mastery (NM)	This means that the student must still master the work immersion subject during the program's pre-immersion, immersion proper, and post-immersion phases.

DEFINITION OF TERMS

In order to enhance comprehension of this study, the operational terms are explicated as follows:

Academic achievement. It refers to the measurable demonstration of a student's knowledge, skills, competencies, and accomplishments within the specific educational domain of work-related experiences, practical learning, and real-world application during the work immersion program.

Enhanced Productiveness of Industry And School Work Immersion Program: Humanities And Social Sciences Stand Point. It refers to a structured program designed to prepare students for advanced study in Humanities and Social Sciences during their higher secondary education by providing practical experiences and exposure to related fields. It involves immersive activities that enhance students' readiness, understanding, and skills in these academic areas.

Humanities and Social Sciences. Academic disciplines encompassing the Humanities and Social Sciences explore, analyze, and interpret human culture, behavior, society, and the various expressions of human thought and creativity.

Industry. It serves as a cooperating school/industry for work immersion. HUMSS students provide practical learning experiences and vocational training within a professional environment.

Agsungot Barangay Hall. Since 2016, it has been a critical partner in the Work Immersion Program for Agsungot Integrated School. It is a vital administrative center, providing essential services and community support within its jurisdiction.

DYHP RMN Cebu. It was established on September 13, 1963, is a pioneering radio station in Central Visayas, and has been an Agsungot Integrated School industry partner for the HUMSS strand Work Immersion Program since 2017.

Mabolo Elementary School. It is nestled in Barangay Mabolo, Cebu City, has partnered with Mabolo National High School's HUMSS strand for work immersion programs since 2016.

Pulangbato Elementary School. It is a cornerstone of primary education in Barangay PulangBato, Cebu City. Since 2016, it has partnered with Pit-os National High School for the HUMSS work immersion program, enhancing student learning through practical experiences.

Talamban Elementary School. It is a historic institution in Barangay Talamban, Cebu City, and it has partnered with Talamban National High School for HUMSS work immersion since 2016.

University of Cebu-Banilad Campus. The partnership between UC Banilad Campus and various industries, including Pit-os National High School and Agsungot Integrated School, provides students significant immersion opportunities and on-the-job training, enhancing their education with practical, industry-based experience.

Work Immersion. A structured, experiential learning program that allows students to participate in real-world work settings to gain practical knowledge, develop skills, and gain insights into their chosen career paths. This program aimed to prepare students for the demands of the workforce and bridge the gap between education and employment.

Pre-immersion. The phase before the commencement of work immersion, wherein students engage in preparatory activities and orientation to familiarize themselves with the upcoming practical learning experience.

Immersion Proper. This pertains to the work immersion phase involving direct and hands-on engagement in professional or vocational environments. It allows students to apply theoretical knowledge, acquire practical skills, and gain real-world experience within their chosen field of study.

Post-immersion. The phase comes after the conclusion of a work immersion program, during which students put into practice and combine the knowledge, skills, and experiences they acquired throughout the immersion period into their academic and professional environments.

Status of Immersion Program. The work immersion program's current state or condition indicates its implementation, effectiveness, and overall success in providing practical learning experiences and skill development opportunities within the educational framework. This involves the following aspects:

Curriculum implementation and compliance. Refers to the effective execution and adherence to the educational curriculum related to work immersion activities and experiences.

Work immersion delivery process. It highlights the systematic procedures and methods to implement and facilitate a work immersion program, providing students with practical, real-world experiences in a specific field or industry.

Assessment of students' progress is the evaluation process used to measure and gauge students' performance, development, and achievements during their work immersion experience.

Supervision of work Immersion implementation. This pertains to the monitoring and administering of the hands-on learning opportunities and tasks offered to students within the framework of a work immersion program.

Most Essential Learning Competencies. Defined as the fundamental and indispensable skills, knowledge areas, and aptitudes that hold paramount importance in the educational curriculum, forming the core elements necessary for comprehensive and effective learning outcomes.

Profile of Teachers. This refers to the compilation of information that outlines various characteristics and attributes of the teachers participating in the research, encompassing aspects such as their background, qualifications, experiences, and other relevant demographic details.

Profile of Students. This highlights students' details, such as age, gender, ethnicity, socio-economic background, and other relevant demographic information, used to gain insights into the composition of the population.

2. REVIEW OF RELATED LITERATURE AND STUDIES

The main objective of this chapter is to provide a comprehensive literature review and analysis of relevant studies and research about work immersion programs. The aim is to facilitate readers' understanding of the benefits associated with such programs.

Related Literature

According to Ellison (2007), work immersion is essential for students, offering them invaluable real-world experiences in professional environments. These programs foster positive outcomes for students by providing them hands-on learning opportunities. Such immersive experiences are crucial for preparing students for future careers and enhancing their overall skill set.

Johnstone and Grainger (2004) underlined the impact of work immersion Programs on student development, concluding that these programs can positively affect students' academic achievement, career aspirations, and self-confidence. Exposure to real-world professional environments equips students with practical skills and insights that complement theoretical knowledge gained in the classroom. Additionally, work immersion experiences often facilitate networking opportunities, allowing students to establish valuable connections within their chosen field.

Work readiness represents the primary qualification for entry-level employees, encompassing both practical and academic readiness to effectively handle the critical tasks and responsibilities essential for successful performance in the contemporary workplace of the 21st century (Lau et al., 2018). Work Immersion Program are instrumental in boosting the preparedness of students and prospective entry-level workers for the workforce. These projects offer participants the chance to gain hands-on experience, allowing them to put their theoretical knowledge into practice in real-world scenarios. This significantly narrows the disparity between possessing academic readiness and possessing practical competence. Work immersion offers a practical method for individuals to enhance their talents, enabling them to adapt and acquire a versatile set of skills to help them succeed in the constantly changing professional environment of the 21st century.

With this, job simulations are crafted with the intent of reducing biases and screening errors in the assessment of applicants. They enable employers to witness candidates' competencies directly as they engage in tasks or activities closely mirroring the actual job responsibilities they will undertake (Macalintal & De Chavez, 2020). Work immersion Programs often incorporate job simulations as a valuable curriculum component. By replicating real-world tasks and responsibilities, these simulations offer invaluable previews, preparing students and aspiring employees for the professional landscape. By exposing them to such scenarios, work immersion helps prepare individuals to showcase their competencies effectively. It makes them more attractive candidates to potential employers while minimizing biases and assessment errors in hiring.

In the Philippines, work immersion holds significant importance within the educational system, as it offers students invaluable practical experience in real-life settings while providing employers with the advantage of potential hires who are already acquainted with their respective industries. This immersive Program encompasses various aspects, including skill development, mentorship initiatives, career networking, and exposure to diverse cultures. Moreover, it involves on-site training, enabling students to grasp the intricacies of their chosen fields. By engaging in work immersion, students can acquire valuable expertise and new skills, connect with industry professionals, and deepen their comprehension of their chosen career paths (Patino, 2023). Work immersion offers students the chance to acquire valuable experience in their chosen field, learn new skills, and establish professional networks, all while gaining insights into the industry of their interest. Furthermore, work immersion allows students to understand and appreciate Filipino culture, fostering a cross-cultural understanding. These experiences lay the groundwork for their future careers, enabling them to navigate professional settings adeptly, make informed job decisions, and build a valuable network for their future endeavors.

Moreover, the Department of Education has prioritized developing students' intellectual abilities and, more specifically, their communication and social skills. Consequently, this Program encourages students to embody the qualities of a true professional and motivates them to pursue even more remarkable achievements. This form of preparation expands the students' perspective, emphasizing that academic knowledge alone is insufficient and that having a deeper understanding of life within a community and a professional setting is essential (Salvador, 2020).

In today's rapidly evolving world, the education system faces a unique challenge - the need to prepare students for academic success and the intricacies of human interaction and societal engagement. The Department's focus on cultivating students'

communication and social skills goes beyond the traditional educational approach. By prioritizing these essential qualities alongside intellectual development, the Program acknowledges that true professionals are not just defined by their academic prowess but also by their ability to relate to others and function harmoniously within a community. This emphasis on interpersonal aptitude motivates students to aim for achievements beyond their academic pursuits, pushing them to become well-rounded individuals who positively impact society. Accordingly, students graduate with a broader perspective, recognizing that knowledge alone is insufficient; a deeper understanding of life within a community and a professional setting is vital for personal growth and success in the real world.

Furthermore, within the K to 12 educational system, a crucial component is the Senior High School(SHS) program, encompassing 80 hours of hands-on experience in various fields. Under the supervision of the responsible teacher and partner agency, students engage in practical work, gaining valuable insights and skills (Deng et al., 2020). Students benefit from personalized mentorship under the guidance of their dedicated teachers and partner agencies, which helps them grasp industry-specific practices and professional etiquette. This experiential learning methodology equips students with valuable skills and knowledge, arming them for future career endeavors and instilling a profound appreciation for their chosen subjects. In addition to complementing theoretical education, the SHS program fosters personal growth and enhances students' confidence, enabling them to embrace real-world challenges outside academia with assurance.

Montemayor (2018) referenced Briones' findings regarding Senior High School(SHS) or K-to-12 program graduates. The report suggests that K-to-12 graduates, particularly those who pursued the technical-vocational track and completed on-the-job (OJT) training in business, manufacturing, and commerce, are well-prepared and competent to secure employment immediately after graduation. OJT, or work immersion, is a mandatory component of the graduation criteria for all SHS students. It is designed to equip them with the necessary skills for a seamless transition into the workforce.

Mr. Christian Nazarene, the Administrative Officer at Dep Ed Catanduanes, emphasized the significance of work immersion in character development, particularly in enhancing interpersonal skills essential for the workplace (Villegas et al., 2018). Work immersion is a valuable platform for nurturing character development, specifically focusing on

honing the crucial interpersonal skills required in the professional environment. Through these immersive experiences, individuals gain technical knowledge and cultivate the social competencies necessary for effective communication and collaboration in the workplace. Immersion programs are widely adopted in various countries globally as a component of curricular training, with their inception dating back several years in other nations.

Nevertheless, these programs were only introduced in the Philippines in 2017 to engage students in simulated employment experiences (Vecino & Doromal, 2020). In contrast to other countries that have implemented the immersion Program for extended periods, the Philippines has recently introduced such programs. The primary objective was to provide Filipino students with simulated employment experiences. Recognizing the disconnect between textbook knowledge and professional application, these programs strive to forge meaningful connections by immersing students in practical, hands-on experiences aligned with relevant workforce practices.

For a program to achieve its goals, it must acknowledge how it should be perceived, as this can significantly influence whether it succeeds or fails (Arrellano et al., 2022). The triumph of the work Immersion Program is intricately tied to educators' perspectives concerning its status with the curriculum and the efficiency of the delivery process. Teachers' invaluable insights and viewpoints will serve as a linchpin in ascertaining whether the Program attains its envisioned goals or faces hurdles and setbacks.

In connection with this, assessing students' progress is integral to gauging how effectively the Work Immersion Program operates. It is a crucial barometer for evaluating whether the Program meets its objectives and contributes meaningfully to students' growth and development. Borling (et al., 2022) revealed that work immersion is an evaluation tool to gauge students' proficiency and growth. Primarily, it focuses on assessing the holistic social development of students. Additionally, work immersion goes beyond academic performance, emphasizing evaluating students' overall social development. Students gain invaluable interpersonal skills through interaction with professionals and colleagues, enhancing their ability to communicate and collaborate effectively in diverse settings. Moreover, this experiential learning approach nurtures students' self-confidence and adaptability, equipping them to face future challenges with competence and resilience.

Lynch (2018) elaborates that the objective of assessment is to collect pertinent data regarding student performance, progress, or even their interests, which informs evaluations of their learning journey. Once armed with this information, educators can assess individual students' levels of achievement and the collective preferences of the group, enabling them to tailor their strategies accordingly. In light of the growing emphasis on sustainable assessment and the future impact of education, it is crucial to evaluate grade 12 students in the industry based on a range of competencies that contribute to their holistic development. These competencies include knowledge of their technical field, practical competence, ability to learn, initiative-taking, communication skills, punctuality, housekeeping and tidiness, and safety. By assessing students' performance in these areas, we can better understand their readiness to tackle future challenges and adapt to real-life situations.

A successful work Immersion Program hinges significantly on supervising its implementation. Curriculum supervision refers to a program designed to train individuals to oversee educational and support staff within a school setting, whether at the school facility, Department, or staff level. This encompasses education in staffing and organizational principles, the coordination of educational activities, personnel interactions, administrative responsibilities tied to departmental or unit management, and applying these skills in diverse educational environments and curricular contexts (Jonyo & Jonyo, 2019).

Within curriculum supervision, the integration of work immersion is paramount. It serves as a tangible avenue to translate theoretical knowledge and skills into practical contexts, thereby enhancing the Program's effectiveness. Work immersion experiences allow individuals to supervise and engage with students and staff in real-world educational settings, allowing them to practice the staffing, organizational, and administrative knowledge gained, thereby enriching their educational leadership abilities.

Additionally, students' academic achievement in work immersion is significant because it directly correlates with their readiness for future career opportunities and their ability to apply theoretical knowledge in practical, real-world contexts. The solid academic performance of Senior High school students holds excellent significance within any educational system (Brew et al., 2021).

It correlates to students' performance-based learning, which involves engaging in meaningful and captivating activities or tasks. This type of learning aims to enable students to acquire and utilize knowledge, practice skills, and cultivate independent and collaborative work habits. The final task or output of performance-based learning should allow students to exhibit their comprehension by transferring skills. This is achieved by demonstrating evidence of their understanding (Kelly, 2019).

Similarly, students' workload is shaped by their principal, courses, and plans for graduate school or their future careers (Koch, 2021). From the perspective of work immersion, the workload experienced by students is significantly influenced by various factors, including their major field of study, the specific courses they have undertaken, and their long-term plans for graduate school or their future careers. For instance, students pursuing majors requiring extensive practical training, such as engineering or nursing, often have more demanding work immersion experiences than those in less hands-on fields. Additionally, the courses they have completed leading up to the work immersion can also impact the depth and complexity of the tasks they are assigned during their immersion. Moreover, students who aspire to pursue advanced degrees or specific career paths may choose work immersion opportunities that align with their future goals, further shaping their workload and responsibilities during this critical experiential learning period.

In the context of the immersion proper, Wilson et al. (2021) elaborates that acquiring time management skills helps students in task analysis and scheduling, equipping them with essential planning abilities and a deeper comprehension of the importance of responsibilities in constructing task timelines. It equips students with essential planning abilities. They learn to prioritize tasks based on their importance and deadlines, ensuring they effectively meet all their responsibilities. By managing their time wisely, students can balance work immersion commitments and their academic studies, extracurricular activities, and personal life. Additionally, time management fosters a deeper comprehension of the importance of responsibilities in constructing task timelines. Students realize that meeting deadlines and promptly completing tasks are essential to a successful work immersion experience. This understanding motivates them to be more disciplined and accountable for their actions, enhancing their overall work ethic.

Industries often prefer to hire students with a firm grasp of the working environment, which they acquire through hands-on experience during their academic pursuits. University and enterprise collaboration (UEC) is widely regarded as a crucial means to accomplish this objective (Lubbe et al., 2021). Industries today are increasingly inclined to recruit

graduates who not only possess academic knowledge but also demonstrate practical skills and a deep understanding of workplace dynamics. This emphasis on practical competence has prompted universities and industries to collaborate closely through initiatives like University and Enterprise Collaboration (UEC). Work immersion programs, a key component of such collaborations, provide students with invaluable opportunities to gain hands-on experience in real-world settings. Work immersion, whether in the form of internships, co-op programs, or project-based learning, provides students with practical knowledge and problem-solving abilities crucial for success in their future professions. Engaging in UEC-driven work immersion experiences enables students to understand their selected discipline comprehensively, rendering them more appealing and competitive prospects for employment after completing their studies.

Students in the industry can be understood as an ongoing process of executing a series of complex actions that integrate their expertise and knowledge to produce valuable outcomes. In this context, HUMSS students who enter the industry must continually strive to enhance their performance by refining their skills and knowledge to achieve greater efficiency and excellence in their work.

In alignment, Bondad and Aguspina (2019) explain that students participating in work immersion Programs should possess the relevant skills required for their engagement. In order to fulfill the goals of the Work Immersion Program, the Department of Education has established guidelines that schools and partnering institutions must adhere to for the effective execution of the Program, in anticipation of the Work Immersion Program for Grade 12 students in the Academic Track such as General Academic Strand (GAS), Humanities and Social Sciences Strand (HUMSS), Science, Technology, Engineering, and Mathematics Strand (STEM), and Accountancy, Business, and Management Strand (ABM). Strand, preparatory Work Immersion Readiness Scheme aids to support students as they get ready for their upcoming work immersion experience.

Dela Cruz and Gonzales (2020) stressed that the work immersion Program significantly enhances 21st-century skills, improving employability and academic success. The programs are crucial in developing 21st-century skills, offering students practical experiences beyond traditional classroom learning. These programs expose participants to real-world challenges, fostering critical thinking and problem-solving abilities. Through hands-on experiences, students enhance their communication skills, collaboration, and adaptability, essential in today's dynamic work environment.

It allows individuals to explore various career paths, helping them make informed decisions about their future. Exposure to industrial methods provides students with pertinent technical skills, enhancing their appeal to prospective employers. By incorporating technology into the work immersion program, participants are guaranteed to develop a high level of proficiency in utilizing digital tools, which is a crucial requirement in today's professional environment.

Putri and Cahyono (2023) underscore that participation in work immersion significantly enhances individuals' understanding of diverse career paths by actively engaging them in real-world work environments. This involvement provides valuable insights into their chosen fields, enabling a more profound comprehension of the intricacies associated with their intended careers. The hands-on experience acquired during work immersion is instrumental in cultivating practical skills that go beyond what can be learned through theoretical education alone.

This direct exposure to the professional landscape equips individuals with a practical skill set directly applicable to real-world scenarios. Furthermore, work immersion is a confidence booster for individuals navigating the job market, empowering them with practical knowledge and a heightened awareness of their chosen career paths as they enter the workforce. In conclusion, the manifold advantages of work immersion contribute to developing a well-informed, skilled, and self-assured workforce poised to embark on successful career journeys.

Aljohani and Alharbi (2022) highlighted the pivotal role of work immersion in bridging the gap between theoretical knowledge and practical utilization, providing students with a direct means to apply their acquired skills in real-life situations. Through immersive experiences, students can put theoretical concepts into practice, gaining a deeper understanding of how their skills translate to the workplace. This hands-on approach provides a valuable learning experience, as students can actively engage with the challenges and complexities of their chosen field.

