Work Immersion Performance of Senior High School Students: A foundation for Enhancing Implementation

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ABSTRACT

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| This study investigated the work immersion performance of Senior High School Technical-Vocational-Livelihood (SHS-TVL) students of Kabugao Agro-Industrial High School, aiming to Identify strengths and gaps in the current implementation and provide insights for its improvement. The researcher, as a Senior High School Technical Vocational Livelihood track specialized subject and Work Immersion teacher always wanted to know and learn more about the impacts of work immersion to students and she would like to know on how to improve their performances during work immersion. Utilizing a descriptive-comparative research design, data were gathered though questionnaires, performance evaluation tools and interviews with students, school work immersion coordinators and Industry partner coordinators. The data reveals that the majority of the senior high school students undergoing work immersion at Kabugao Agro-Industrial High School are 18 years old, comprising 46.15 percent of the respondents, while smaller but equal groups of students are aged 17, 19, and 20, each at 15.38 percent, and only 7.69 percent are 21 years old and above. This suggests that most students complete their work immersion at the expected age for Grade 12, indicating a relatively timely progression through the academic track. The implication is that curriculum enhancements should be appropriately tailored to the developmental level and maturity of students in this age group. The results also show that students under the Home Economics strand, who were immersed at Hotel Carmelita in Tuguegarao City, achieved a mean performance rating of 3.26, which is interpreted as Very Satisfactory, nearing the Outstanding range. Meanwhile, students in the Industrial Arts strand, who trained at the TESDA Provincial Training Center in Conner, Apayao, obtained a mean score of 2.49, categorized as Satisfactory .Finding also revealed that while students demonstrated strong competence and adaptability in real-world settings, challenges emerged in areas such as financial constraint, limited tools and equipment in immersion venue, adjustment to the new environment, lack of focus, poor communication skills and lack of confidence in performing the task. It was also found out the School Work Immersion coordinators also experience challenges in coordination with work immersion partner industries including memorandum of agreement signing and scheduling of work immersion, ensuring safety and discipline of learners outside the campus and visitation schedule due to having other subjects being handles by the coordinator. Furthermore, the study also revealed that Industry partner Coordinator also experienced challenges especially in setting the schedule for work immersion due to number of schools requesting to be accommodated in the establishment, assigning students to different areas, especially in the hotel due to skills mismatch and ensuring learning due to the number of students undergoing immersion. The findings could serve as an input for improvement of its implementation. The findings could help curriculum developers and implementers to improve the work immersion process and implementation for the students to improve their skills and be ready for employment. Some of the recommendations are strengthening strand-industry alignment, implement pre-immersion readiness programs, address gender-based performance gaps, different support based on age, review and enhance curriculum design, monitor and evaluate immersion sites and provide targeted intervention for underperforming strand. |

*Keywords: Work Immersion, Performance, Senior High School, Implementation, Enhancement*

1. INTRODUCTION

Man’s endless search for information and progress enables him to see and enjoy the beauty of life beyond measure. His hopes evolve as time unfolds and trying something new and the call to discover more have been part of human existence.

In the field of education, change is inevitable since it adapts to the call of the time and the situation of the society. This certainty enables men to experience new horizon and live in accordance to what is the trend and acceptable. This is so because withdrawing and ignoring the said revolution would mean failure and logging behind is not worth a deal. As a matter of fact, Peterson (2020) points out that the concept of change is an integral part of personal development journey, it is constant and for the most part should be accepted. Change touches all aspects of life and embracing it can contribute tremendously towards positive development. This is so because withdrawing and ignoring the said revolution would mean failure and logging behind is not worth a deal. (Mejila & Habla, 2019)