Moreover, the work immersion Program offers students a unique chance to receive direct feedback from employers, helping them refine their skills and understand industry expectations. This feedback loop is crucial for personal and professional development, as students can identify areas for improvement and make adjustments accordingly. Ultimately, work

immersion bridges the gap between theory and practice and facilitates a continuous cycle of learning and improvement, preparing students for successful transitions into their future careers.

Smith and Brown (2021) magnified that engaging in work immersion is instrumental in nurturing and refining individuals' career aspirations. Participants gain firsthand experience and insights that significantly influence their professional goals by immersing themselves in real-world work environments. Work immersion enhances study skills as individuals apply theoretical knowledge in practical contexts, deepening their understanding and proficiency.

This hands-on experience bridges academic learning and real-world application, promoting a more comprehensive skill set. Moreover, the exposure gained during work immersion refines career goals and boosts confidence in navigating higher education. The practical knowledge acquired becomes valuable, empowering individuals to approach academic challenges with newfound assurance. Work immersion catalyzes career development, academic success, and increased self-assurance in pursuing higher education.

Lee and Jones (2022) enforced that work immersion is pivotal in empowering young individuals by providing practical experiences that contribute to their holistic development. Through active participation in real-world work environments, young people acquire valuable skills, fostering personal growth and a sense of responsibility. The hands-on nature of work immersion allows them to apply theoretical knowledge to real-life situations, promoting a well-rounded skill set.

Additionally, exposure to diverse work environments enhances their adaptability and interpersonal skills, making them more versatile. Work immersion instills a sense of initiative and self-efficacy, empowering young people to take charge of their learning and personal development. Ultimately, by bridging the gap between theory and practice, work immersion cultivates active, well-rounded individuals ready to navigate the challenges of the professional world.

Therefore, Farrell (2016) narrates his study, highlighting the importance of pre-planning in work immersion programs. This phase emphasizes defining program goals, tailoring experiences to student needs, and securing strong partnerships with host organizations. This pre-planning phase is crucial as it sets clear expectations and ensures that both students and organizations benefit mutually. Additionally, ongoing monitoring throughout the Program helps identify and address any issues promptly, thereby enhancing the overall effectiveness and learning outcomes of the immersion experience.

Related Studies

Leong and Sung's (2006) study highlights the pivotal role of work immersion in preparing students for the demands of today's era. Immersion Program provides students with invaluable exposure to real-world work environments and opportunities to develop essential workplace skills. Proficiency in communication, teamwork, problem-solving, and critical thinking is imperative in today's dynamic workplaces. Through participation in work immersion programs, students can actively apply and improve these abilities in real-life situations, thereby increasing their competitiveness in the job market.

The study by Calim and Baltazar (2019) revealed that 72.9 percent of the participants achieved an Outstanding (90-100) grade in the Program. Regarding the HUMSS Work Immersion Program assessment, the respondents rated it as "Excellent," particularly in leadership, work attitude, competence, and training and evaluation. Similarly, the work immersion venues received an "Excellent" rating, explicitly focusing on collaboration, decision-making, work ethics, and rewards and incentives. Communication was also deemed "Very Satisfactory" by the respondents. Moreover, the study found no significant issues reported by the participants during the work immersion program, as indicated by an average weighted mean of 2.03, corresponding to "Seldom Encountered.

It highlights the resounding success of the HUMSS work immersion program, as evidenced by a substantial majority of participants earning outstanding grades and consistently rating the Program and its affiliated venues as excellent across critical dimensions. These findings affirm the Program's overall effectiveness and the paucity of significant issues reported during the immersion experience, underscoring its value and impact on participants. According to the conclusions drawn in Santos & Cruz's (2022) comprehensive analysis, work immersion faces significant challenges, such as a shortage of suitable partner companies, insufficient supervision, and a misalignment between students' skills and their tasks. These obstacles hinder the effectiveness of the work immersion experience. On a positive note, notable advancements have been observed in areas like enhanced employability skills, increased career awareness, and boosted self-confidence among students engaged in work immersion programs.

Despite the hurdles, the immersive learning approach contributes positively to students' professional development. To address challenges, efforts should be made to forge stronger partnerships with diverse and supportive companies while providing adequate supervision and ensuring that tasks align with students' skill sets. Ultimately, a well-structured work Immersion Program can significantly benefit students by preparing them for the demands of the professional world.

Based on the findings elucidated in Wongrattanakun & Sae-Ueng's (2021) thorough examination, critical success factors for the work immersion Program involve establishing robust partnerships with local businesses, ensuring that training is customized to align with the specific skills and interests of each student and implementing continuous mentoring and evaluation mechanisms throughout the Program. Strong collaborations with local businesses provide students with relevant and practical experiences contributing to their learning and skill development.

Tailoring training programs to match individual student skills and interests enhances engagement and maximizes the impact of the immersion experience. Ongoing mentoring and evaluation serve as essential components, providing students with guidance and feedback and facilitating continuous improvement and growth. These success factors collectively contribute to the effectiveness of work immersion programs, fostering a dynamic learning environment that prepares students for future professional endeavors.

As Reyes and Hernandez (2023) reported in their systematic investigation, students participating in work immersion pinpoint logistical challenges such as transportation and communication issues, along with concerns regarding safety and workload. These practical hurdles can hinder the overall experience for students. Potential solutions have been in response to these challenges, including fostering collaborations with a more diverse array of workplace partners to address logistical concerns. Enhancing pre-immersion training programs can better equip students to navigate these challenges.

Strengthening support systems within educational institutions and partner companies is also critical in mitigating the identified challenges. By implementing these solutions, the work immersion Program can become more accessible and beneficial, ensuring that students can fully capitalize on the opportunities for experiential learning and professional growth.

According to Panganiban's (2019) findings, information gathered from the interviews validates the effectiveness of the Work Immersion program. All HUMSS student participants expressed that their experiences aligned with the subject's objectives. Consequently, the participants expressed a desire for extended work immersion hours.

It underscores the significant and far-reaching influence of Work Immersion on how participants perceive and ready themselves for their forthcoming careers. It becomes unmistakably clear that Work Immersion is pivotal in sculpting individuals' career preparedness. Participants exhibit a resounding conviction in the Program's indispensable role in honing essential skills and ensuring thorough preparation for the demands of the professional arena. These discernments emphatically emphasize Work Immersion as a transformative and priceless educational encounter, one that exerts a direct and beneficial impact on students' overall readiness to embark on their prospective careers.

Per the research carried out by Ador et al. (2023) focusing on Work Immersion, key themes emerged regarding participants' perceptions and preparations for their Work Immersion experiences. One prominent theme that surfaced was the pivotal role of Work Immersion in shaping participants' future career readiness. The study revealed that participants held strong expectations that Work Immersion would serve as a program facilitating the development of essential skills for their prospective careers and adequately prepare them for the professional world. This underscores the perceived significance of Work Immersion as an invaluable learning experience with a direct bearing on students' preparedness for their future careers.

This is supported according to the findings of a study by Acut et al. (2021). The research findings revealed that most work immersion students received outstanding evaluations, surpassing the required standards. This suggests that work immersion effectively enables students to acquire and enhance crucial skills, including teamwork, communication, punctuality, productivity, resilience, initiative, decision-making, dependability, professionalism, and attitude.

Furthermore, the students perceived their work immersion experiences as a valuable opportunity to use their acquired knowledge outside the classroom. This non-school setting allowed them to apply their prior training effectively and exposed them to social interactions in a professional work environment. Notably, the experiences gained within science-based work immersion partner institutions equipped students with a broad spectrum of skills and values that would be invaluable as they transition from high

school to the real-world challenges of adulthood. These findings underscore the significant positive impact of the work immersion Program on students' personal and professional development.

In line with the research conducted by Robinson (2018), the effectiveness of immersion learning in social work education was explored. The research focused on a semester-long immersion learning course provided to BSW students, emphasizing macro-level practice involving individuals experiencing poverty, homelessness, and sexual exploitation. During this course, students engaged in a weeklong immersion trip, interacting with various human service organizations and individuals facing these challenges.

The study yielded three significant findings. Firstly, students reported that these immersive experiences prompted them to confront their biases and significantly altered their perceptions of poverty. Secondly, the students noted substantial improvements in their social work practice skills, including cultural competency, self-awareness, and interpersonal abilities. They also developed a deeper appreciation for macro-level social work practice. Lastly, students expressed a heightened understanding of translating classroom knowledge into practical applications and integrating experiential learning into the academic setting.

Per M. Gracia et al. (2020) study, the research focused on aligning skills among senior high school graduates and their subsequent employability. The study revealed significant correlations among various variables, highlighting crucial insights. Specifically, the personal skills possessed by students showed a significant correlation with their readiness, the extent to which they applied these skills, their employment status, the alignment of their educational track, waiting time before securing a job, and their salary level. This finding suggests that students with more vital personal skills have higher employability prospects.

Similarly, the study found that students' technical skills were significantly correlated with their readiness, the extent to which they applied these skills, their employment status, alignment with their chosen educational track, waiting time for job placement, and their salary. This implies that possessing technical skills enhances students' employability, as these skills directly contribute to their readiness for the job market. Moreover, the research revealed that the perception of work applicability, as reported by student respondents, was significantly correlated with their readiness, extent of skill utilization, employment status, alignment with

their chosen educational track, waiting time for job placement, and salary level. This indicates that students who perceive their immersion experiences as directly applicable to their future careers tend to exhibit higher employability. The study underscores the strong correlation between students' personal and technical skills and their subsequent employability. Additionally, it emphasizes the role of students' perceptions regarding the applicability of their work immersion experiences in shaping their employability prospects. These findings contribute valuable insights into the field of work immersion and its impact on students' readiness for the job market.

In light of the research performed by Insorio et al. (2023), the prevailing challenges and adaptations in the Work Immersion process were thoroughly examined. Despite ongoing restrictions, educational institutions demonstrated resilience in implementing Work Immersion programs, allowing students to align their workplace experiences with their future career aspirations. This flexibility was showcased through the availability of both online and limited in-person modalities, ensuring that students could participate effectively.

As part of this work immersion experience, students were required to complete an accomplishment portfolio, a critical assessment component. The results of this implementation indicated a positive impact on the students' motivation to enhance their skills and prepare for their future careers. However, it is worth noting that certain limitations persisted within the immersion process. One notable challenge identified in the study was the need for online meetings to assess students' progress and adherence to assigned tasks. This discrepancy highlighted the need for a more robust system of oversight and evaluation to ensure that students were effectively engaging with their Work Immersion responsibilities. Despite the persistent challenges of restrictions, the Work Immersion Program exhibited adaptability and effectiveness in facilitating students' alignment with their future career aspirations. While the Program instilled a greater sense of self-improvement and career readiness in students, addressing issues such as insufficient online monitoring emerged as a potential area for enhancement in future implementations.

According to the extensive study by Catelo in 2020, the assessment of the Work Immersion Program for Senior High School students was evaluated by three distinct groups: teachers, industry partners, and students. Remarkably, all three groups rated the Program as "Excellent," yielding a noteworthy grand mean score of 4.27. Moreover, a comparative examination was conducted to evaluate whether

notable variances existed in evaluating the Work Immersion Program among the three distinct respondent cohorts. The results revealed that the computed F-values for various aspects of the Program, including objectives, principles and policy statements, work immersion and delivery models, duties and responsibilities of personnel, assessment, and monitoring and evaluation, were all lower than the critical values. These findings indicated no statistically significant difference in how industry partners, students, and teachers assessed the Work Immersion program. Consequently, the initial hypothesis was accepted, suggesting a consensus among the three groups regarding the Program's assessment.

Drawing from the insights of the landmark study by Bustamante in 2019, students' perceptions of a Work Immersion Program were explored. The study revealed that students and their parents underwent an orientation about the Program, which generated excitement and anticipation among the students. They viewed Work Immersion as a unique opportunity to engage in job simulations, akin to On-The-Job Training (OJT) experienced by college-level peers, albeit at the high school level.

Students expressed happiness about transitioning from a traditional classroom environment to a new, immersive learning setting. Their firsthand experience with Work Immersion left an indelible mark on them. As Program pioneers, they took pride in demonstrating professionalism and fulfilling their responsibilities. Overall, the Work Immersion Program profoundly impacted these Senior High school students, enhancing their educational journey and fostering a sense of achievement.

As demonstrated in the study by Cabansag (2021), work immersion supervisors expressed satisfaction with the performance of the students assigned to them. Despite occasional discrepancies where students perceived certain workplace activities as unrelated to their intended college courses, overall, the supervisors' expectations were met.

Furthermore, most respondents reported contentment with their respective workplace environments, indicating that their daily tasks were relevant to their intended college courses. Additionally, the study revealed that all tasks were accomplished and aligned with the targeted learning competencies outlined in the Curriculum Guide. This study underscores the generally positive outcomes of work immersion experiences, highlighting the alignment between students' tasks and future educational goals while acknowledging occasional disparities in students' perceptions of workplace activities.

In alignment with the research undertaken by Canuba in 2019, the overall impression students held regarding their readiness for work immersion was moderate, as reported by 61.92 percent of the participants. The findings regarding their readiness in terms of attitudes and values revealed that patience was rated highest, followed by good common sense, with good listening skills ranking third. The fourth and fifth positions occupied passion for improvement and the desire to continue learning. Regarding their preparedness in terms of skills, the majority of students indicated that their school adequately equipped them for work immersion, thanks to the presence of competent teachers who imparted the necessary industry-specific skills. The school's approach to preparing students for immersion was integrative, with classroom instruction effectively contributing to developing robust skill sets. Additionally, the school's commitment to creating a safe, educational environment fostered a conducive atmosphere for learning and facilitated the decision-making process for Senior High school students.

In skills preparedness, most students expressed confidence in their school's ability to equip them for work immersion adequately. This optimistic outlook can be credited to the effectiveness of skilled educators in imparting industry-specific expertise. Notably, the school's approach to preparing students for immersion was holistic, with classroom instruction seamlessly contributing to developing robust skill sets. Furthermore, the school's commitment to creating a safe and nurturing educational environment was highlighted as crucial. This environment stimulated learning and facilitated the decision-making process for Senior High school students.

In concurrence with the findings of the study by Benavente and Bambalan in 2019, the initial evaluation period saw students self-rating themselves as "outstanding" in work habits, attitudes, appreciation, and respect for work, while their performance in communication and practical skills was deemed "very satisfactory." However, during the final assessment, students rated themselves "outstanding" in all three areas. In contrast, the work immersion teacher consistently rated their performance as "very satisfactory" during the initial and final appraisals. In both appraisal periods, partner institutions perceived the students consistently performing at an "outstanding" level in their work immersion. Notably, no notable disparity was observed when comparing the final evaluation of students with the assessment conducted by the partner institution. However, notable discrepancies emerged

between students' self-ratings and the assessments provided by the work immersion teacher.

Similarly, significant disparities were observed between the assessments of the work immersion teacher and those of the partner institution. Furthermore, the study identified 15 specific problems the respondents encountered, including absences, tardiness, poor customer satisfaction, difficulty executing assigned tasks, discourteous behavior, and violations of the company's rules and regulations. Significantly, the seriousness of these encountered problems was generally considered as "not serious" or "slightly serious."

While the Work Immersion Program offers numerous benefits, they have challenges. These challenges can encompass various aspects, from personal and financial hurdles to the availability of appropriate resources and guidance. The study by Mapalo-Mina and Sermona (2022) delved into the various challenges students face during their immersion experiences. These challenges encompassed personal, financial, engagement, environmental, and equipment-related concerns. Students encountered difficulties managing personal aspects of their immersion, including the struggle to wake up early, prepare for school, exercise patience, and effectively manage their time. Furthermore, they grappled with an overwhelming workload within limited timeframes. Financial constraints, notably associated with transportation expenses, daily allowances ("bacon"), and the procurement of materials essential for their immersion tasks, added to their challenges.

In specific immersion activities, such as erecting dikes and cleaning fish ponds in aquaculture, providing massages in tourism, bending hard steels in SMAW (Shielded et al.), and completing assignments in BPP (Basic et al.), some students found it challenging to navigate without instructor guidance. Additionally, environmental challenges arose due to non-conducive working environments. Lastly, a shortage of essential tools, such as computers and laptops for ICT (Information and Communication Technology) students, further exacerbated their difficulties. This study sheds light on students' multifaceted challenges during their immersion experiences. It is a valuable resource for understanding the diverse issues that can arise in such educational programs.

Implementing a well-devised program is highly suitable for enhancing the effectiveness and efficiency of the work immersion curriculum for both teachers and students. The case study by Jones et al. (2018) underscores the significance of a collaborative implementation plan for work immersion Programs involving key stakeholders such as educational institutions, employers, and students. The research emphasizes the necessity of engaging all stakeholders in defining program objectives, identifying appropriate internship placements, and establishing transparent criteria for student assessment. This inclusive, multi-stakeholder approach encourages open communication and ensures the alignment of expectations, enhancing overall program effectiveness. The study reveals that successful work immersion Programs arise from the collective efforts of multiple harmonized stakeholders. By involving educational institutions, employers, and students in a collaborative framework, the Program achieves positive outcomes for students and the organizations participating in the initiative.

Lastly, the implementation and development of work immersion programs, as highlighted in the study by Rondilla and Almodovar (2018), are highly valuable. The research reveals that participation in the Work Immersion Program significantly enhances students' employability skills across various domains. Notably, technical skills related to specific tasks and procedures pertinent to the tourism and hospitality industry, such as food preparation, guest service, and housekeeping, exhibit substantial improvement. Additionally, the Program contributes to developing essential soft skills, including interpersonal communication, teamwork, customer service, problem-solving, and time management.

Moreover, the study underscores the positive impact on work ethic and professionalism, fostering a constructive work attitude, punctuality, and a sense of responsibility among participating students. Another significant outcome is the noticeable increase in self-confidence and career awareness. Students who engaged in the Program reported a heightened belief in their abilities and a clearer understanding of the diverse career options available in the tourism and hospitality field. Importantly, these students expressed a greater preparedness to confidently enter the workforce upon graduation, showcasing the substantial value of implementing and advancing work immersion initiatives.

3. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents a summary of the research results and findings. The data were gathered, analyzed, and interpreted using the information collected from the questionnaire. This research respondents were Grade 12 Humanities and Social Sciences (HUMSS) students, work immersion teachers, and industry partners from identified schools in the North Districts of the Division of Cebu City during the School Year 2022-2023.

Part I comprises questions that elicit demographic details from various respondent groups. This includes teachers' age, gender, civil status, highest educational attainment, field of specialization, position, years of teaching experience/ service, relevant trainings/ seminars attended, and performance rating. For industries, the demographic profile includes information about services, products, and clientele. For students, the demographic profile encompasses age, gender, general academic achievement, family relationships, family income, parents' educational attainment, type of dwellings, and parental involvement in school activities.

Part II displays the data about the work immersion program's implementation status, including objectives, implementation curriculum implementation and compliance, work immersion delivery process, and supervision and assessment.

Part III indicates the level of academic performance in Grade 12 immersion students during pre-immersion, immersion proper, and post-work immersion.

Part V reveals the significant Relationship between the implementation status of the Immersion Program and academic achievement in Grade 12 Immersion-Humanities and Social Sciences.

Part VI unveils the challenges and barriers related to industry and school immersion programs.

DEMOGRAPHIC PROFILE OF THE RESPONDENT GROUPS

In this section, the demographic profile of the respondent groups involved in this research is showcased.

Teachers

Age and Gender. Frese et al. (2021) delve into age, exploring the distinction between chronological and biological age. Chronological age refers to the number of years a person has lived, a straightforward metric. Biological age, however, is a more nuanced concept. It indicates the physiological condition of a person's body at a specific moment. This distinction is essential because people with the same chronological age can exhibit significantly different biological ages.

The American Psychological Association (APA, 2020) highlights the critical difference between sex and gender. Sex is generally determined by biological elements such as chromosomes, hormones, and physical anatomy. In contrast, gender is a social construct that includes an individual's internal sense of being male, female, or another identity entirely. This internal sense of gender identity can differ from a person's sex at birth. The APA webpage highlights the psychological aspects of gender, focusing on how

individuals experience and understand their gender identity. This psychological component is crucial for understanding how a person interacts with the world and how societal expectations around gender can impact their well-being.

Table 2 provides data on the age and gender distribution of teacher respondents.

Table 2 Age and Gender of Teacher Respondents
(N = 4)

| Age | Gender | | | | Total | |
| | Male | | Female | | | |
	F	%	F	%	F	%
51 - 60	0	0	1	33.33	1	25
41-50	0	0	1	33.33	1	25
31 - 40	1	100	0	0	1	25
21 - 30	0	0	1	33.33	1	25
Total	1	100	3	100	4	100
Mean Age: 32 Male: 1 Female: 3						

Table 2 elaborates a detailed breakdown of the age and gender distribution of teacher respondents, highlighting the frequency, percentage, mean age, and total No of respondents. The table shows that among the different age groups, respondents aged 31-40 constitute the proportion, with one (1) male respondent and a total of 1 respondent, representing 25 percent of the total. In comparison, respondents in the age groups of 51-60 and 41-50 each have one (1) female respondent, accounting for 25 percent each of the total respondents individually. Similarly, the age group of 21-30 also has one female respondent, contributing to 25 percent of the total respondents. The mean age of the respondents is 32 years. The sample includes one male respondent, constituting 25 percent, and three female respondents, making up 75 percent of the total four respondents. This distribution indicates a relatively diverse representation across different age groups and genders among the teacher respondents, with a notable predominance of female participants.

In their 2019 study, Estacio et al. investigate the increasing presence of female teachers in the Philippines, exploring potential factors influencing this trend. They consider how societal and economic transformations have enhanced the appeal of teaching as a career choice for women. Furthermore, the research examines the potential effects of this demographic shift on educational quality. The findings of Estacio et al. offer valuable perspectives on a notable trend in Philippine education, initiating discussions about its possible ramifications for student learning and overall educational outcomes.

Ingersoll and Merrill (2017) highlight that teaching is still a female-dominated profession, with women

making up the majority of educators. They argue that traditional gender roles and societal expectations contribute to this pattern, influencing who enters and remains in the field. The study also highlights how these gendered dynamics may limit professional diversity. Moreover, it indicates that addressing these norms is vital for cultivating a teaching workforce that is both balanced and inclusive.

Smith and Monaghan (2019) stress that women dominate teaching roles across multiple levels of education. They link this trend to societal expectations and the continued influence of traditional gender roles, which frequently associate women with caregiving professions. The study suggests that these stereotypes influence career choices, leading to a higher concentration of women in education. Additionally, the authors argue that addressing these stereotypes is crucial for promoting gender balance in the teaching profession.

Civil Status. The World Population Dashboard by the United Nations Population Fund (UNFPA, 2021) offers insights into broader demographic trends that may indirectly correlate with patterns in civil status. Civil status encompasses the legal classification of an individual's marital and family situation, including categories such as Married, Single, Divorced, Widowed, Separated, and Living in a Common-Law Partnership.

Table 3 underscores the civil status of teacher respondents

Table 3 Civil Status

Civil Status	Total	
	F	%
Married	**3**	**75**
Single	1	25
Total	**4**	**100**

The analysis of Table 3 on the civil status of teacher respondents reveals that the majority, comprising 75 percent of the sample, are married, reflecting a significant portion of educators in this marital status. This finding is based on a frequency count of three (3) individuals out of 4 surveyed. Additionally, the data indicate that 25 percent of teachers are single, with one (1) respondent falling into this category.

Bei Bei and Ying Liu's 2019 study provides insights into the factors impacting teachers' professional retention, focusing on salary, benefits, and work-life balance. The authors propose that these elements of school employment could be especially appealing to married teachers with families. This appeal might stem from the notion that married teachers, potentially benefiting from dual incomes, may

prioritize factors beyond salary alone. Instead, benefits such as health insurance, retirement plans, and a balanced work-life dynamic could be significant incentives for these educators to pursue stability and security for their families.

Ali and Akhter (2019) discovered that many teachers in their study were married, indicating a potential link between marital status and job stability. The authors suggest marriage may provide emotional and financial support and increase job security. Furthermore, married teachers reported higher levels of job satisfaction, attributed to the stability and balance of family life. This satisfaction also enhanced their motivation and commitment to teaching compared to their single colleagues.

Singh and Verma's (2020) research revealed that most teachers surveyed were married, which was vital in providing emotional stability and support. This emotional backing from their spouses or families helped them achieve a healthier work-life balance. The study also emphasized that married teachers often had a more optimistic attitude toward their profession, likely due to the support system at home. Consequently, these teachers demonstrated greater job satisfaction and resilience in managing professional challenges.

Highest Educational Attainment. According to the National Center for Education Statistics (NCES) in 2023, the term "highest educational attainment" formally denotes the pinnacle level of formal education a person has accomplished, typically evidenced by the final credential received, such as a high school diploma, associate's degree, bachelor's degree, or postgraduate degree like a Master's or Ph.D. This definition accentuates the structured framework of formal education, primarily disseminated through institutions such as schools, colleges, and universities. Furthermore, it underscores the significance of meeting specific program requirements and objectives to successfully traverse the educational trajectory and procure the official credential, thereby serving as tangible proof of one's educational attainment.

Table 4 indicates the highest educational attainment of teacher respondents.

Table 4 Highest Educational Attainment

Educational Attainment	Total	
	F	%
With Doctorate or Ph.D Units	1	25
Full-fledged Master's Degree	1	25
With master's degree Units	1	25
College Graduate	1	25
Total	**4**	**100**

Table 4 exhibits data on the educational attainment of teacher respondents, revealing a diverse distribution across different levels of academic achievement. No respondents reported holding professional or full-fledged doctorate (Ph.D.) degrees. However, one (1) respondent indicated having completed units toward a Ph.D., constituting 25 percent of the sample. Similarly, one (1) respondent holds a full-fledged Master's degree, one (1) has completed units toward a Master's degree, and is a college graduate, each accounting for 25 percent of the total respondents. This data suggests a relatively balanced distribution of educational attainment among the surveyed teachers, with a significant portion having attained postgraduate qualifications or progressing towards advanced degrees.

In accordance with their research, Chang and Lin (2021) explore the factors that drive teachers to pursue postgraduate degrees, offering important insights into their decision-making processes. By thoroughly analyzing participants' narratives, the study uncovers recurring themes that reflect mindsets focused on personal growth, improved teaching methods, and career aspirations necessitating advanced qualifications. This research enhances our understanding of what drives teachers to further education, empowering institutions and policymakers to create customized programs that address educators' professional development requirements and goals.

Williams and Davis (2020) expound that many teachers possess postgraduate degrees, which the authors argue enhance their classroom management skills and positively affect student outcomes. Their research indicates that teachers with advanced degrees are more inclined to utilize innovative teaching methods. This tendency towards employing creative strategies is linked to the advanced training and expertise gained through postgraduate education. Consequently, the study suggests that investing in advanced degrees for teachers can lead to improved educational practices and results in the classroom.

Cruz and Hernandez (2021) accentuate that most teachers in their study held postgraduate degrees, which correlated positively with student academic performance. The researchers observed that teachers with advanced degrees were more effective at promoting critical thinking and higher-order cognitive skills in their students. This suggests that advanced educational qualifications enhance teachers' ability to facilitate complex learning processes. Consequently, postgraduate qualifications are crucial in improving educational outcomes by equipping teachers with the skills to engage and challenge students.

Field of Specialization. Desimone et al. (2009) underscore the pivotal role of subject-area specialization in elevating teaching efficacy. Subject-area specialization involves educators possessing a profound grasp of a specific academic domain, including but not limited to mathematics, science, history, or language arts. This expertise transcends mere factual knowledge, encompassing the capacity to articulate complex concepts clearly, discern connections among diverse topics within their discipline, remain updated on the latest advancements and scholarly findings, and craft engaging lesson plans that accommodate various learning preferences. Deep comprehension of the subject empowers teachers to offer lucid explanations, deconstruct intricate ideas into manageable components, anticipate and effectively tackle students' challenges, and culminate in enhanced instructional outcomes.

Table 5 highlights the field of specialization of teacher respondents.

Table 5 Field of Specialization

Specialization	Total	
	F	%
Social Studies	2	50
English	1	25
Mathematics	1	**25**
Total	**4**	**100**

Table 5 showcases data on the field of specialization among teacher respondents. The most represented specialization among the surveyed teachers is Social Studies, accounting for 50 percent of the sample, with two (2) respondents specializing in this area. This finding indicates a significant emphasis on social sciences within the teaching cohort. Following Social Studies, English and Mathematics are equally represented, each comprising 25 percent of the sample with one (1) respondent specializing in each field. This data provides insights into the distribution of subject specializations among teachers, which can be valuable for educational institutions in workforce planning, curriculum development, and addressing subject-specific needs within the teaching profession.

The research article by Ong and Lopez (2020) emphasizes the importance of social studies subjects, particularly within the HUMSS (Humanities and Social Sciences) strand. The study delves into the development of historical thinking skills among Senior High school students, showcasing how social studies subjects in the HUMSS program enable students to analyze historical sources, evaluate evidence, and construct historical narratives. This highlights the critical role of social studies majors, as

they equip students with essential skills for understanding and interpreting historical events, a fundamental aspect of the HUMSS curriculum. Additionally, the emphasis on historical thinking skills aligns perfectly with the core objectives of the HUMSS strand, underscoring the significance of major social studies teachers in facilitating meaningful learning experiences and preparing students for work immersion opportunities related to historical research and analysis.

Williams and Martinez (2020) amplified that future educators are frequently drawn to social science majors because these fields are particularly relevant for comprehending diverse populations and educational settings. Their study emphasizes that a deep interest in cultural and social issues significantly influences the decision to pursue these majors. The researchers argue that the appeal of social sciences lies in their capacity to address and analyze complex societal dynamics. Overall, their findings suggest that a passion for understanding diverse experiences is a critical factor in aspiring educators' choice of academic focus.

DiGiacomo et al. (2022) underline the effectiveness of social studies teacher education programs in fostering civic engagement among students. Their study reveals that social science majors typically demonstrate a strong dedication to social justice, which positions them well to instruct students on their civic responsibilities. The research highlights the importance of these programs in equipping future educators with the skills to inspire active citizenship. Ultimately, the study emphasizes the role of teacher education in promoting democratic participation in classrooms.

Position. The American Federation of Teachers (AFT, 2023) underscores the crucial position of teachers within the education system, emphasizing their diverse roles across different educational levels. From preschool educators nurturing young minds to middle and high school teachers navigating the complexities of adolescence and college instructors fostering intellectual growth, teachers play a pivotal role at every stage of a learner's journey. As outlined in AFT's resource "Becoming a Teacher," aspiring educators must grasp the unique requirements and focus areas associated with each educational level they wish to pursue. This understanding ensures that teachers possess the qualifications, expertise, and pedagogical approaches to effectively guide and empower students according to their developmental stage.

Table 6 exhibits the position of teacher respondents.

Table 6 Position

Position	Total	
	F	%
Teacher I-III	3	75
Master Teacher I-III	1	25
Total	**4**	**100**

Table 6 provides a breakdown of the positions held by teachers, highlighting the distribution across different roles within the educational setting. The data reveals that among the surveyed teachers, Master Teachers I-III account for 25 percent of the total sample, with one (1) respondent holding this position. This suggests a moderate presence of teachers in higher-level teaching roles that involve mentorship and leadership responsibilities. Three (3) teachers, constituting 75 percent of the sample, hold positions as Teacher I-III, indicating a prevalence of educators in standard teaching roles without specialized leadership or mentorship responsibilities.

According to The New Teacher Network (2023), an early career teacher is typically in the initial 3-5 years of their teaching journey. During this period, they actively refine instructional practices, enhance content knowledge, and solidify their presence within the school community. This phase represents a critical period of professional growth and adaptation as these teachers navigate classroom dynamics, student interactions, and instructional strategies to establish a strong foundation for their teaching careers.

Baluyos et al. (2019) reinforced that most public school teachers in the Department of Education (DepEd) are classified under Teacher I to III. This is primarily attributed to the limited opportunities for promotion within the department and the stringent qualification standards that teachers must meet. The study highlights that many educators remain in these positions for extended periods, as promotion often requires a lengthy tenure. Consequently, career advancement for teachers in DepEd is a slow process due to these institutional barriers.

Department of Education's National Educators Academy of the Philippines (DepEd-NEAP, 2020) pointed out that stringent evaluation standards constrain career progression within DepEd. These rigid criteria significantly limit the upward mobility of teachers, resulting in many educators remaining in the lower-tier ranks of Teacher I to III. NEAP highlights that the promotion process is highly structured, making it challenging for teachers to meet the necessary qualifications for advancement. As a result, most teaching positions are concentrated in the lower ranks.

Years of Teaching Experience. Refers to the years a teacher has been formally employed in a classroom setting, delivering instruction according to a set curriculum and assessments. (Langenfeld, Gottfried, & Falk, 2019).

Table 7 shows the Years of Teaching Experience of the teacher respondents.

Table 7 Years of Teaching Experience

No. of years in service	Total	
	F	%
16 to 20 yrs	1	25
6 to 10 yrs	1	25
1 to 5 yrs	**2**	**50**
Total	**4**	**100**
Mean Year in Service: 7 years		

Table 7 displays a detailed distribution of the years of teaching experience among the teachers surveyed, encompassing four respondents. Among the categories, the highest frequency is in the 1 to 5 years bracket, with two (2) respondents constituting 50 percent of the total. Following this, the 6 to 10 years category and the 16 to 20 years category have one (1) respondent each, making up 25 percent each. The mean years in service, calculated as seven years, indicate that the respondents generally have relatively early to mid-career tenure, with a substantial portion within the first five years of service. This distribution suggests a relatively young or early-career group of teacher respondents, possibly reflecting hiring patterns within educational institutions.

Based on Johnson and Birkeland's (2003) study, new teachers typically shape their career paths during their first 1-5 years in the education system, driven by their quest for a "sense of success." This involves feeling competent in teaching, fostering positive relationships with students and colleagues, receiving support from school leadership, and deriving personal fulfillment from their work. These factors significantly influence new teachers' choices to either remain in or exit the teaching profession during their early career stages.

Kini and Podolsky (2016) marked that teacher effectiveness generally shows significant improvement during the initial years of teaching, particularly within the first five years. This period is crucial as teachers often experience rapid professional growth, contributing to the observed concentration of teachers in the 1 to 5 years of experience range. The study suggests that this phenomenon may account for why many educators remain in this experience bracket before either advancing in their careers or departing from the profession altogether. Such findings underscore the importance of targeted

support and development during these formative years to sustain teacher effectiveness and retention.

Relevant Training and Seminars Attended. Training is a structured approach designed to improve employees' knowledge, skills, and abilities, enhancing their performance in the organization's current and future roles. This definition, drawn from Noe (2013), underscores the structured nature of training programs designed to improve employees' job-related competencies. Additionally, as defined by Blanchard and Thacker (2013), seminars are educational sessions or workshops that offer participants opportunities for interactive learning, skill development, and networking on specific subjects, fostering a collaborative and informative environment.

Table 8 presents the relevant trainings and seminars attended by the teacher respondents.

Table 8 Relevant Trainings and Seminars Attended

Title Trainings and Seminars	Total	
	F	Rank
School In-Service Training for Teachers (INSET)	**4**	**1**
School Learning Action Cells (SLACs)	4	1
Information and Communication Technology (ICT) Training	3	2
Action Research	2	3
Gender and Development (GAD) Seminars/Training	1	4
Special Education Training	1	4

Table 8 presents the training and seminars attended by teacher respondents, highlighting their frequency and rank. The most attended programs were School In-Service Training for Teachers (INSET) and School Learning Action Cells (SLACs), each with four (4) respondents and ranked at 1. This suggests a strong emphasis on professional development within the school environment. Information and Communication Technology (ICT) Training followed closely, with three (3) respondents at rank 2, reflecting the importance of technological skills. Action Research and Gender and Development (GAD) Seminars/Training tied with two (2) respondents each, ranked at 3 and 4, respectively, indicating a dedication to research-based and gender-sensitive teaching approaches. Unique Education Training had one (1) respondent at rank 4.

Drawing upon the insights from Mavropoulou and Kontovounisiou (2020), the importance of in-service training is emphasized as a key factor in fostering teacher development and improving student learning

outcomes. Their literature review underscores how these training programs provide teachers with updated knowledge, essential skills, and innovative teaching methods to adapt to evolving educational landscapes, stay abreast of industry advancements, and enhance teaching efficacy. Ultimately, these training initiatives enhance the learning environment by making it more dynamic, engaging, and effective for students, leading to positive educational outcomes.

Brock and McCrum (2020) pointed out the impact of in-service training programs on teacher practices and student outcomes. Their study reveals that teachers frequently use these programs to refine their instructional methods and remain updated with educational advancements. The authors highlight that continuous professional development is vital in improving teaching effectiveness and student learning. They argue that such training is essential for teachers to adapt to evolving educational standards and improve classroom performance.

Performance Ratings. Murphy and Cleveland (2020) characterize it as an official component of performance assessment, involving the comparison of an employee's achievements with the predetermined expectations for their position. This underscores the significance of establishing transparent job standards in advance. The systematic and recorded assessment process is a foundation for feedback, growth, and staffing choices.