In Asia, the Philippines is the last country and one of the only 3 countries along with Angola and Djibouti worldwide, with a 10-year pre- university cycle years ago (Geronimo, 2013). Philippines is out of the old school and has now become one of the countries which has more years of education during the presidency of Ninoy Aquino III. The implementation of K to 12 program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School and two years of Senior High School [SHS]) to provide sufficient time for mastery of concepts and skills, develop lifelong learners and prepare the graduates for tertiary education, middle- level skills development, employment and entrepreneurship (officialgazette.gov.ph). In connection, as part of the new curriculum, Senior High School offers advanced and different subjects that are indeed new to the eyes of being a high school student (Acut et al., 2021). One of the subjects is the work immersion which is a pre- requisite for graduation. Based on the curriculum guide for work immersion, it is one of the course requirements for graduation. These prepare them to meet the needs and challenges of employment or higher education after graduation. As a whole, a new and big opportunity for students to enhance their knowledge and skills based on the actual experience and to develop the right attitude which a globally competitive world need. (J. Bustamante (2019).

The implementation of the K–12 Basic Education Program by Republic Act No. 10533 (RA 10533), known as the Enhanced Basic Education Act of 2013, has transitioned from the existing 10-year basic education to 12 years (Estacio, 2015). This implementation brought different strands in senior high school namely: Academic Track (ABM, GAS, HUMMS, STEM), Arts and Design Track, Sports Track, and Technical-Vocational-Livelihood Track (TVL). Different strands are offered, and each track offers various subjects to prepare students before college (Roble, 2021; Cabile, 2024). One of the specialized subjects offered in senior high school is Work Immersion, which aims to further enhance the quality of education and prepare the K–12 curriculum learners for employment through exposure to the actual field. The Department of Education (DepEd) administered DepEd Order No. 30 s. 2017, which states that it has become one of the course requirements for graduation starting with the 2017–2018 school year. Work Immersion is a senior high school subject that entails hands-on experience or work simulation in which learners can apply their competencies and acquired skills relevant to their track. Furthermore, it is noted that these students are immersed in actual work environments such as workshops, offices, and laboratories that apply to their previous training. This implementation of this program aims for students to: (1) gain relevant and practical industrial skills under the guidance of industry experts and workers; (2) appreciate the importance and application of the principles and theories taught in school; (3) enhance their technical knowledge and skills; (4) enrich their skills in communications and human relations; and (5) develop good work habits, attitudes, appreciation, and respect for work (DepEd, 2017). This prepares the learners to handle the demands and difficulties of employment in their future careers. If this program is carried out, learners will be competent in their fields of interest. They will be skilled and knowledgeable enough to contribute to the Philippines' economic needs, particularly in the field of human resources (Magno, 2018). Work Immersion is used in the United States of America (USA) for enriching knowledge and further practice and use of skills. It has been used as a pedagogical tool for people to learn and engage, and its primary focus is on the students' learning process. Three outcomes have been seen after Work Immersion; the first is its ability to help students understand a certain job or topic better due to their interactions with actual people experiencing it. They are given a new perspective on the job that they experienced. Second, they have reported an increase in their practical skills. Some students believed they had enough skills to work however realized they had much room for improvement as they finished. The skills they had before the process increased, such as listening, question asking, and relationship-building skills. Lastly, they better understood how their classroom knowledge could be applied to different work policies and practices. In correlation, the immersion course has helped them decide what they would want to practice in the future and whom they would want to work with (Robinson, 2018). (Z. Ador, et, al)

The goal is to instill values, work ethics and relevant skills essential for succeeding in real-world environments and actual workplace. As a course requirement for graduating, its implementation requires addressing challenges for program implementers, such as making students and teachers have relevant competencies, acquiring fund bases, and safety considerations, among others. [R. Anca 2024]

 It is also a way for them to familiarize and expose themselves to have an actual experience in the industry or field they chose. It is also an opportunity to earn while learning. It provides learners with access to industry partners’ facilities and employment simulation where they are given opportunities to apply their competencies, gain practical industrial skills and values relevant to pursuing and/or joining the world of work. It also aims to give opportunities to the learners to develop better communication, to adapt in a new environment, to improve, develop, and apply the competencies they learned and to prepare them for employment. (DO 30, s. of 2017).