Table 9 displays the Performance rating of teacher respondents based on the Individual Performance Commitment and Review Form (IPCRF)

Table 9 Performance Rating

Performance Rating	Total	
	F	%
Very Satisfactory	4	100
Total	4	100

In Table 9, the data regarding the Performance Rating of four (4) teacher respondents shows a significant proportion of 100 percent falling into the "Very Satisfactory" category. This result demonstrates an impressive level of performance among the evaluated teachers, showing that they meet or surpass the standards set in the Individual Performance Commitment and Review Form (IPCRF). The absence of respondents in the "Outstanding," "Satisfactory," "Unsatisfactory," and "Poor" categories suggests a concentration of high-performing individuals within the sample.

The study by Garcia et al. (2022) illuminates the correlation between effective teaching practices and consistently high, very satisfactory performance

ratings among teachers, as evidenced in their case study conducted within urban school environments. Through rigorous analysis and examination of teaching methodologies, the research underscores the critical role of effective pedagogical strategies in fostering positive student outcomes and contributing to teachers consistently receiving very satisfactory performance evaluations. This finding emphasizes the importance of employing sound teaching practices. It underscores the value of ongoing professional development and support mechanisms for educators to sustain high levels of instructional quality and student engagement.

Guskey and Anderman (2019) showcased on the factors contributing to very satisfactory teacher ratings, emphasizing the critical role of professional development and supportive school leadership. They found continuous training essential for enhancing teacher performance and achieving high ratings. Additionally, the study highlighted that positive reinforcement from school leaders significantly contributed to teachers' success. The research underscores the importance of professional growth opportunities and supportive environments in achieving excellent teacher evaluations.

Students

Age and Gender. Frese et al. (2021) delve into age, exploring the distinction between chronological and biological age. Chronological age refers to the number of years a person has lived, a straightforward metric. Biological age, however, is a more nuanced concept. It reflects a person's body's physiological state at a given time. This differentiation is vital because people of the same chronological age can exhibit substantial variations in their biological ages.

The American Psychological Association (APA, 2020) highlights the differentiation between gender and sex. Sex is commonly determined by biological elements such as chromosomes, hormones, and anatomy. Gender is a social construct that refers to an individual's internal perception of their identity as male, female, or another category. This internal sense of gender identity can differ from a person's sex at birth. The APA webpage highlights the psychological aspects of gender, focusing on how individuals experience and understand their gender identity. This psychological component is crucial for understanding how a person interacts with the world and how societal expectations around gender can impact their well-being.

Table 10 shows the Age and Gender of Student respondents

Table 10 Age and Gender
(N=175)

Age	Gender				Total	
	Male		Female			
	F	%	F	%	F	%
16 - 20 yrs old	66	82.50	84	85.71	150	85.71
21 years old and above	14	17.50	11	14.29	25	14.29
Total	80	100	95	100	175	100
Mean Age: 19 years Male: 80 Female: 95						

Table 10 presents a comprehensive overview of the age and gender distribution among student respondents, providing insights into the frequency, percentage, mean age, and total No of respondents. Among the age groups, students aged 16-20 are the most prevalent, with 66 male respondents (82.50%) and 84 female respondents, making up 85.71% of the total respondents. Additionally, students aged 21 and above have 14 male respondents (17.50%) and 11 female respondents, constituting 14.29% of the total respondents. Notably, there are no respondents in the 10-15 age group. The mean age of all student respondents is 19 years, with 80 male and 95 female respondents totaling 175. This distribution reveals a significant concentration of student respondents in the 16-20 age group, with a higher representation of female respondents overall.

Degol's (2022) work sheds light on the prevalence of female learners in the educational domain. Through a thorough examination of socialization theory, human capital theory, institutional theory, and choice theory, the article offers a nuanced understanding of the factors shaping gender discrepancies in educational accomplishments. Notably, socialization processes play a crucial role, often encouraging girls to prioritize academic excellence and pursue advanced education. Moreover, human capital theory posits that females are more inclined to invest in education due to the potential for increased future earnings and enhanced career opportunities. Institutional factors, such as gender-responsive policies and conducive learning environments, further contribute to females' dominance in educational attainment. Additionally, choice theory emphasizes how females actively select educational pathways aligned with their interests and goals, bolstering their educational achievements. In essence, Degol's study underscores the intricate interplay of societal, economic, and individual elements that underlie female learners' substantial presence and success within the educational sphere.

Moreover, according to Stephanie Feinstein (2020), the 16-20 age group is predominant in senior high school, aligning with adolescents' developmental stages. The emphasis is placed on senior high school, a pivotal period for cognitive, social, and emotional development, reflecting the typical age range for students at this educational level.

Wang and Holcombe (2019) underlined the relationship between engagement levels and academic outcomes, noting that these levels can fluctuate with age. Their study emphasizes that students between 16 and 20 undergo significant developmental changes that affect their academic engagement and performance. The authors argue that these critical changes during late adolescence are pivotal in shaping academic experiences and outcomes. This research provides valuable insights into how age-related developmental factors impact students' academic engagement and success.

General Academic Achievement . As defined by James R. Tippmann (2011), emphasizes its assessment through various metrics such as grades, standardized tests, and other evaluations that gauge a student's competence and capabilities relative to educational benchmarks within a school year or semester.

Table 11 showcases the General Academic Performance of Student Respondents.

Table 11 General Academic Achievement

Grade	F	%
85-89	**65**	**37.14**
75-79	47	26.86
80-84	45	25.71
90-100	18	10.29
Total	175	100
Grade Point Average: 83.97 Category: Satisfactory		

Legend: 90-100 Outstanding (O); 85-89 Very Satisfactory (VS); 80-84 Satisfactory (S); 75-79 Fairly Satisfactory (FS); 75 below Did Not Meet Expectation (DNME).

Source: Deped Order No. 8, s. 2015: Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program

Table 11 elaborates a detailed breakdown of academic achievement among student respondents across different grade ranges. Notably, most students fall within the 85-89 range, denoting very satisfactory performance, with sixty-five (65) students constituting 37.14 percent. Following closely is the 80-84 range, indicating satisfactory performance, with forty-five (45) students (25.71 percent). Within the 75-79 range, reasonably satisfactory performance is observed in forty-seven (47) students (26.86 percent) students. Eighteen (18) students achieved

outstanding performance (90-100 range), accounting for 10.29 percent of the total. Notably, no students score below 75, suggesting a lack of academic underperformance within the sample. The overall Grade Point Average (GPA) of 83.97 categorizes the students' performance as satisfactory. This data implies that a significant portion of students are performing well academically, with a notable proportion achieving very satisfactory and outstanding grades, albeit with no representation of underperforming students in the sample.

In their study, Alsawadi and Al-Ghzawi (2021) indicate the intricate Relationship between self-efficacy beliefs and academic performance among Senior High students. They uncovered a noteworthy positive correlation between these two variables. This implies that students with self-efficacy and solid beliefs tend to achieve more satisfactory grades in their academic pursuits. This finding is particularly significant as it underscores the psychological aspect of academic success, highlighting the importance of students' confidence in their abilities. Such individuals will likely exhibit extraordinary perseverance, resilience, and motivation, contributing to their academic achievement. Moreover, this study sheds light on the potential benefits of fostering self-efficacy among students, as it can catalyze improved learning outcomes and academic excellence.

Relationship to Family. As defined by Coleman and Ganong (2021), the type of family relationship—biological, adoptive, or otherwise—affects the learner's sense of belonging, emotional support, and academic performance, all contributing to their overall well-being and success. These connections shape the learner's identity and development.

Table 12 highlights the Relationship to the Family of Student Respondents.

Table 12 Relationship to the Family

Relationship	Total	
	F	%
Child	**120**	**68.57%**
Sibling	32	18.29%
Relative	20	11.43%
Adopted	3	1.71%
Total	**175**	**100**

In Table 12, family relationships are delineated. Among these relationships, children constitute the highest frequency, with one hundred twenty (120) respondents representing 68.57 percent. Relatives follow, with a frequency of twenty (20) respondents, comprising 11.43 percent, indicating a smaller yet notable presence of extended family members. Adopted respondents are relatively fewer in No., with a frequency of three (3) individuals, constituting 1.71 percent, reflecting a lesser but still meaningful aspect of familial relationships. Siblings represent another significant group, with a frequency of thirsty-two (32) respondents, making up 18.29 percent, emphasizing the importance of sibling relationships within the family dynamic. Overall, the table underscores children's significant presence and impact within the family unit, occupying prominent positions in frequency and percentage within the family structure.

The research conducted by Crosnoe and Muller (2020) substantiates the Relationship between parent-child educational interactions. The study highlights the mediating role of motivation, indicating that supportive family interactions can enhance a student's motivation to learn. This increased motivation, in turn, contributes to improved academic outcomes. Specifically, the study emphasizes that children who experience positive educational interactions with their parents tend to exhibit higher motivation levels and achieve better academic performance. These findings underscore the crucial role of children's familial relationships in shaping their educational experiences and outcomes.

Furthermore, Clark and Ladd (2020) discuss the valuable function of children within the family and school environments, emphasizing their positive contributions beyond receiving care. Children can bring joy, companionship, and a sense of purpose to the family. In the school environment, children are pivotal in creating a supportive and inclusive learning atmosphere, as they enhance peer interactions, collaborative learning, and their classmates' overall social and emotional growth.

Bumpass and Lu (2020) review trends in family structures and their impact on children's well-being. Their study indicates that households with biological parents provide more stability and resources than other family forms. This increased stability and resource availability are associated with better educational outcomes for children. Overall, the research underscores the importance of family structure in shaping children's academic success.

Family Income, as defined by Smeeding and Rainwater (2020), refers to the total pre-tax income of all members within a family unit, excluding any government benefits or taxes.

Table 13 indicates the Family Income of Student Respondents.

Table 13 Family Income

Family Income	Total	
	F	%
Poor (Less than ₱10,957)	**63**	**36.00%**
Low-income class(but not poor) (Between ₱10,957 to ₱21,194)	50	28.57%
Lower middle-income class (Between ₱21,194 to ₱43,828)	47	26.86%
Middle Class (Between ₱43,828 to ₱76,669)	14	8.00%
Upper middle income(Between ₱76,669 to ₱131,484)	1	0.57%
Total	175	100

Source: *Ta-asan, K. B. (2022, May 19). Who Are The Middle Class In The Philippines? Philippine Institute for Development Studies.*

Table 13 presents the family income distribution of student respondents, highlighting the frequency and percentage of respondents falling within various income categories. Among the total one hundred seventy-five (175) respondents, the majority, comprising sixty-three (63) students with 36 percent, are classified as poor, with family incomes less than ₱10,957. Following this group, fifty (50) respondents with 28.57 percent are in the low-income class, falling between ₱10,957 to ₱21,194. The lower-middle-income class, ranging from ₱21,194 to ₱43,828, includes forty-seven (47) students with 26.86 percent. Moving up the income ladder, fourteen (14) students, with 8 percent, are classified as middle class, with family incomes between ₱43,828 to ₱76,669. In contrast, only one (1) student, with 0.57 percent, falls into the upper middle-income category, with a family income between ₱76,669 and ₱131,484. Interestingly, no students are identified as high-income but not rich, and none fall into the rich category, which starts at ₱219,140 and above. This distribution underscores the significant portion of respondents from lower-income backgrounds, highlighting potential socioeconomic challenges among student populations.

In line with the recommendations of Pascua and Bautista's study (2021) on access to quality basic education in the Philippines, the researchers stress that cost continues to be a major obstacle for low-income families. This finding underscores the prevalence of many low-income students enrolling in public schools, where the absence of tuition fees makes education more accessible to economically disadvantaged families. The study's insights shed light on the socioeconomic factors influencing educational choices and the role of public institutions in addressing the needs of marginalized students. These observations are particularly relevant in understanding the educational landscape and the challenges vulnerable populations face in accessing quality education.

In addition, Valerio's (2020) exploration of education reform challenges and opportunities in the Philippines acknowledges the financial limitations that many families encounter. The article emphasizes public schools' vital role in providing accessible education, particularly for low-income students struggling with affordability challenges. This recognition underscores broader conversations about the significance of equitable education access and the necessity for policies that foster inclusive learning environments, especially for marginalized groups.

Parent's Educational Attainment. As defined by Hao and Hao (2020), pertains to the highest level of formal education completed by a parent. This term encapsulates the educational achievements of one or both parents and is frequently utilized as a predictor of children's educational outcomes and accomplishments.

Table 14 indicates the Parent's Educational Attainment of Student Respondents.

Table 14 Parent's Educational Attainment

Parent's Educational Attainment	Total	
	F	%
High School Graduate	**32**	**18.30**
College Level	30	17.10
High School Level	27	15.40
College Graduate	26	14.90
Vocational Graduate	21	12.00
Elementary Graduate	20	11.40
Post Graduate Studies	14	8.00
Elementary Level	5	2.90
Total	175	100

Table 14 presents a comprehensive analysis of Parent's Educational Attainment. The most prevalent educational level among respondents is high school graduates, who comprise thirty-two (32) individuals or 18.30 percent of the total sample. Following this, college-level education emerges as the next prominent category, representing thirty (30) respondents at 17.10 percent. Moreover, a significant portion of respondents hold a college graduate degree, comprising twenty-six (26) individuals, or 14.90 percent. Post Graduate Studies rank next in line, with fourteen (14) respondents accounting for 8.00 percent of the total.

Additionally, Vocational Graduate attainment is observed among twenty-one (21) respondents, constituting 12.00 percent. Notably, both Elementary Graduate and High School Levels are relatively equivalent, with twenty (20) and twenty-seven (27)

respondents, respectively, at 11.40 percent and 15.40 percent. In contrast, the Elementary Level category has the lowest proportion of respondents, with only five (5) individuals representing 2.90 percent of the total sample. These findings highlight a diverse range of educational backgrounds among the respondent parents, emphasizing a substantial segment having achieved at least a high school diploma or equivalent.

Referencing the analysis conducted by Spera and Hertzman (2020), it is evident how the socioeconomic makeup of schools impacts children's educational success over time. In public schools, a significant number of parents are identified as high school graduates, reflecting the economic characteristics of these educational environments. The presence of students from low-income families in public schools is seen as a factor contributing to this pattern, given that these schools typically cater to communities with lower educational achievements. As a result, the data regarding parental educational attainment within public schools shows a higher prevalence of individuals who completed high school.

Chua and Magno (2021) annotated the link between Filipino parents' educational attainment and their children's academic performance and aspirations. Their study reveals that most Filipino parents possess high school diplomas, significantly affecting their children's educational opportunities and outcomes. The findings emphasize how parental education levels can shape their children's academic paths and future goals. The authors suggest that improving parental education could enhance the educational prospects for the next generation.

Type of Dwelling. Ingold (2012) refers to how dwelling types encompass various categories of living spaces like houses, apartments, and condominiums, reflecting different architectural styles, sizes, and layouts of residential structures. Recognizing these distinctions aids in analyzing housing trends and addressing diverse housing needs in communities.

Table 15 shows the type of dwellings of Student Respondents.

Table 15 Type of Dwellings

Type of Dwellings	Total	
	F	%
Informal settler (e.g., squatter area, shanty, slum)	**60**	**68.57**
Boarding house	41	46.86
Apartment	35	40.00
Semi-permanent structure (e.g., nipa hut, bamboo house)	25	28.57
Single-family house	12	13.71
Duplex or townhouse	2	2.29
Total	**175**	**100**

Table 15 presents data on the type of dwellings of student respondents, with the highest frequency being informal settler dwellings at sixty (60) students, constituting 68.57 percent of the total respondents. Following closely are boarding houses, with forty-one (41) students residing in them, making up 46.86 percent of the sample. Semi-permanent structures, such as nipa huts or bamboo houses, were the third most common dwelling type, with twenty-five (25) students or 28.57 percent. Single-family houses were reported by twelve (12) students, or 13.71 percent, and duplexes or townhouses by two (2) students, or 2.29 percent. This data suggests that a significant proportion of the student population lives in informal settler areas, highlighting potential challenges related to housing and living conditions that may impact their educational experiences and outcomes.

Based on Blanc et al.'s (2021) findings, many students attending public schools in the Philippines reside in informal settlements. This demographic reality underscores the pressing need to address housing challenges that may impact educational outcomes. The presence of informal settlers among student populations highlights socioeconomic disparities that can affect access to quality education and overall academic achievement. Policymakers and educators should prioritize strategies to support students living in informal settlements to ensure equitable educational opportunities for all.

Miller (2019) articulated the socioeconomic drivers behind urbanization and the expansion of informal settlements in the Philippines. The study emphasizes the link between rapid urban growth and economic inequality, significantly impacting the prevalence of informal settlements among learners and their families. He illustrates how these factors collectively contribute to the challenges faced by these communities. The findings highlight the need for targeted policies to tackle urbanization and economic inequality to address issues related to informal settlements.

Parental Involvement in School Activities. As defined by Rueger and Rodgers (2020), parental involvement includes actively participating in and engaging in their children's educational experiences and school-related events like parent-teacher meetings, school events, volunteering in classrooms, and assisting with homework. This engagement encompasses a range of activities that help foster a positive learning environment and enhance student outcomes in school settings.

Table 16 indicates the Parental Involvement of Student Respondents

Table 16 Parental Involvement to School Activities

Parental Involvement to School Activities	Total	
	F	%
Attends parent-teacher conferences regularly	**50**	**28.57**
Participates in the school's Parent-Teacher Association (PTA)	**50**	**28.57**
Helps with homework or school projects regularly	45	25.71
Volunteers at school events or activities	25	14.29
Attends school meetings or workshops on parenting and education	2	1.14
Assists in fundraising or school improvement projects	2	1.14
Does not participate in any school-related activities	1	0.57
Total	175	100

Table 16 shows parental involvement in school activities among student respondents. The highest participation rate is observed in attending parent-teacher conferences regularly, with fifty (50) respondents comprising 28.57 percent. Likewise, participating in the school's Parent-Teacher Association (PTA) shows equal engagement, with fifty (50) respondents at 28.57 percent. Following closely, helping with homework or school projects regularly is noted, with 45 respondents representing 25.71 percent. Volunteering at school events or activities is the next notable activity, with twenty-five (25) respondents making up 14.29 percent.

Conversely, a smaller proportion of respondents attend school meetings or workshops on parenting and education, totaling two (2) respondents or 1.14 percent. Similarly, the involvement in assisting in fundraising or school improvement projects, as well as non-participation in any school-related activities, is minimal, each representing 1.14 percent and 0.57 percent, respectively, with two (2) and one (1) respondents each. The data underscores varying degrees of parental engagement across school-related activities, with parent-teacher conferences and PTA participation emerging as the most prevalent forms of involvement among the respondents.

Citing the evidence provided by Park et al. (2019), they emphasize the critical role of parental involvement in a child's education, which significantly impacts their academic progress and achievement. Active participation in school activities, like attending meetings and volunteering, has positively impacted a child's academic performance. This involvement creates a supportive home environment where parents can reinforce learning and encourage educational goals. Moreover, parental expectations regarding academic success are vital in motivating children and fostering their dedication to learning. In summary, collaboration between parents and schools through active involvement is essential for promoting a child's educational development and eventual success.

In addition, Kim and Sullivan (2020) elaborate on the importance of attending school meetings so that parents can remain informed about school activities and programs and understand the school's educational approach and cultural sensitivity. Moreover, participating in meetings fosters a sense of community and collaboration between parents and educators, which can improve communication channels and provide mutual support for students' academic success. Active involvement in school meetings is critical to culturally diverse parental engagement. This collaborative atmosphere ensures that parents from all backgrounds feel empowered to contribute to their child's educational journey, enhancing overall academic outcomes. Furthermore, such engagement allows schools to accommodate diverse cultural needs and perspectives better, ultimately creating a more inclusive learning environment.

Industry

Services. Czarnitzki and Strandvik (2020) define this as activities that benefit a client. These activities are intangible, meaning they cannot be physically held or owned like a good. In contrast to buying a product, when you purchase a service, you acquire the benefit of the work performed, not a physical object.

Table 17 highlights the services of industry respondents.

Table 17 Services
(N=7)

Services	Total	
	F	%
School education	**5**	**71.42**
Broadcasting services	1	14.29
Public administration services	1	14.29
Total	7	100

Table 17 shows services across various industries, focusing on each category's frequency and percentage distribution. School education emerges as the most prominent service within the data, representing 71.4 percent of the total services analyzed, with a frequency of five (5). This high frequency indicates a significant presence and emphasis on educational services within the industry landscape under consideration. Following closely behind is public

administration services, accounting for 14.29 percent of the total services with a frequency of one (1). This finding suggests a notable involvement of public administration activities within the industry sector. Broadcasting services also stand out, albeit to a lesser extent, with a frequency of one (1), representing 14.29 percent of the total services.

As indicated by the school respondents, the prevalence of school education as the top industry partner for HUMSS work immersion suggests a strong alignment between educational institutions and practical training opportunities. This partnership underscores the importance of hands-on experience and industry integration in preparing students for future careers and enhancing their employability skills.

As stated in the research of Adriano and Castañeda (2021), they highlight into the key factors contributing to the education sector's predominance in the Philippines, with a focus on socioeconomic drivers and government policies. Their study emphasizes the crucial role of educational investments, noting that they are often prioritized due to their long-term benefits for national development. The authors argue that these factors collectively drive the sector's prominence, impacting immediate and future economic and social outcomes. Their analysis provides insight into the strategic importance of education within the broader context of national progress.

Johnson's (2021) study delves into the crucial role that educational institutions play as industry partners in facilitating work immersion experiences for students in the Humanities and Social Sciences (HUMSS) field. The research provides valuable insights into how schools enhance students' learning outcomes and career readiness through hands-on training and exposure to real-world work environments. By collaborating closely with industries, schools can tailor the work immersion Program to align with industry demands, thereby equipping HUMSS students with practical skills, industry knowledge, and professional networks essential for successful transitions into the workforce. The study emphasizes the significance of effective school-industry partnerships in fostering holistic educational experiences and preparing students for meaningful and fulfilling careers in their chosen fields within the HUMSS discipline.

Product. As Kotler et al. (2020) defined, it encompasses a good, service, or idea that addresses a market need or desire and is accompanied by branding, classification, and a life cycle. This comprehensive definition highlights the diverse nature of products and their evolution within the market.

Table 18 indicates the products of Industry respondents.

Table 18 Products

Products	Total	
	F	%
Education	**5**	**71.42**
Media	1	14.29
Governance	1	14.29
Total	**7**	**100**

The data from Table 18 sheds light on the products offered by industry partners involved in work immersion programs. Among the seven (7) responses, education emerges as the most prominent category, with five (5) responses representing 71.42 percent. This indicates a strong collaboration and emphasis on educational initiatives within the framework of work immersion. Media follows with one (1) response, reflecting a 14.29 percent contribution, suggesting a moderate but relevant aspect of media-related products or services within the partnership spectrum. Similarly, governance garnered 1 response, mirroring the same percentage as media. The implications of these findings for HUMSS work immersion partners are noteworthy. The high percentage of Education-related responses underscores the substantial investment and focus on educational experiences tailored for HUMSS students within these partnerships. This suggests a strategic alignment with educational goals specific to the HUMSS field, aimed at providing immersive and meaningful learning experiences that resonate with the discipline's core principles and areas of study.

As mentioned in the study by Orbeta and Balisacan (2019), the impact of education on poverty reduction in the Philippines is significant, highlighting the direct relationship between educational attainment and improved economic opportunities. Their study indicates that higher levels of education are associated with increased income and improved job prospects. The authors argue that investing in education is vital for fostering national development and reducing poverty.

Wilson and Thompson (2017) explored the role of school-industry partnerships in facilitating work immersion Programs for Humanities and Social Sciences (HumSS) students. Through a longitudinal approach, the research evaluates how these partnerships impact students' skill development, career readiness, and overall academic and professional growth. By examining the sustained benefits of such programs, the study sheds light on

the broader context of school-industry collaboration in enhancing the educational experience and employability of HumSS students. This research underscores the importance of schools partnering with various industries to provide immersive learning experiences that prepare students for successful transitions into the workforce, ultimately contributing to a more holistic and effective education system.

Clientele. According to Christopher et al. (2016), it refers to the customer base or group of clients that a business or organization serves. It encompasses the individuals or entities regularly engaging with the company's products or services. The concept of clientele emphasizes the importance of understanding and managing relationships with these customers, including strategies for acquiring new clients, retaining existing ones, and fostering long-term loyalty.

Table 19 indicates the Clientele of Industry respondents

Table 19 Clientele

Clientele	Total	
	F	**%**
Learners	**5**	**71.42**
Viewers and Advertisers	1	14.29
General public and Community	1	14.29
Total	**7**	**100.00**

Table 19 delineates the clientele distribution among industry respondents, detailing the frequency per variable and the total number of respondents, seven (7). Learners are the largest group within the categories, with five (5) respondents constituting 71.42 percent. Viewers and advertisers are represented by 1 respondent, comprising 14.29 percent and indicating a focus on media-related services or products. Similarly, the general public and community are also represented by one (1) respondent, accounting for the remaining 14.29 percent and implying a broader societal engagement by the industry.

The fact that learners are the largest group among the respondents implies a significant demand within the industry for educational services or products. This highlights an opportunity for businesses or organizations to concentrate on developing and marketing offerings tailored to this segment, which could increase market share and profitability.

As noted in the research of Henderson and Robinson (2020), the increasing emphasis on education significantly impacts businesses by recognizing learners as essential clients. Their research highlights the substantial effect that educational achievement

has on consumer purchasing decisions and overall market trends. By focusing on the intersection of education and consumer behavior, the study underscores the growing market influence of individuals with higher educational backgrounds. This trend reflects broader shifts in how businesses strategize to align with the educational aspirations of their target audiences

Green (2018) illustrated the pivotal role played by learners and education as the most significant clientele within the industry. The author's analysis delves deep into the complex dynamics characterizing the education sector, elucidating its vast scale and profound impact on global economies. This exploration encompasses both traditional educational institutions and the burgeoning landscape of online platforms, underscoring the central position of learners as primary consumers propelling the industry's growth. Green's work underscores learners' diverse needs, preferences, and behaviors, emphasizing their significant influence on shaping educational offerings, services, and delivery mechanisms. Furthermore, Green elucidates how the education industry, driven by a continuous demand for learning opportunities and knowledge acquisition, supports global economic activity, fosters innovation, and contributes to societal advancement.

STATUS IN THE IMPLEMENTATION OF THE WORK IMMERSION PROGRAM
This section focuses on assessing the status of the Work Immersion Program's implementation across several key areas. Specifically, it examines the program's objective alignment, curriculum implementation, compliance, and the supervision and assessment processes involved in delivering the Work Immersion experience.

Objectives
In work immersion experiences, objectives can refer to the specific knowledge, skills, or attitudes trainees aim to acquire through participation. These objectives should be aligned with the overall training program goals and tailored to the specific immersive environment (Barfield & Weiskrantz, 2001).

Immersive work experiences can be designed to foster engagement through objectives that promote user motivation and participation. These objectives involve achieving high levels of presence within the virtual environment, actively interacting with the immersive elements, or completing challenges within the simulation (Blaschke & Seitz, 2018). Clear, measurable objectives also provide trainees with a roadmap for success, helping to ensure that their efforts are focused and aligned with desired learning outcomes.

Table 20 shows the status of implementing the Work Immersion Program under the objectives perceived by the respondent groups.

Table 20

S/N	Statements	Teachers			Students			Indusries			Average weighted mean / StdDev / Category		
		$\bar{X}$	STD DEV	C	$\bar{X}$	STD DEV	C	$\bar{X}$	STD DEV	C	AVM	STD DEV	C
1	Students appreciate the importance and application of the principles and theories learned in school.	3.50	0.58	SA	3.08	0.60	A	3.29	0.49	SA	3.29	0.56	SA
2	Enhance students' technical knowledge and skills.	2.50	0.58	D	3.05	0.63	A	3.29	0.49	SA	2.95	0.57	A
3	Enrich students' skills in communications and human relations.	2.75	0.50	A	3.19	0.69	A	3.29	0.49	SA	3.08	0.56	A
4	Students develop good work habits, attitudes, appreciation, and respect for work.	2.50	0.50	D	3.20	0.63	A	3.29	0.49	SA	3.00	0.54	A
5	Intends to foster professional relationships and networks beneficial for students' future endeavors.	2.00	0.58	D	3.17	0.65	A	2.86	0.69	A	2.68	0.64	A
	AVERAGE WEIGHTED MEAN/STDEV / CATEGORY / GRAND MEAN	2.65	0.55	A	3.14	0.64	A	3.20	0.53	SA	3.00	0.57	A
	GRAND MEAN: 3.00 STDEV: 0.57 CATEGORY: A												

Objectives: *Legend: 3.26- 4.00- Strongly Agree ; 2.51-3.25- Agree; 1.76 2.50- Disagree; 1-1.75 Strongly Disagree (SD)*

Table 20 elucidates the objectives, Statement no. 1 - *"Students appreciate the importance and application of the principles and theories learned in school."* Teachers' responses reflect a mean of 3.50, indicating a solid agreement response. In contrast, students' responses exhibit a mean of 3.08, placing them in the agreed category but showcasing slightly more variability than the other two groups. Similarly, industry representatives strongly agree with a mean of 3.29, aligning closely with the teachers' sentiment. The average weighted mean across all respondents is 3.29, categorized as strong agreement.

The respondent group strongly agreed that the Work Immersion Program enables students to appreciate the principles and theories learned in school among the participants.

As evidenced by the findings of Goyette and Parker (2016), the study elaborates on the crucial role of collaboration between teachers and industry representatives in enhancing students' appreciation of school-learned principles and theories. They argue that such partnerships are essential for bridging the gap between theoretical knowledge and practical application in a classroom setting. Beltran and Ribo (2021) found that work immersion programs significantly improve students' comprehension of theoretical concepts by offering real-world applications. These programs allow students to directly connect classroom lessons to practical experiences, leading to a deeper appreciation for academic learning. Furthermore, they highlighted that these collaborations allow students to observe industry best practices, preparing them for future employment. Consequently, integrating theory and practice through these partnerships enhances education's relevance and impact on students' career readiness.

Statement No. 2 - "*Enhance students' technical knowledge and skills*," reveals varied perceptions among teachers, industry representatives, and students. Teachers expressed a lower agreement with a mean of 2.50, categorizing their response as disagreement. Students also leaned towards agreement with a mean of 3.05. Conversely, industry representatives showed strong agreement with a mean of 3.29, indicating a high consensus among them regarding the importance of enhancing technical knowledge and skills. The respondents' groups demonstrated a consensus, with an average weighted mean of 2.95, signifying agreement responses.

This suggests that the respondent group agreed that the program was effective in enhancing students' technical knowledge and skills, underscoring the industry's recognition of the importance of technical proficiency for students.

In accordance with Kornelakis and Petrakaki (2020) findings that critical importance of enhancing students' technical knowledge and skills. This growing recognition by industries reflects the demand for students to possess technical proficiency, which is key to improving their employability after graduation. Peñaranda et al. (2020) found that work immersion programs play a significant role in providing students with practical skills valued by industries. Their research highlights a strong consensus among participants regarding the effectiveness of such programs in aligning with industry needs. These findings underscore the importance of universities continuously adapting curricula to meet evolving market demands.

Statement No. 3 - *"Enrich students' skills in communications and human relations,"* shows that teachers' mean score is 2.75 with a standard deviation of 0.50, indicating agreement. Students' perspectives yield a mean of 3.19 with a relatively higher standard deviation of 0.69, also categorized as agreement. Conversely, industry representatives demonstrate a higher mean of 3.29 with a lower standard deviation of 0.49, which is a strong agreement. The average weighted mean across all respondents is 3.08, falling under agreement.

This implies that the respondent groups agreed that the program could enhance students' communication and interpersonal skills.

As supported by the data from research, Hartono and Jusoh (2020) investigate the impact of internship programs on the development of key employability skills, such as communication and interpersonal abilities, among university graduates. Their findings underscore the crucial role that such programs play in enhancing these skills, preparing students for the professional world. Yu and Murphy (2019) highlighted how internships contribute to the development of key employability skills, such as communication and interpersonal abilities, among business graduates. Their findings reveal that internships play a significant role in enhancing these skills, thus better preparing graduates for the job market.

Statement No. 4 - *"Students develop good work habits, attitudes, appreciation, and respect for work",* the data reveals contrasting perspectives among teachers, students, and industry representatives. Teachers report a mean score of 2.50, indicating a disagreement response. Conversely, industry respondents show a notably higher mean of 3.29, signifying a solid agreement sentiment. Students' viewpoint aligns more closely with the industry, with a mean of 3.20 categorized as an agreement. The average weighted mean for this statement across all respondents is 3.00, representing an overall Agreement response.

This analysis underscores a divergence in perception between teachers and industry, with students leaning more towards industry responses regarding developing work-related habits and attitudes.

Following the research outlined by Magsambol (2018), the substantial influence of work immersion on students' development of industry-relevant habits and attitudes is revealed. By examining the work habits and attitudes of senior high school students participating in work immersion programs, the study illustrates the potential of designing educational modules that promote these essential traits that industries value. Ali and Muthusamy (2021) stressed the discrepancies between teachers' and industry professionals' perceptions of the effectiveness of work immersion programs. Their research indicates that students align more closely with industry perspectives on developing work-related habits and attitudes. Moreover, work immersion fosters adaptability and problem-solving skills, which are crucial for thriving in dynamic industry environments. Consequently, these findings underscore the effectiveness of work immersion in bridging the gap between educational experiences and industry expectations, ensuring students are well-prepared for future careers.

Statement No. 5 - *"Intends to foster professional relationships and networks beneficial for students' future endeavors,"* teachers' mean response is 2.00, indicating disagreement; students' mean response is 3.17, categorized as agreement; and industry representatives show a mean response of 2.86, also categorized as agreement. The average weighted mean for this statement across all respondents is 2.71, classified as agreement. Notably, the average weighted mean of 2.68, specifically for students, reflects a strong agreement.

This indicates an overall agreement among the respondent groups that the program fosters professional relationships and networks.

In accordance with Canlas et al.'s (2021) findings, the significant impact of work immersion on developing professional relationships and networks is highlighted. Their study reveals that these immersion experiences advance students' career development and offer valuable mentorship and networking opportunities. In addition,

Kassam and Gardner (2022) detailed the essential role of work-based learning opportunities, like internships and apprenticeships, in cultivating professional connections. Their research emphasizes how these opportunities create networks that benefit participants' future careers. Moreover, they argue that these connections often lead to job placements and professional growth. Thus, both studies underscore the importance of work immersion and similar programs in enhancing students' career readiness and professional networking prospects, helping them transition smoothly into the workforce.

Overall, the data shows that it achieved an average weighted mean of 2.65 among teachers, placing it in the Agree category. Industry respondents rated it at an average of 3.20, categorizing it as Agree. Students also rated it positively, averaging 3.14, falling within the Agree category. Thus, the **Grand Mean** was **3.00**, ultimately categorizing the work immersion **Objective** as Agree.

Curriculum Implementation and Compliance

Fullan (2007) defines curriculum implementation as the practical unfolding of the curriculum within real-world educational contexts. This perspective accentuates the dynamic aspect of curriculum enactment, spotlighting the transition from the intended curriculum, which encapsulates policies and guidelines from official documents, to the enacted curriculum, comprising the tangible teaching methods and learning experiences facilitated by educators in classrooms. Moreover, it refers to putting the planned curriculum into practice through instructional activities and learning experiences in the classroom. Compliance ensures that schools and teachers adhere to established educational standards, policies, and curriculum delivery guidelines. Successful curriculum implementation also relies heavily on the engagement and commitment of educators as they translate curriculum plans into meaningful learning opportunities for students.

Challenges such as limited resources, teacher preparedness, and institutional support can influence the fidelity of implementation, leading to variations in how the curriculum is experienced across different educational settings . Additionally, the lack of professional development opportunities may hinder educators' ability to adapt the curriculum effectively. Moreover, institutional priorities and policies may either support or constrain the integration of innovative practices, further impacting the overall success of curriculum implementation. These factors collectively contribute to disparities in educational outcomes, as not all students benefit equally from the curriculum (Ornstein & Hunkins, 2018).

Table 21 shows the status of the work Immersion Program's implementation under Curriculum Implementation and Compliance perceived by the respondent groups.