 Through partnership with different companies, the regular employees are expected to help the learners in their work immersion for them to have an experience to perform actual jobs for new learnings so that their knowledge and skills will improve to be more productive. The interpersonal and intrapersonal skills of the learners will be developed by communicating and interacting with different types of people, guests or customers. It also helps build up work ethics, attitudes and values. Learners will be able to appreciate the works of every employee in the workplace.

 In work immersion, the students will realize the importance of work-related skills and values that will help them practice and internalize real-time processes in their chosen field. During the immersion, some of the key values and attributes that the learners must portray are professionalism, schools can teach you how to work professionally by providing skills that you need in a specific work but through work immersion, real life situation and stress may bring more experience to a student. It is expected that the company have a little expectation from the students but still they must possess how a professional should work. Professionalism can be learned through adapting the work culture in the company, the work priorities of immediate superior and top executives in the company. Learn by observing them and listening well when being instructed or coping up when unfavorable circumstances arise. It will boost morale and develop high sense of professionalism and job acceptance. (DepEd, 2017)

 To enhance something, one must gather data about the needs for improvement to be able to know the needs of students, one way of doing it is by pre-assessment and collecting the results as a data gathered. Change is constant which leads to continuous improvement, a regular review of the curriculum can be done for changes based on student’s feedback and needs.

 Kabugao Agro-Industrial High school offers Industrial Arts and Home Economics Strands which are both under the track Technical-Vocational- Livelihood. Under industrial Arts, Carpentry NCII and Masonry NCII are the specializations, while under Home Economics Housekeeping NCII, Attractions and Theme Parks with Ecotourism NCII, Front Office Services NCII and Food and Beverages NCII are its specializations.

 The reseacher as the specialized subjects and Work Immersion teacher in Kabugao Agro-Industrial High School, has been a challenged where she could bring her students for work immersion since, the Kabugao community doesn’t have a standard lodging and accomodation establishment as of the moment as what is being taught and learned from the specialized subjects.

 As the researcher observed and based on gathered data from her former students who have undergone Work Immersion outside Kabugao, through informal interview and updating during post Work Immersion, they have some difficulties in using some of the equipments and facilities which are not available in our school.

 On the other hand, data gathered through informal interview and updating during post Work Immersion from my students who have undergone Work Immersion within Kabugao, they said that they were not able to apply what they learned since, the industry partner lacks the facilities and equipment of a standard lodging and accommodation establishment.

 The researcher, as a Senior High School Technical Vocational Livelihood track specialized subject and Work Immersion teacher always wanted to know and learn more about the impacts of work immersion to students and she would like to know on how to improve their performances during work immersion.

This paper seeks to evaluate the work immersion performance of Kabugao Agro-Industrial High school students and use the findings to enhance the its implementation.

2. statement of the problem

Generally, study aimed to determine the work immersion performance of senior high school students as basis for the improvement of its implementation.

Specifically, it sought to answer the following questions:

1.What is the demographic profile of the respondents in terms of:

1.1 Age

1.2 Sex

1.3 TVL strand

2.What is the work immersion performance of Kabugao Agro-Industrial High school students?

3.Is there a significant difference in the work immersion performance of the respondents when grouped according to profile?

4.What are the challenges faced by the following during work immersion?

4.1 students

4.2 School Work Immersion Coordinator

4.3 Industry Partner Coordinator

2.1 **Research Hypothesis**

Ho: There is no significant difference between the profile and performance of the respondents.

3. methodology

**3.1 Research Design**

 The study employed a descriptive-comparative research design. Since it examined the significant differences in students’ work immersion performance based on their demographic profile.

 **3.2 Locale of the Study**

 The study was conducted in Kabugao, Apayao, particularly at Kabugao Agro-Industrial High School offering TVL (Technical-Vocational-Livelihood) Track both Home Economics and Industrial Arts.

**3.3 Participants of the Study**

 The participants of the study were in complete enumeration. These were grade 12 students of Kabugao Agro-Industrial High School enrolled in Technical-Vocational-Livelihood Track both in Industrial Arts and Home Economics Strands, School Work Immersion Coordinator and Industry partner coordinators.

Table 1: Participants of the Study

|  |  |
| --- | --- |
| **Grade Level/Strand** | **Number of Respondents** |
| Grade 12 Industrial Arts | 16 |
| Grade 12 Home Economics | 10 |
| Industry partner coordinators | 2 |
| Work Immersion Teacher | 1 |
| **Total** | **29** |

**3.4 Research Instrument**

 The research instrument used was an evaluation form for work immersion adapted from Department of Education which was rated by the industry partner’s employees that will determine the work immersion performance of SHS-TVL students in Kabugao Agro-Industrial High School. There will also be one set of questionnaire which has two parts: The profile of Grade 12 SHS-TVL students and an open ended question about the percieved challenges during work immersion. After data collection, it will be tallied, analyzed and interpreted.

**3.5 Data Gathering Procedure**

 The researcher secured permission from school authorities and work immersion partners to access necessary data Administering Instruments. Collected the evaluation forms from the industry partner coordinators as basis to their work immersion performance. For the demographic profile of students and percieved challenges, a questionnaire was given to the students, the respondents are requested to answer the questionnaires with utmost honesty and to further gather data about the percieved challenges, the researcher conducted an informal interview during post work immersion. The participants are requested to answer the questionnaires with utmost honesty.

**3.6 Statistical Analysis**

 The researcher used frequency and percentage distribution to describe the profile of the respondents. For the performance, weighted mean was used.To determine the difference between the profile and performance, T-test and one way ANOVA was used. Lastly, for the percieved challenges thematic analysis was used.

4. results and discussion

***Table 2: Demographic Profile of the participants***

|  |  |  |
| --- | --- | --- |
| **Demographic Profile** | **Frequency** | **Percentage****(%)** |
| **Age** |
| 17 years old | 4 | 15.38 |
| 18 years old | 12 | 46.15 |
| 19 years old | 4 | 15.38 |
| 20 years old | 4 | 15.38 |
| 21 years old and above | 2 | 7.69 |
| **Total** | **26** | **100** |
| **Sex** |
| Male | 16 | 61.54 |
| Female | 10 | 38.46 |
| **Total** | **26** | **100** |
| **TVL Strand** |
| Home Economics | 10 | 38.46 |
| Industrial Arts | 16 | 61.54 |
| **Total** | **26** | **100** |

The data in Table 2 reveals that the majority of the senior high school students undergoing work immersion at Kabugao Agro-Industrial High School are 18 years old, comprising 46.15 percent of the respondents, while smaller but equal groups of students are aged 17, 19, and 20, each at 15.38 percent, and only 7.69 percent are 21 years old and above. This suggests that most students complete their work immersion at the expected age for Grade 12, indicating a relatively timely progression through the academic track. The implication is that curriculum enhancements should be appropriately tailored to the developmental level and maturity of students in this age group.

 In age profile, the findings show that 61.54 percent of the respondents are male while 38.46 percent are female, indicating a slightly higher participation of males in the work immersion program. This trend may reflect the gender distribution in the school’s technical-vocational tracks, particularly in Industrial Arts which is often male-dominated. The implication for curriculum development is the importance of ensuring gender-responsive strategies that support equal opportunities and encourage female participation across all strands, particularly in fields where they are underrepresented, to promote inclusivity and balance in career readiness training.

 Out of the total respondents, 61.54 percent belong to the Industrial Arts strand, while 38.46 percent are from the Home Economics strand.