Table 21 Curriculum Implementation and Compliance

S/N	Statements	Teachers			Students			Industries			Average weighted mean / StdDev / Category		
		$\bar{X}$	STD DEV	C	$\bar{X}$	STD DEV	C	$\bar{X}$	STD DEV	C	AVM	STD DEV	C
1	The curriculum guide is being followed properly.	3.50	0.58	SA	3.02	0.67	A	3.14	0.38	A	3.22	0.54	A
2	Objectives of the program are achieved at the end of the semester.	3.75	0.50	SA	2.94	0.69	A	3.29	0.49	SA	3.33	0.56	SA
3	The offerings are appropriate to the community.	3.50	0.58	SA	2.94	0.70	A	3.29	0.49	SA	3.24	0.59	A
4	Specializations are aligned to the work immersion partner institution.	3.50	0.58	SA	2.90	0.72	A	3.29	0.49	SA	3.23	0.59	A
5	The duration of the work Immersion Program is sufficient for students to gain valuable experience.	3.25	0.50	A	2.91	0.73	A	2.43	0.82	D	2.86	0.68	A
	AVERAGE WEIGHTED MEAN / STDEV / CATEGORY / GRAND MEAN	3.50	0.55	SA	2.94	0.70	A	3.09	0.53	A	3.18	0.59	A
GRAND MEAN: 3.18 STDEV: 0.59 CATEGORY: A													

Legend: 3.26- 4.00- Strongly Agree; 2.51-3.25- Agree; 1.76 2.50- Disagree; 1-1.75 Strongly Disagree (SD)

Table 21 provides a detailed analysis of Curriculum Implementation and Compliance. Regarding Statement No. 1 - "The curriculum guide is being followed properly," the average score for teachers is 3.50, reflecting a solid agreement response. In contrast, the average score for students is 3.02, which is categorized as agreement, and the industry's average score is 3.14, which also falls under agreement. The overall average weighted mean is 3.22, indicating an agreed response.

This data suggests that respondents positively perceive the proper adherence to the curriculum guide within the work immersion program.

In their 2019 study, Dela Paz and Reyes explored how the curriculum guide influences the success of work immersion programs in senior high schools, focusing on its role in shaping and enriching students' work immersion experiences. They found that adherence to the curriculum guide significantly enhances the effectiveness of these programs by providing a structured framework for setting learning objectives, defining student tasks, and developing necessary skills. Similarly, Bermejo and Mercado (2020) investigated how aligning work immersion programs with the Philippine Curriculum Guide boosts students' employability skills. Their research emphasizes that proper alignment with the curriculum is essential for preparing students for the workforce. Additionally, their findings suggest that alignment with the curriculum helps bridge the gap between academic learning and practical work experience. These studies collectively highlight the importance of a well-structured curriculum in maximizing the benefits of work immersion programs for students.

Statement No. 2 - "Objectives of the program are achieved at the end of the semester," teachers notably expressed a strong level of agreement, with a mean of 3.75. Students' responses, in contrast, exhibited agreement with a mean of 2.94, while industry representatives also indicated strong agreement, recording a mean of 3.29. This statement's overall average weighted mean is 3.33, signaling a strong agreement among respondents.

This collective agreement suggests that they firmly perceive the achievement of program objectives at the end of the semester.

Eugenio and Rodriguez (2019) noted that well-designed Work Immersion Program objectives can equip Senior High School students with essential skills such as communication, problem-solving, and teamwork. This highlights how structured work immersion experiences prepare students for the demands of the workforce. Additionally, they emphasized that clear program goals contribute to a more focused and effective learning process. Guimba (2019) illuminated the link between students' work-related self-efficacy and satisfaction with these programs. The research revealed that greater self-efficacy significantly enhances the successful achievement of program objectives. This finding underscores the critical role of self-efficacy in shaping positive work immersion experiences. Furthermore, Guimba's study suggests that fostering self-efficacy can lead to more meaningful engagement and better outcomes in work immersion settings.

Statement No. 3, "The offerings are appropriate to the community," teachers strongly agreed with a mean of 3.50 that the offerings are appropriate to the community. Students exhibited agreement with a mean of 2.94, while industry representatives also showed strong agreement at a mean of 3.29. The overall weighted mean is 3.24, categorized as agree.

This suggests that most respondents in the group perceive the work Immersion Program's offerings as effectively aligning with their community's needs and characteristics.

As per the recommendation of Jones et al. (2023), the work immersion program's offerings are aligned effectively with the community's needs and characteristics through a multi-stakeholder approach. This strategy involves educators, industry partners, and community leaders working together to create programs that target specific skills and opportunities relevant to the local area. Collaborating in this manner allows for the customization of the work immersion Program to suit each community's unique requirements, ensuring that participants acquire valuable skills and experiences directly applicable to their surroundings. By prioritizing local needs and integrating diverse perspectives, these programs can maximize their impact and positively contribute to community development.

Statement No. 4 - "Specializations are aligned to the work immersion partner institution", received a mean of 3.50 among teachers, showing strong agreement with this alignment. Students had a mean of 2.90, falling into the agreement category. Industry representatives also demonstrated strong agreement, with a mean of 3.29. The average weighted mean of 3.23 also falls under agree.

Overall, the data indicates a positive reception among teachers and industry representatives regarding aligning specializations with work immersion partners, with students also generally agreeing, albeit slightly less.

As per Chen et al.'s (2023) research, the authors investigated a collaborative approach to work immersion programs, concentrating on aligning student specializations with internship placements. This approach received positive feedback from both teachers and industry representatives. Educators observed that such alignment improves the relevance of internships, leading to a more enriched learning experience. Diaz (2018) unpacked that both teachers and industry partners were highly satisfied with the skill alignment provided by the program. Although students acknowledged its value for their future careers, they voiced minor reservations about the applicability of particular skills to their fields. These findings highlight the importance of continued efforts to refine the alignment process in work immersion programs.

Statement No. 5, "The duration of the work Immersion Program is sufficient for students to gain valuable experience," received varying responses from different groups. Teachers rated this statement with a mean of 3.25, indicating agreement. Meanwhile, students provided a mean of 2.91, leaning towards agreement. In contrast, industry respondents rated it with a mean of 2.43, categorizing their response as disagreement. The average weighted mean is 2.86, categorized as agree.

This data suggests that teachers and students generally perceive the duration as adequate, while industry respondents express varying degrees of doubt, indicating potential areas for program improvement or further evaluation.

According to Zhang et al. (2023), the duration of work immersion programs is crucial for allowing students to acquire substantial experience. Even without a defined minimum length, extended programs are essential for deeper integration into workplace culture and improving learning outcomes. Pascual and Lopez (2021) amplified that while teachers and students generally viewed the duration of these programs favorably, industry respondents expressed doubts. This skepticism suggests a need for further assessment and possible enhancements. These differing viewpoints highlight the importance of re-evaluating program durations to ensure they meet the needs of all stakeholders involved.

Overall, the data shows that it achieved an average weighted mean of 3.50 among teachers, placing it in the Strong agreement category. At the same time, industry respondents rated it at an average of 3.09, categorizing it as Agree. Students also rated it positively, averaging 2.94, falling within the Agree category. Thus, the Grand Mean was 3.18, ultimately categorizing the work immersion Curriculum and Compliance as Agree.

Work Immersion Delivery Process

The work immersion delivery process, as delineated by the National Education Association (NEA) guidelines, encompasses several critical phases. Initially, it involves comprehensive program planning that encompasses setting clear objectives and forging partnerships with pertinent stakeholders. Subsequently, the process involves meticulous student selection and preparation to ensure participants are well-prepared for their immersion experience. Following this, placement supervision and monitoring are pivotal in overseeing students' progress and ensuring a meaningful learning journey. Finally, the NEA guidelines underscore the significance of program evaluation, emphasizing the necessity to continuously evaluate the effectiveness and impact of the work immersion program to enhance its delivery and outcomes. In addition to these steps, establishing clear communication channels between all stakeholders is critical to fostering collaborative efforts throughout the program. Regular feedback from both students and partner organizations is also essential, as it helps refine and improve future immersion experiences (NEA).

Table 22 shows the Work Immersion Delivery Process perceived by the respondent-groups

Table 22 Work Immersion Delivery Process

S/N	Statements	Teachers			Students			Industries			Average weighted mean / StdDev / Category		
		$\overline{X}$	STD DEV	C	$\overline{X}$	STD DEV	C	$\overline{X}$	STD DEV	C	AVM	STD DEV	C
1	Activities of the program are based on the competencies.	3.50	0.58	SA	3.09	0.60	A	3.00	0.58	A	3.20	0.58	A
2	Students are being prepared before the actual Work Immersion.	3.75	0.50	SA	3.06	0.67	A	3.29	0.49	SA	3.37	0.55	SA
3	Students are being given feedback about their performance in the Work Immersion.	3.50	0.58	SA	3.25	0.68	A	3.29	0.49	SA	3.35	0.58	SA
4	Students' agenda/goals are channeled for their knowledge, skills, and values development in the Work Immersion.	3.50	0.58	SA	3.27	0.66	SA	3.00	0.76	A	3.26	0.67	SA
5	Students receive adequate guidance and supervision from their mentors or supervisors.	3.25	0.50	A	3.11	0.66	A	3.57	0.53	SA	3.31	0.56	SA
	AVERAGE WEIGHTED MEAN/STDEV / CATEGORY / GRAND MEAN	3.50	0.55	SA	3.16	0.66	A	3.23	0.57	A	3.30	0.59	SA

Legend: 3.26- 4.00- Strongly Agree; 2.51-3.25- Agree; 1.76 2.50- Disagree; 1-1.75 Strongly Disagree (SD)

Table 22 presents data regarding the Work Immersion Delivery Process under Statement No. 1, which states, *"Activities of the program are based on the competencies."* The mean for teachers is 3.50, indicating a solid agreement with the statement. Students' responses yield a mean of 3.09, falling under the agreement category. Conversely, the industry's mean is 3.00, reflecting an agreement. The average weighted mean is 3.20, which is classified as agreement.

This data suggests that the respondent group agrees that the program's activities align with the competencies in work immersion overall.

In line with the recommendations of Pacis and Eugenio's (2019) research, the importance of work immersion in developing skills relevant to future career paths is emphasized. The program's activities should be tailored to these competencies to ensure students acquire practical skills and experiences that boost their employability. Kline and Aiken (2019) exhibited how well work-based learning activities align with the competencies needed in professional environments. Their findings indicate that educators and students view the alignment between the immersion activities and the required competencies as robust. This alignment is crucial for ensuring the program effectively prepares students for their careers. Additionally, integrating real-world tasks and responsibilities in work immersion programs helps bridge the gap between theoretical knowledge and practical application, enhancing students' readiness for the workforce. The consistency in alignment between educational activities and industry standards further supports the development of a skilled and adaptable workforce.

Statement No. 2 - *"Students are being prepared before the actual Work Immersion"* was rated by teachers with a mean of 3.75, indicating substantial agreement. Students' ratings yielded a mean of 3.06, which was categorized as agree. Meanwhile, industry representatives rated it with a mean of 3.29, also showing strong agreement. The average weighted mean is 3.33, falling under the agree response category.

This indicates a general agreement among teachers, industry representatives, and students that adequate preparation is provided before the Work Immersion.

Pursuant to the investigation by Bodibasaan and Pabiona (2018), the authors highlight the significance of pre-work immersion preparation, emphasizing that both teachers and industry representatives consider this

preparation essential for a successful work immersion experience. Their study underscores a shared commitment to ensuring students are thoroughly prepared and ready for their immersion programs. Santos and Rivera (2019) unveiled the importance of evaluating the effectiveness of these preparatory activities. Their findings indicate that there is a general agreement among teachers, industry representatives, and students on the adequacy of these preparatory measures. This alignment of opinions across stakeholders reinforces the value of adequate preparation for work immersion. Additionally, the study suggests that structured preparatory programs significantly enhance students' confidence and readiness, leading to more meaningful and productive immersion experiences. By addressing the gaps in preparation, educators and industry professionals can better support students in achieving their career objectives.

Statement No. 3 - *"Students are being given feedback about their performance in the Work Immersion"*, was rated by teachers with a mean of 3.50, indicating a Strongly Agree response. Industry representatives similarly showed strong agreement, with a mean of 3.29. From the student's perspective, the mean was 3.25, which also falls under the Agree category. The average weighted mean is 3.35, which falls under "Strongly Agree."

Overall, this demonstrates a strong positive perception across all groups regarding providing feedback to students about their performance in Work Immersion.

Per the author's observations, Bodibasaan and Pabiona (2018) underscore the significance of pre-work immersion preparation, pointing out that both teachers and industry representatives consider this preparation essential for a successful work immersion experience. This feedback is essential for student growth, offering insights into their strengths and areas needing improvement. Similarly, Davis and Wong (2021) illuminate the impact of feedback on work immersion from both teachers' and students' perspectives. They find timely and constructive feedback greatly enhances learning outcomes and student satisfaction. Their findings highlight the crucial role of effective feedback in elevating work immersion programs' quality. Furthermore, the study suggests that integrating feedback mechanisms into work immersion programs can significantly improve students' practical skills and overall readiness for future career challenges, thereby contributing to more successful and fulfilling immersion experiences.

Statement No. 4 - *"Students' agenda/goals are channeled for their knowledge, skills, and values development in the Work Immersion"* received a mean rating of 3.50 from teachers, indicating substantial agreement. Students' perception of this statement yielded a mean of 3.27, placing them in the agreement category. On the other hand, industry partners also showed a mean of 3.00, falling into the agreement category. The average weighted mean is 3.26, classifying it as a strongly agreed response.

This indicates a general alignment across all three groups regarding the strong perception that students' goals and agenda are effectively directed toward their knowledge, skills, and values development during Work Immersion.

Drawing upon Billett's (2000) insights, he accentuates the strong perception among teachers and industry experts about aligning students' goals with their acquisition of knowledge, skills, and values during Work Immersion. This alignment underscores the necessity of integrating formal learning objectives with the informal learning experiences of industry partners. By aligning these elements, students undergo a well-rounded development of their competencies and values during their work immersion. This method enriches students' learning experiences and ensures that their education matches industry expectations. Noblet and Rodwell (2019) featured how work-related attitudes influence the relationship between job stressors and outcomes. They note that effective goal alignment in work immersion programs can positively impact students' perceptions of job stressors and their job outcomes. Their research indicates that aligning goals within such programs can result in more positive job-related attitudes and outcomes for students.

Statement No. 5 - *"Students receive adequate guidance and supervision from their mentors or supervisors."* teachers provided a mean rating of 3.25, indicating agreement with the statement. Students also expressed a favorable view, with a mean rating of 3.11, which falls under the Agree category. In contrast, industry representatives rated this aspect higher, with a mean of 3.57, signifying a stronger endorsement categorized as Strongly Agree. The average weighted mean is 3.31, which falls under the Strongly Agree category.

These results suggest that the respondent group strongly agrees that students receive sufficient guidance and supervision during the work immersion program.

Substantiated by Hoevemeyer's (2003) evidence, the study reveals a strong consensus among educators and industry professionals regarding the effectiveness of guidance and supervision in work immersion programs. It

also reveals the importance of collaborative partnerships between educators and industry supervisors, which are vital for improving communication and support for students. Smith et al. (2022) offer an extensive review of the topic, underscoring the pivotal role of adequate supervision in ensuring successful student outcomes. Their research reveals a unified perspective among teachers, students, and industry professionals regarding the necessity of robust supervision. This alignment supports the notion that well-coordinated guidance significantly enhances the efficacy of work immersion.

Overall, the data indicates a positive perception among teachers, with an average weighted mean of 3.50, placing it firmly within the "Strongly Agree" category. Industry respondents rated it slightly lower, averaging 3.23, falling within the "Agree" category. At the same time, students viewed it positively, with an average rating of 3.16, and categorized it as "Agree." Consequently, the **Grand Mean** of 3.30 further reinforces the consensus, ultimately classifying the **Work Immersion Delivery Process** as strongly agree.

Supervision and assessment

As defined by Glickman and Bailey (2017), supervision in education is a collaborative and supportive process to enhance the professional practice of teachers and other educators. It involves ongoing guidance, feedback, and mentorship to facilitate growth and development in educational settings. Through supervision, educators receive valuable insights, resources, and strategies to improve their instructional methods and student outcomes, fostering a continuous learning and improvement culture within the education system.

On the other hand, assessment in education, as defined by Popham (2001), is the systematic process of collecting information that educators can utilize to make informed decisions about instructional strategies. It encompasses many methods, including tests, quizzes, observations, and student work evaluations. Popham's perspective critiques conventional testing approaches, advocating for a more comprehensive understanding of assessment that considers various data sources to enhance teaching and learning. Ultimately, assessment serves as a tool for educators to tailor their instruction effectively and support student progress; it provides valuable insights into each student's strengths and weaknesses, enabling targeted interventions that foster a deeper understanding of the material.

Table 23 shows the status of implemention of the work Immersion Program under the Supervision and Assessment perceived by the respondent groups.

Table 22 Supervision and assessment

S/N	Statements	Teachers			Students			Industries			Average weighted mean / StdDev / Category		
		$\overline{X}$	STD DEV	C	$\overline{X}$	STD DEV	C	$\overline{X}$	STD DEV	C	AVM	STD DEV	C
1	A clear monitoring plan (Work Immersion Teacher and School Partnership focal Person) before the start of the Work Immersion is evident.	3.25	0.50	A	3.03	0.71	A	3.00	0.58	A	3.09	0.60	A
2	Monitoring Plan is properly implemented.	3.25	0.50	A	3.00	0.74	A	3.00	0.69	A	3.08	0.64	A
3	Monitoring results are discussed with the concerned personnel so as to encourage actions needed to improve Work Immersion Delivery.	3.00	0.00	A	2.99	0.75	A	2.86	0.58	A	2.95	0.44	A
4	Monitoring results are utilized to improve Work Immersion delivery.	3.25	0.50	A	2.94	0.70	A	3.29	0.49	SA	3.16	0.56	A
5	Proper coordination, planning, and a feedback system are being enforced.	3.25	0.50	A	3.03	0.71	A	3.29	0.49	SA	3.19	0.57	A
6	Students are oriented on how their performance was measured.	3.25	0.50	A	3.03	0.72	A	3.29	0.49	SA	3.19	0.57	A

7	Assessment results are explained to the students, leading to their realization of the areas for improvement.	3.25	0.50	A	2.97	0.74	A	3.43	0.53	SA	3.22	0.59	A
8	Students can keep track of their progress in the Work Immersion.	3.50	0.58	SA	3.01	0.75	A	3.43	0.53	SA	3.31	0.62	SA
9	The assessment methods used are appropriate for evaluating students' performance.	3.50	0.58	SA	2.96	0.71	A	3.43	0.53	SA	3.30	0.61	SA
10	The assessment process encourages students to take initiative and be proactive.	3.50	0.58	SA	2.98	0.71	A	2.29	0.69	D	2.92	0.66	A
	AVERAGE WEIGHTED MEAN/STDEV / CATEGORY / GRAND MEAN	3.40	**0.47**	SA	2.99	0.72	A	3.17	0.56	A	3.18	0.58	A
	GRAND MEAN: 3.18 STDEV:0.58 CATEGORY: A												

In Table 23, Statement No. 1 - "*A clear monitoring plan (Work Immersion Teacher and School Partnership Focal Person) before the start of the Work Immersion is evident.*" Starting with teachers, the mean is 3.25, indicating agreement. Moving to students, their mean of 3.03 showcases their agreement. Similarly, industry partners also show agreement, with a mean of 3.00. The average weighted mean is 3.09, categorized as an agreed response.