***Table 3: Work Immersion Performance of Kabugao Agro-Industrial High School Students***

|  |  |  |  |
| --- | --- | --- | --- |
| **TVL Strand** | **Company/****Industry Partner** | **Mean Performance in Work immersion** | **Descriptive****Interpretation** |
| Home Economics | Hotel Carmelita-Tuguegarao City | 3.26 | Very Satisfactory |
| Industrial Arts | TESDA Provincial Training Center-Conner, Apayao | 2.49 | Satisfactory |

***Legend:***

|  |  |
| --- | --- |
| **Mean Range** | **Description** |
| 3.26 – 4.00 | Outstanding |
| 2.51 – 3.25 | Very Satisfactory |
| 1.76 – 2.50 | Satisfactory |
| 1.00 – 1.75 | Poor |

The results in Table 3 show that students under the Home Economics strand, who were immersed at Hotel Carmelita in Tuguegarao City, achieved a mean performance rating of 3.26, which is interpreted as Very Satisfactory, nearing the Outstanding range. Meanwhile, students in the Industrial Arts strand, who trained at the TESDA Provincial Training Center in Conner, Apayao, obtained a mean score of 2.49, categorized as Satisfactory. These findings imply that while both groups performed acceptably, there is a noticeable gap in immersion outcomes between strands, suggesting a need to review and possibly enhance the curriculum, training support, or partner alignment for Industrial Arts students to improve their practical competencies and maximize the benefits of work immersion. The results aligned in the study of [7] which emphasizes experiential learning as a fundamental process in knowledge and skills acquisition. According to Kolb’s Experiential Learning Theory, students learn more effectively when actively engaged in real-life contexts that connect theory to practice. The higher performance of Home Economics students may reflect more structured and engaging immersion experiences, suggesting that optimizing the hands-on learning environments for Industrial Arts students—through better partner alignment and curriculum adjustments—can lead to enhanced competency development across all strands.

***Table 4: Significant Difference in the Work Immersion Performance of the Respondents When Grouped According to Age***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Age Group** | **Mean** | **SD** | **f-value** | **p-value** | **Decision at** $α=0.05$ | **Interpretation** |
| 17 years old | 2.90 | 0.76 | 33.37 | <0.001 | Reject Ho | Significant |
| 18 years old | 2.82 | 0.58 |
| 19 years old | 2.60 | 0.00 |
| 20 years old | 2.85 | 0.44 |
| 21 years old and above | 2.60 | 0.00 |

The data in Table 4 shows a significant difference in the work immersion performance of senior high school students when grouped according to age, with a computed f-value of 33.37 and a p-value less than 0.001, which is below the 0.05 level of significance. This means that age plays a role in how students perform during work immersion. Specifically, 17-year-old students had the highest mean performance rating of 2.90, while 19-year-olds and those aged 21 and above had the lowest mean of 2.60. This finding implies that younger students may be more adaptable or engaged during immersion activities, suggesting a need for differentiated support and targeted interventions in the curriculum to ensure that older students are equally prepared and motivated for work immersion experiences. The results align with the study of [9], who emphasized the role of human capital—such as age, experience, and personal characteristics—in shaping an individual’s performance and productivity. Becker’s theory suggests that variations in educational and experiential inputs, including age-related factors, can significantly impact performance outcomes. In the context of work immersion, the observed differences in performance among age groups may be attributed to the development of soft skills, adaptability, and motivation, which evolve over time and with varying life experiences. Therefore, understanding these differences can inform curriculum enhancements aimed at supporting students of all age groups effectively.

***Table 5: Significant Difference in the Work Immersion Performance of the Respondents When Grouped According to Sex***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sex Group** | **Mean** | **SD** | **t-value** | **p-value** | **Decision at** $α=0.05$ | **Interpretation** |
| Male | 2.49 | 0.45 | -5.78 | <0.001 | Reject Ho | Significant |
| Female | 3.26 | 0.23 |

The results in Table 5 show that there is a significant difference in the work immersion performance of male and female students at Kabugao Agro-Industrial High School, with females (mean = 3.26, SD = 0.23) performing better than males (mean = 2.49, SD = 0.45), as indicated by the t-value of -5.78 and a p-value less than 0.001.