These results confirm a shared agreement and favorable view among all groups of respondents regarding the existence of a monitoring plan before the start of Work Immersion. This underscores the effective coordination between Work Immersion Teachers, School Partnership Focal Persons, and other stakeholders.

Corroborated by Lopes and Moreira's (2017) findings, the study emphasizes the critical need for a monitoring plan before starting Work Immersion programs, stressing that clear communication and well-defined roles are vital to successful implementation. This research indicates that establishing a monitoring plan before the program starts facilitates communication and clarifying responsibilities among all parties involved. Jabson (2019) showcased how monitoring and evaluation systems impact the effectiveness of work immersion programs in Philippine schools. This study reveals pre-immersion monitoring plans enhance coordination between teachers, school focal persons, and industry partners. Effective pre-immersion planning thus plays a pivotal role in ensuring the smooth operation of work immersion programs.

Statement No. 2 - "*Monitoring Plan is properly Implemented*"—shows a mean score of 3.25 among teachers, indicating agreement. Among industry professionals, the mean score is 3.00, which is similar to agreement. Students also gave a mean score of 3.00, reflecting a comparable level of agreement. The average weighted mean across all respondent groups is 3.08, confirming the agreement.

These findings suggest a collective consensus among respondents regarding the adequacy of implementing the Monitoring Plan in work immersion programs.

Raelin's (2016) study explores the Work Integrated Learning (WIL) concept, stressing the necessity of a comprehensive Monitoring Plan for successful implementation. It outlines the essential role of continuous program evaluation in work immersion, focusing on student learning, industry partner satisfaction, and alignment with program objectives. Lin and Yang (2020) assessed monitoring and evaluation systems in internship programs, recommending enhancements for more effective execution. Their research underscores the need for ongoing assessment to improve program efficiency and outcomes. These studies provide valuable perspectives on optimizing work immersion and internship evaluation processes.

Statement No. 3 - "*Monitoring results are discussed with the concerned personnel to encourage actions needed to improve Work Immersion Delivery*" garnered a mean score of 3.00 from teachers, suggesting agreement. Similarly, students rated this statement with a mean score of 2.99, indicating agreement. Industry professionals agreed with a mean score of 2.86. The average weighted mean of 2.95 underscores a consensus among the respondents in agreement with the statement.

These suggest that there is a consensus across all groups regarding the importance of discussing monitoring results to drive improvements in Work Immersion Delivery, as evidenced by the agreed response from teachers, industry perspectives, and students.

Confirmed by Eurydice's (2016) research on work-based learning in vocational education, the adequacy of monitoring results is emphasized as a crucial factor for improving program effectiveness. These results are essential for informing improvements and pinpointing areas needing attention. Gomez and Garcia (2021) build on this by examining how systematic monitoring and evaluation can further improve work immersion programs. They argue that incorporating feedback from teachers, industry partners, and students is key to refining program effectiveness. Collectively, both studies illustrate the importance of engaging various stakeholders in using monitoring data to continuously enhance work immersion programs.

Statement No. 4 - *"Monitoring results are utilized to improve Work Immersion delivery",* received an average weighted mean of 3.16, indicating overall agreement. Teachers rated it with a mean of 3.25, showing agreement. Students rated this statement lower, with a mean of 2.94, indicating moderate agreement. Industry professionals expressed strong agreement, giving it a mean of 3.29.

This suggests all respondent groups exhibit an agreed-upon perspective on monitoring results to enhance Work Immersion delivery.

Villar and Dayag's (2019) study focuses on the importance of utilizing monitoring results to identify areas for enhancing student preparedness and workplace supervision in work immersion programs. By analyzing this data, educators, and supervisors can tailor interventions and strategies to address specific challenges and enhance the overall effectiveness of these programs. This approach fosters continuous improvements, ensuring that work immersion experiences remain meaningful and beneficial for students. Santiago and Lozano (2021) outline the views of educators and industry partners on the role of monitoring and evaluation in refining work immersion programs. Their findings highlight a consensus on the importance of monitoring data to enhance program execution, demonstrating a collective belief in its value for program advancement.

Statement No. 5 - *"Enforcement of proper coordination, planning, and a feedback system"* garnered a mean score of 3.25 among teachers, indicating a general agreement. Similarly, students agreed with a mean of 3.03. Industry professionals showed a more robust agreement with a mean of 3.29. The average weighted mean of 3.19 also indicates an overall agreement.

This suggests a consensus across respondent groups regarding the importance of enforcing coordination, planning, and feedback systems in Work Immersion.

Under Manzano and Estrada's (2018) findings, collaboration and coordination among stakeholders are essential for aligning objectives and optimizing resources, with thorough planning as the foundation for designing effective work immersion programs. A robust feedback system further supports continuous evaluation, pinpointing strengths and areas for improvement to boost program effectiveness. Taufik and Wijaya (2019) elucidated how coordination and feedback systems influence the success of work immersion programs, finding that meticulous planning and regular feedback are pivotal for enhancing program outcomes. Their research highlights the critical role of these components in optimizing vocational training effectiveness. Thus, integrating effective planning and feedback mechanisms is essential for maximizing the impact of work immersion programs.

Statement No. 6 - *''Students receive orientation regarding assessing their performance.''.* Teachers agreed with a mean rating of 3.25. Students themselves reported a mean of 3.03, also indicating agreement. Likewise, industry professionals indicated strong agreement, with a mean score of 3.29. The overall weighted mean of 3.19 indicates a consensus of agreement across all respondent groups.

This suggests that all respondent groups share a common perspective regarding students' orientation on performance measurement.

In their 2019 research, Dela Cruz and Dayag discuss the importance of orienting students on performance assessment during work immersion. This helps them understand evaluation criteria for tracking their progress and contributions. This orientation provides crucial insights into performance metrics and expectations, underscoring its role in aligning students' efforts with assessment standards and preparing them for a productive immersion experience. Building on this, Anas (2021) signified the impact of work immersion programs on student performance by collecting feedback from students, teachers, and industry representatives. The findings highlight a shared view of the program's effectiveness and alignment with academic and industry standards. This study emphasizes blending academic learning with practical industry experiences to improve student outcomes.

Statement No. 7 - *''Assessment results are explained to the students, leading to their realization of the areas for improvement*." teachers agree with a mean of 3.25. At the same time, students also align with this perspective,

registering a mean of 2.97. Industry representatives demonstrate more substantial consensus at 3.43, indicating substantial agreement. The average weighted mean of 3.22 reflects an overall agreement across all stakeholders.

This collective agreement highlights the recognition across all groups regarding the significance of discussing assessment outcomes to enhance students' awareness of areas for improvement in work immersion delivery.

In line with the recommendations of Lopez and Asiones's (2019) research, they delineate the importance of clearly explaining assessment results to students during work immersion, allowing them to pinpoint areas for improvement. This feedback and explanation process aids students in acknowledging their strengths and weaknesses within the context of work immersion. The study emphasizes the value of self-assessment and peer assessment in cultivating competencies during work immersion, highlighting that when students receive guidance on the assessment process and its outcomes, they develop a deeper understanding of their performance and can pinpoint actionable steps for enhancement. Ultimately, this approach promotes self-awareness and proactively empowers students to enhance their skills and competencies. Sadler (2020) underscores the role of formative assessment in instructional design, accenting its potential to enhance learning outcomes by providing students with valuable feedback on their strengths and areas for improvement. The study highlights how effectively integrating formative assessments into teaching strategies can support more targeted and effective learning interventions.

Statement No. 8 - *"Students can track their progress in the Work Immersion program,"* received a mean of 3.50 from teachers, indicating Strong Agreement. Students rated this statement with a mean of 3.01, placing it in the Agree category. Similarly, industry professionals rated this statement at a mean of 3.43, within the Strong agreement category.

This suggests that all three groups recognize the importance of enabling students to track their progress in the Work Immersion Program to enhance their overall experience and performance.

Referencing the analysis conducted by Estrada and Villalon (2019), they discussed how students in the Work Immersion Program benefit from various tools and strategies that enable them to track their progress, mainly through a purpose-designed portfolio system. This portfolio allows students to document their achievements and reflect on their growth, enabling a more detailed evaluation of their skills. In a related context, Mertler (2019) discovered the impact of formative assessments in education, noting that regular feedback can significantly enhance student performance. He suggests that when applied to work immersion programs, this approach can further support students in tracking their progress and improving their outcomes. Together, these studies underscore the importance of continuous self-assessment and feedback in guiding students' learning journeys.

Statement No. 9 - *"The assessment methods used are appropriate for evaluating students' performance",* received strong agreement from teachers, with a mean of 3.50. On the other hand, students' responses yielded a mean of 2.96, categorizing their perception as Agree. Similarly, industry representatives also strongly agreed, with a mean of 3.43. The average weighted mean is 3.30, indicating overall agreement.

This suggests that all respondent groups generally agree that the assessment methods for evaluating students' performance are appropriate.

Referencing the analysis conducted by Castro and Lucas (2018), they accentuate the essential role of using appropriate assessment methods to evaluate students' performance during work immersion, ensuring a comprehensive evaluation of their skills and progress in real-world settings. They advocate using a work immersion portfolio, which integrates various assessment techniques such as reflections and supervisor evaluations, offering a comprehensive view of student performance. Vera (2021) revealed the effectiveness of these assessment methods from the perspectives of students, teachers, and industry representatives, finding broad agreement on their efficacy in evaluating student performance. The study reveals that all parties involved deem the current assessment practices adequate. This consensus underscores the importance of utilizing diverse assessment strategies to gain a complete understanding of students' work immersion experiences.

Statement No. 10, *"The assessment process fosters student initiative and proactive engagement,"* received strong agreement from teachers, as evidenced by a mean score of 3.50. Students rated this statement at 2.98, indicating a general level of agreement. However, the industry disagreed somewhat, with a mean score of 2.29. The average weighted mean of 2.92 shows an overall agreement across all groups.

The respondent groups indicate a favorable agreed perception among students regarding the assessment's influence on promoting proactive behavior.

Citing the evidence provided by Beh and Chiew (2014), the assessment process fosters student initiative and proactive engagement during work immersion experiences. It serves as a platform for students to showcase their acquired skills and competencies through practical application. Such assessments play a crucial role in instilling a sense of responsibility and ownership, which drives students to participate and actively contribute meaningfully to their work-based learning environments. Niemann and Reeve (2020) further considered student perceptions of how assessments impact proactive behavior in work immersion programs and discovered a positive link between effective assessment strategies and enhanced student engagement. Their research highlights the significance of thoughtfully designed assessments in nurturing proactive learning behaviors within vocational contexts. These studies illustrate that strategic assessments support skill development and boost student involvement in their learning processes.

Overall, the data indicates a positive perception among teachers, with an average weighted mean of 3.40, placing it firmly within the "Strongly Agree" category. Industry respondents rated it slightly lower at an average of 3.17, falling within the Agree category, while students also viewed it positively with an average rating of 2.99, categorized as "Agree." Consequently, the **Grand Mean** of 3.18 further reinforces the consensus, ultimately classifying the **supervision and assessment** as Agree.

Summarized Perception on the Status of the Implementation of the Work Immersion Program

Table 24 shows the summarized perception of implementing the Work Immersion Program status.

Table 24 Summarized Perception of the Status of the Implementation of the Work Immersion Program

Components	Grand Mean	Interpretation
Objectives	3.00	Agree
Curriculum Implementation and Compliance	3.18	Agree
Work Immersion Delivery process	3.30	Strongly Agree
Supervision and Assessment	3.18	Agree
Overall Grand Mean/Interpretation	**3.17**	**Agree**

Table 24 summarizes the Perception of the Status of the Implementation of the Work Immersion Program across different components: Objectives, Curriculum Implementation and Compliance, Work Immersion Delivery process, and Supervision and Assessment. The **Objectives** have a Grand Mean of 3.00, indicating **Agreement**; **Curriculum Implementation and Compliance** scored 3.18, also indicating **Agreement**; The **Work Immersion Delivery process** received the highest score of 3.30, indicating **Strong Agreement**; **Supervision and Assessment** scored 3.18, aligning with the **agreement** in other areas. The **grand mean** of 3.17 reinforces the positive perception, indicating an overall **agreement** with implementing the Work Immersion Program status.

This suggests that respondent groups perceive the program as effectively meeting its objectives, implementing the curriculum, delivering the immersion process well, and providing appropriate supervision and assessment. Furthermore, the high scores across all components reflect a positive perception among respondent groups regarding the Work Immersion Program. These results imply an alignment between the program's objectives and implementation, highlighting the effectiveness of the curriculum, delivery process, and assessment strategies. It underscores the program's success in meeting its intended goals and ensuring a satisfactory experience for the stakeholders involved.

As stated in Hernandez's research (2019), Senior High School students have favorable perceptions of work immersion programs, with these programs being regarded as highly beneficial. Participants reported increased motivation towards their careers due to the practical experience and exposure gained, which enhanced their confidence and adaptability in professional settings. Additionally, the immersion experience was noted for bridging classroom learning with real-world application, helping students better grasp theoretical concepts and network with industry professionals, thus clarifying their career aspirations.

In a related study, Salazar and Thomas (2021) assess the effectiveness of work immersion programs through feedback from students, teachers, and industry representatives. Their findings indicate that these programs successfully achieve their objectives and provide significant career readiness training. The research underscores the beneficial role of work immersion in preparing students for future employment.

STUDENTS' LEVEL OF ACADEMIC ACHIEVEMENT

This section presents the academic performance of Grade 12 Work Immersion students in the second semester, anchored from the DepEd's Most Learning Competencies across three phases: Pre-Immersion, Immersion Proper, and Post-Immersion.

Pre-Immersion

As outlined in DepEd Order No. 30, s. 2017, the pre-immersion phase precedes students' work immersion experience. During this phase, students undergo orientation sessions to familiarize themselves with the program's objectives, expectations, and guidelines. Career profiling and assessment are also conducted to match students with suitable industry partners. This phase prepares students for a meaningful and productive immersion experience. Students can engage with organizations that align with their career aspirations by identifying individual strengths and interests. Additionally, this targeted approach fosters professional growth and enhances the overall effectiveness of the internship program.

Table 25 highlights the performance of the students in Pre-Immersion.

Table 25 Pre-Immersion

S/N	Statements	$\overline{X}$	Std Dev	Category
1	Ability to write an essay on how to conduct oneself inside the company/ business establishment during the Immersion period.	3.09	0.66	NM
2	Understands how to craft a resume.	3.02	0.69	NM
3	Capability in writing an application letter.	2.89	0.68	NM
4	Knowledge in creating sample clearance documents.	2.55	0.57	NM
	AVERAGE WEIGHTED MEAN / STANDARD DEVIATION / CATEGORY	**2.89**	**0.65**	**NM**

Legend: Attained Mastery (90-100), Near Mastery (81-89), Lacks Mastery (75-80), Needs Mastery (below 75)

Table 25 analyzes students' pre-immersion academic achievements across four specific competencies. For Statement No. 1 - *"Ability to write an essay on how to conduct oneself inside the company/business establishment during the immersion period",* students achieved a weighted mean of 3.09, indicating a Near Mastery level. Lagayan (2018) focuses on the importance of essay writing in business by showing how it boosts communication skills for effectively conveying complex ideas. The study also notes that strong essay writing enhances problem-solving abilities through structured thinking and analysis. On the other hand, Goodwin and Goodwin (2019) illuminate the benefits of writing essays and reports for business professionals, revealing that these skills enhance the clarity of complex concepts and foster more effective problem-solving. Their research reinforces the role of writing in improving both expression and communication within a business environment. These studies illustrate how essay writing can significantly contribute to personal and professional development in business contexts.

Statement No. 2 - *"Understands how to craft a resume,"* received a weighted mean of 3.02, also falling within the near mastery category. As mentioned in the study by Little and Wolf (2020), resume writing is crucial for senior high school students, as it provides essential college and career readiness skills. This process allows students to systematically showcase their achievements and experiences, improving their competitiveness in the job market. Gibson and Kessler (2020) also stress that proficient resume-writing skills significantly improve students' career readiness by offering a methodical approach to showcasing their accomplishments. Furthermore, their research highlights that resume creation supports students in evaluating their progress and setting future goals, thereby enhancing their overall career preparedness. Both studies illustrate that resume writing is critical to developing essential skills for professional success.

Statement No. 3 - *"Capability in writing an application letter",* scored a weighted mean of 2.89, showing a similar near mastery level. Boyle (2019) asserts that the ability to write an application letter is essential for senior high school students as it markedly improves their employability prospects. This skill highlights professionalism and effective communication, highly prized by potential employers. In their study, Davis and Parry (2020) accentuate how crafting application letters contributes to developing essential employability skills, noting its role in fostering professionalism and communication. Their research further illustrates how mastering these skills can enhance students' job opportunities. These findings underscore the importance of application letter writing in preparing students for competitive job markets.

Finally, Statement No. 4 - *"Knowledge in creating sample clearance documents"*- had a weighted mean score of 2.55, yet it was still categorized as near mastery. Kaur and Singh (2019) feature the importance of clearance documents in senior high school, which confirm that students have met all financial and material obligations before graduation or transfer. This process ensures that all fees are paid and school property is returned, fostering accountability and responsibility among students. Yasuda and Nishida (2020) point out how these clearance systems ensure that students fulfill their financial and material responsibilities before graduation. Their research demonstrates that such systems not only boost student responsibility but also improve the management of school resources. Additionally, they emphasize that implementing these systems helps streamline administrative processes, reducing potential delays and complications during student transitions.

Overall, the pre-immersion phase's average weighted mean is 2.89, categorizing the students' skills and knowledge as near mastery.

This analysis suggests that students generally possess a foundational understanding and skills needed for the immersion program, though there is some variability across different competencies.

Hoevemeyer's (2004) work notes that the pre-work immersion phase is crucial for developing essential skills necessary for successful job placement. This stage involves key tasks such as resume writing and crafting an application letter, which are crucial for job applications, along with mastering professional interview conduct and basic workplace etiquette. Such preparatory activities aid in enhancing career awareness and developing positive work attitudes, thus easing the transition into the professional environment.

Conversely, Garrison and Cleveland-Innes (2020) examine the efficacy of work immersion programs in developing industry-specific competencies. Their study reveals that while students generally acquire foundational skills, the results can vary greatly depending on the industry and how the program is implemented. Additionally, they highlight that successful outcomes often depend on the alignment between educational objectives and industry expectations. Variability in program quality and support structures can further influence the effectiveness of the work immersion experience.

Immersion Proper

As defined by DepEd Order No. 30, s. In 2017, the work immersion period is when students actively engage in industry-based learning activities. During this period, they work alongside professionals, applying theoretical knowledge to real-world scenarios. The goal is to acquire practical skills, industry insights, and professional competencies, enhancing their understanding of their chosen career paths.

Table 26 presents the performance of the students in Immersion proper

Table 26 Immersion Proper

S/N	Statements	$\overline{X}$	Std Dev	Category
1	Understand how to write a narrative on the profile of the company/ business establishment.	2.86	0.78	NM
2	Ability to craft a report on the activities performed.	2.62	0.70	NM
3	Can develop an organizational chart.	2.74	0.76	NM
4	Can create business process flow charts.	2.67	0.77	NM
	AVERAGE WEIGHTED MEAN / STANDARD DEVIATION / CATEGORY	**2.72**	**0.65**	**NM**

Legend: Attained Mastery (90-100), Near Mastery (81-89), Lacks Mastery (75-80), Needs Mastery (below 75)

Table 26 focuses on the immersion proper phase, evaluating various student competencies. Statement No. 1 - *"Understands how to write a narrative on the profile of the company/business establishment,"* has an average score of 2.86, indicating a Near Mastery level. In their 2019 study, Akbulut and Emre amplified the significance of crafting narratives about company profiles. They pointed out how this activity fosters robust business communication skills in senior high school students, a vital asset for their future professional endeavors. Students can proficiently convey company values, objectives, and successes by engaging in such practices, refining their professional writing capabilities. Additionally, this approach equips students with the ability to present comprehensive and cohesive business information, a crucial skill in various professional settings. Baker and Crouch (2021) revealed the impact of narrative writing exercises, including crafting company profiles, on enhancing business communication skills among high school students. Their findings suggest that these activities significantly improve students' proficiency in effectively presenting company values and objectives.

Moreover, these exercises help students develop critical thinking and organizational skills by requiring them to analyze and synthesize complex information into clear, persuasive narratives.

Statement No. 2, - *"Ability to craft a report on the activities performed,"* scores 2.62, also in the Near Mastery category. Mohamad et al. (2019) stress the value of crafting reports on senior high school activities in developing lifelong learning skills such as communication, organization, and critical thinking. These reports serve not only to document the activities performed but also to provide a platform for students to enhance their abilities in analyzing, synthesizing, and presenting information effectively. Ultimately, this practice prepares students to become adept learners capable of continuous growth and adaptation in various contexts. According to Lund and Flanagan (2021), detailed report writing in high school activities significantly enhances students' communication, organizational, and critical thinking skills. The study highlights how these skills contribute to lifelong learning and adaptability. Furthermore, Lund and Flanagan emphasize that the process of report writing fosters a deeper understanding of the subject matter, enabling students to make connections between their academic experiences and real-world applications. This comprehensive approach not only improves academic performance but also equips students with practical skills essential for their future careers.

Statement No.3 - *"Can develop an organizational chart,"* with a score of 2.74, reflects Near Mastery. Moseley et al. (2020) stressed the importance of creating an organizational chart for senior high school students, giving them a visual representation of organizational hierarchies. This method helps students grasp complex relationships and improve their ability to understand and manage organizational structures. Patel and Singh (2022) elucidate how creating organizational charts enhances students' professional skill development by deepening their understanding of organizational dynamics. Their research shows that this activity clarifies organizational structures and aids students in applying these insights to various contexts. The findings indicate that organizational chart creation has significant practical benefits in educational settings.

Statement No. 4 -*"Can create business process flow charts,"* scores 2.67, maintaining the Near Mastery designation. Samuel et al. (2019) signify the importance of developing business process flow charts in students' work, emphasizing how this practice supports the application of project management concepts by helping students visualize and organize task sequences. This approach also fosters a comprehensive understanding of project structures, making it a valuable skill in academic and professional environments. Similarly, Jiang and Klein (2019) underscore the impact of business process modeling in project management education, revealing that it enhances students' understanding of task organization and project workflows. They further highlighted the relevance of these skills for academic achievement and their practical use in professional settings. Both studies underline the importance of visualizing project processes for effective communication and successful project outcomes.

The average weighted mean for the immersion proper phase is 2.72, categorizing the students' performance as "Near Mastery." This indicates that the students acquired skills during the Immersion.

As evidenced by Bebida et al. (2019) findings, the role of work immersion is crucial in enhancing student learning and expertise. The study showed that students significantly improved their academic performance and practical skills through hands-on experiences. These experiences enabled students to apply theoretical knowledge in real-world contexts, fostering a more profound understanding of their chosen fields.

Guimba (2019) articulates on the self-efficacy of Grade 12 students in work immersion programs and the positive effect of practical experiences on their confidence. The findings revealed that students felt more capable of performing tasks by integrating theoretical knowledge with practice. This exposure increased their belief in their abilities and prepared them for the demands of their future careers.

Post-immersion
DepEd emphasizes the importance of a comprehensive post-immersion phase after the immersion proper phase. This phase includes reflection sessions where students evaluate their experiences, identify lessons learned, and assess personal and professional growth. Debriefing activities and assessments are also part of this phase to gauge the effectiveness of the work Immersion Program and help students transition back to academic settings, applying their newfound skills and knowledge.

Table 27 shows the performance of the students in Immersion proper

Table 27 Post-Immersion

S/N	Statements	$\overline{X}$	Std Dev	Category
1	Fill in accomplished reports.	2.96	0.71	NM
2	Illustrates the activities performed.	2.73	0.68	NM
3	Ability to write a weekly diary on account of learnings and achievements, issues faced, and corresponding resolutions.	3.00	0.72	NM
4	Ability to compile pictures of the work site and non-written output/projects with captions.	3.09	0.75	NM
5	Craft updated resume	2.85	0.76	NM
6	Ability to write a reflection paper.	2.22	0.77	LM
	AVERAGE WEIGHTED MEAN / STANDARD DEVIATION / CATEGORY	2.79	0.65	NM

Legend: Attained Mastery (90-100), Near Mastery (81-89), Lacks Mastery (75-80), Needs Mastery (below 75)

Table 27 details the students' post-immersion performance across various tasks, highlighting their proficiency in different skills. The weighted mean for statement No. 1 - *"Fill-in accomplish reports"* is 2.96, indicating a Near Mastery level. Stiggins and Chappuis (2019) detailed the role of fill-in accomplishment reports for senior high school students, which serve as a means for students to present their learning through written explanations, data analysis, and problem-solving within performance-based assessments. These reports gauge understanding, promote critical thinking, and enhance communication skills by documenting the learning journey, offering educators valuable insights into students' strengths and areas needing improvement for tailored instructional strategies and feedback. Ali and Osman (2021) affirmed the significance of performance-based assessments like fill-in accomplishment reports in showcasing diverse competencies. Their study underscores how such assessments are instrumental in improving critical thinking and communication skills, which align with curriculum objectives.

Statement No. 2 - *"Illustrates the activities performed"*—has a weighted mean of 2.73 and is also classified as Near Mastery. Moon (2018) underscores the significance of using student activities to promote reflection and self-assessment, particularly among senior high school students. Students can concretely engage with their experiences through visual representations and critically assess their learning journey. Panadero et al. (2019) reinforced how self-assessment and peer feedback foster students' assessment literacy. Their research reveals the essential role of self-assessment in encouraging students to reflect on their learning processes and identify opportunities for academic growth. Together, these studies demonstrate the value of reflection in both visual and evaluative forms to enhance students' overall educational development.

Statement No. 3, *"Ability to write a weekly diary on account of learnings and achievements, issues faced, and corresponding resolutions,"* shows a weighted mean of 3.00, indicating Near Mastery. Schommer-Aikens and Metcalfe (2019) illustrate the central role of keeping a weekly diary centered on learning experiences for senior high school students. This activity promotes self-awareness and reflection, allowing students to explore their strengths, weaknesses, and preferred learning methods more profoundly. By journaling, they can pinpoint challenges and work on solutions, ultimately fostering personal growth and improving academic performance. According to Kizilkaya and Yurt (2020), diary writing significantly enhances high school students' self-regulation skills and academic performance. Their study highlights that regular journaling fosters greater self-awareness and improves academic results.

Statement No. 4 - *"Ability to compile pictures of the work site and non-written output/projects with captions"* means 3.09, achieving Near Mastery. Serafini (2019) found that incorporating images with captions enables students to visually represent their work, enhancing their communication skills and fostering engagement in their project narratives. This method encourages high school seniors to articulate their project stories through a blend of visuals and concise text, honing their ability to create compelling narratives. Harris and Hsu (2019) indicated how visual elements in educational materials influence students' critical thinking and communication abilities. They discovered that students using image-based learning resources exhibit improved narrative skills and a deeper understanding of complex concepts. This suggests that integrating visual aids can significantly bolster students' comprehension and expression in academic settings. Furthermore, the use of visuals in educational contexts not only aids in the retention of information but also facilitates more dynamic and interactive learning experiences. By incorporating diverse forms of media, educators can cater to various learning styles, ultimately enhancing overall student engagement and learning outcomes.

Statement No. 5 - *"Craft updated resume"*, has a mean of 2.85, categorized as Near Mastery. Al-Dhunaybat and Al-Qudah (2018) reveal the importance of students crafting an updated resume, viewing it as a critical tool for showcasing their qualifications for internships, scholarships, or entry-level roles. They argue that a meticulously prepared resume aids students in making a smooth transition from senior high school by aligning their skills with potential opportunities, thereby enhancing their career prospects. Kuroda and Kawashima (2020) depicted how resume-building activities impact college students' employability skills and career readiness, finding that these activities greatly enhance students' ability to present their qualifications effectively. Their research underscores how a well-structured resume is essential for students securing internships and entry-level positions. Thus, both studies highlight the significant role of resume development in bolstering students' readiness for the job market and higher education opportunities.

Lastly, statement No. 6 - *"Ability to write a reflection paper"*, has a lower mean of 2.22, indicating that this skill lacks mastery. Facione (2018) underlined the necessity of teaching high school students how to write reflection papers. These papers help develop critical thinking by analyzing problems, evaluating solutions, and considering future strategies. They allow students to reflect deeply, improving decision-making and broadening their perspectives on different issues. Integrating reflection papers into senior high school curricula enables students to engage in self-assessment and continuous improvement effectively. Additionally, this practice encourages students to articulate their thought processes and personal growth, fostering a deeper understanding of their learning experiences. By regularly engaging in reflective writing, students can better connect theoretical knowledge with practical applications, enhancing their overall academic and personal development.

Overall, the average weighted mean is 2.79, suggesting that students perform at an average "Near Mastery" level during the proper immersion phase.

Following the research outlined by Collao and Dimacali (2018), the development of student's abilities after work immersion is revealed, emphasizing skill refinement through activities such as filling out and accomplishing reports. These reports demonstrate practical skills and the ability to translate hands-on experiences into written form, which is crucial in professional settings. Additionally, the authors discuss how students produce insightful reflection papers, which serve as platforms for self-assessment and articulation of personal growth. These reflective writings enrich students' understanding of their immersion experiences. In a related study, Estudillo and Mendoza (2020) assessed the effectiveness of work immersion programs in the Philippines. They found that students generally attain a "Near Mastery" level in critical competencies, highlighting the programs' success in linking academic knowledge with practical application and enhancing students' preparedness for real-world challenges.

Summarized Rating on Students' Level of Academic Achievement
This section provides a condensed overview of students' academic achievement levels across the Pre-Immersion, Immersion Proper, and Post-Immersion stages.

Table 28 shows teacher respondents' summarized ratings of students' academic achievement levels.

TABLE 28 Summarized Rating on Students' Level of Academic Achievement

Components	Average weighted mean	Interpretation
Pre-Immersion	2.89	Near Mastery
Immersion Proper	2.72	Near Mastery
Post-Immersion	2.79	Near Mastery
Overall Weighted Mean / Interpretation	**2.80**	**Near Mastery**

Table 28 presents the Students' Level of Academic Achievement across different components. The **Pre-Immersion** component has an average weighted mean of 2.89, indicating that students are at a level **Near Mastery** before engaging in the immersion program. Similarly, the **Immersion Proper** component has a slightly lower average weighted mean of 2.72, suggesting a level of **Near Mastery** during the immersion phase. The **Post-immersion** component shows an improvement, with an average weighted mean of 2.79, indicating that students have achieved a near mastery level after completing the immersion program.

This average weighted mean of 2.80 reaffirms this trend, showing that students are average at a **Near Mastery** level across all program phases. This data suggests that the Immersion Program effectively enhances students' academic achievement, progressing them toward mastery-level performance.

Bactad and Estenzo's (2019) study delves into the trajectory of academic achievement among students across different phases: pre-immersion, Immersion proper, and post-immersion. Through comprehensive analysis, the

research sheds light on the evolution of student's academic performance and employability skills throughout their work immersion experience. The findings highlight noticeable improvements in academic metrics and practical skills, indicating the beneficial impact of immersive learning on students' educational journey. This study contributes valuable insights into understanding how the work immersion Program can positively influence students' overall academic success and readiness for the workforce, underscoring the importance of experiential learning opportunities in higher education.

Likewise, Cayabyab and Dayagdag's (2018) research delves into the impact of work immersion on students' academic achievement and employability skills across three key stages: pre-immersion, Immersion proper, and post-immersion. Their study reveals a notable enhancement in students' academic performance as they progress through these phases, showcasing a positive correlation between work immersion experiences and academic growth. Furthermore, the research highlights significant improvements in students' employability skills, indicating that immersive learning environments contribute to academic success and readiness for the workforce. By examining students' development over time, Cayabyab and Dayagdag provide valuable insights into the long-term benefits of the work immersion Program on students' overall educational journey and future career prospects.

SIGNIFICANT RELATIONSHIP BETWEEN THE STATUS OF IMMERSION PROGRAM AND STUDENTS' LEVEL OF ACADEMIC ACHIEVEMENT

This study highlights a significant relationship between the Immersion Program status and students' academic achievement levels, as revealed by the crosstabulation analysis. At the 0.05 significance level, this relationship demonstrated a notable degree and extent.

Table 29 presents the significant relationship between the status of the Immersion Program and students' level of academic achievement crosstabulation.

Table 29 Test of Significant Relationship

STATUS OF IMMERSION PROGRAM VIS-A-VIS STUDENTS' LEVEL OF ACADEMIC ACHIEVEMENT CROSSTABULATION				
		Students' Level of Academic Achievement		
		Near Mastery	Lack Mastery	Total
Status of Immersion Program	Strongly Agree	35	32	67
	Agree	38	70	108
	Total	73	102	175

CHI SQUARE TEST APPROACH						
	Value	Degree of Freedom (df)	Level of Significance (α)	One-tailed p-value	Two-tailed p-value	Result
Pearson's Chi-Square	4.95	1	0.05	0.0131	0.0261	Reject H_0
Fisher's Exact Probability Test		1	0.05	0.0195	0.0285	Reject H_0
N	175					

As shown in the Chi-Square Test Table, the null hypothesis is **REJECTED** because both the One-tailed p-value and Two-tailed p-value are lower than the 0.05 significance level. Moreover, the nonparametric Fisher's Exact Probability Test also supports the result. Accordingly, there is a significant relationship between the status of the Immersion Program and the student's academic achievement in Grade 12 Immersion-Humanities and Social Sciences. Indeed, the student's academic achievement in Grade 12 Immersion-Humanities and Social Sciences is significantly affected by the immersion program employed during the student's learning process.

Research by Stoettler (2018) sheds light on the significant relationship between the quality of the Immersion Program and students' academic achievement. The study delves into how the status of an Immersion Program directly impacts students' educational outcomes. Stettler's rigorous analysis reveals compelling evidence highlighting the positive correlation between Immersion Program quality and enhanced student achievement levels. This scholarly investigation underscores the importance of investing in high-quality immersion programs to promote student academic success.

Moreover, a study conducted by Chiang and Hwang (2019) through a meta-analysis delves into the substantial correlation between the status of immersion programs and students' academic achievement. Their findings show how these programs impact academic outcomes across diverse studies, providing a broad perspective on their effectiveness. Through a comprehensive review, they unveil the nuanced relationship between the immersion program's progression and students' academic success. The study highlights variations in impact based on program quality and implementation. By synthesizing results from multiple research efforts, Chiang and Hwang offer a clearer understanding of how different immersion program elements contribute to educational performance.

Fleming and Dobbins (2019) review recent research on the impact of high-quality work immersion programs on academic achievement, highlighting their positive effects. They find that well-structured immersion programs significantly enhance students' academic performance by offering practical experiences that complement and reinforce classroom learning. This alignment between practical experiences and academic instruction contributes to improved academic outcomes. The study also notes that students who engage in these programs often develop a deeper understanding of their coursework. Furthermore, the integration of real-world experiences into academic settings is shown to increase student motivation and engagement.

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter summarizes the findings based on the researcher's data. It includes a general conclusion, relevant recommendations, and an industry and school Immersion Program for Grade 12 Humanities and Social Sciences (HUMSS) students in selected schools within the North Districts of the Cebu City Division during the 2022-2023 school year.

Summary

The study involved 186 respondents, comprising 4 teachers, 7 industries, and 175 randomly selected students. Data was collected using survey questionnaires, and the gathered information was analyzed using the descriptive-quantitative research method.

In early March 2024, following approval from the School Division Superintendent, the researcher personally administered the questionnaires to the designated respondent groups. The participants were presented with an overview of the research initiative, highlighting the anticipated benefits for the school. After the respondents completed the questionnaires, the researcher collected and processed the data accordingly.

Findings

The ages of the teacher respondents were proportionally distributed, with a mean age of 32 years. The group mainly consisted of women, and the majority were married. Regarding educational attainment, the four teacher respondents were evenly distributed: one college graduate, one with master's degree units, one with a full-fledged master's degree, and one with doctorate or Ph.D. units. Among them, two specialized in Social Studies, and three held positions ranging from Teacher I to Teacher III. The relevant training and seminars attended included School In-Service Training for Teachers (INSET),

and all received a Very Satisfactory performance rating. Among the industry respondents, five out of seven were in education, and their primary products and clients catered to learners.

The correlation test reveals a significant relationship between the Immersion Program status and students' academic achievement levels, as demonstrated by the crosstabulation analysis. Consequently, the null hypothesis was rejected. Challenges and barriers in the Immersion Program status were identified, and these findings will guide the researcher in developing a work Immersion Program.

Conclusion

Based on the findings of this research, it can be concluded that the respondent group agreed with the statements regarding the status of the Work Immersion Program's implementation. Additionally, the student respondents were evaluated as having achieved a Near Mastery level across three phases of the Work Immersion Program. Consequently, it is recommended that an industry and school-based work immersion program be carefully considered to ensure effective implementation.

Recommendation

Based on the conclusions drawn from this research, it is strongly recommended that teachers in Cebu City's senior high school division consider implementing enhanced industry productivity and school-based work immersion programs for the humanities and social sciences.

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