***Table 6: Significant Difference in the Work Immersion Performance of the Respondents When Grouped According to TVL Strand***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TVL Strand Group** | **Mean** | **SD** | **t-value** | **p-value** | **Decision at** $α=0.05$ | **Interpretation** |
| Industrial Arts | 2.49 | 0.45 | -5.78 | <0.001 | Reject Ho | Significant |
| Home Economics | 3.26 | 0.23 |

The findings in Table 6 reveal a statistically significant difference in the work immersion performance of senior high school students when grouped according to their TVL strand. Students under the Home Economics strand achieved a higher mean performance rating of 3.26 with a standard deviation of 0.23, compared to the Industrial Arts strand with a mean of 2.49 and a standard deviation of 0.45. The computed t-value of -5.78 and p-value less than 0.001 indicate that this difference is significant at the 0.05 level.

***Thematic Analysis:***

**THE CHALLENGES FACED BY STUDENTS DURING WORK IMMERSION**

***Financial Constraints***

During their work immersion, many senior high school students at Kabugao Agro-Industrial High School faced serious financial constraints, particularly in meeting daily transportation and food expenses. These financial challenges often led to absenteeism and reduced engagement in their immersion activities. One student shared, *“Sometimes I don’t go to immersion because I don’t have money for fare and food,”* while another said, *“Kailangan ko pang mangutang para lang makumpleto ang mga oras ko.”* These firsthand accounts underscore how economic hardship serves as a major barrier to meaningful work immersion experiences. This situation highlights the urgent need for institutional support mechanisms, such as transportation allowances or school-based financial assistance programs, to ensure equitable access and participation for all students regardless of their economic background.

***Limited Tools and Equipment in the Immersion Venue***

Some Senior High School students at Kabugao Agro-Industrial High School faced significant challenges during their work immersion due to the lack of adequate tools and equipment at their assigned venues. This limited access hindered their ability to apply the concepts and skills learned in school, as many were left with minimal engagement. As one student expressed, *“We just sit and observe because there are not enough computers for us to use,”* while another shared, *“Our tasks were limited because the tools were old or unavailable.”* These statements highlight how insufficient resources in immersion sites restrict hands-on experience, weaken skill development, and ultimately reduce the overall effectiveness of the immersion program. This underscores the importance of strong coordination between schools and industry partners to ensure that immersion venues are appropriately equipped to meet educational objectives.

***Adjustment to the New Environment***

Senior High School students at Kabugao Agro-Industrial High School faced notable difficulties in adjusting to the new workplace environment, particularly during the initial days. Many expressed unease as they encountered unfamiliar expectations and social dynamics. . One student shared, *“Sa una, kinakabahan ako dahil hindi ko alam kung paano makipag-usap sa mga empleyado,”* reflecting anxiety about interacting with employees. Another remarked on the physical demands of the workplace, stating, *“Hindi ako sanay magtrabaho ng walong oras sa isang araw. Nakakapagod talaga.”* These sentiments highlight the challenges students faced in adapting to the culture, routines, and pace of a professional setting, underscoring the need for preparatory activities in the curriculum to ease their transition.

***Lack of Focus in Mastering the Works in the Establishment***

Senior high school students at Kabugao Agro-Industrial High School admitted experiencing difficulty focusing and fully engaging in their work immersion tasks due to a lack of meaningful and clearly defined responsibilities. One student remarked, *“Minsan, nadidistract o naboboring ako kasi hindi kami binibigyan ng makabuluhang gawain,”* while another shared, *“Nalilito ako kasi hindi ko naiintindihan kung ano ang dapat kong gawin.”* These statements highlight the need for proper task assignment and clear instructions from immersion site supervisors. Without engaging and well-explained tasks, students may become distracted or disinterested, which can hinder the development of essential workplace skills and limit the overall learning experience during immersion.

***Poor Communication Skills and Lack of Confidence***

Many students from Kabugao Agro-Industrial High School struggled with poor communication skills and a lack of confidence, which hindered their ability to interact effectively with customers and professional staff. This challenge was evident in statements such as, “*I was too shy to ask questions, even when I didn’t understand,”* and *“I get nervous when talking to customers or managers.”* These remarks highlight communication barriers and low self-esteem that negatively impact task performance in real-world settings. To address this issue, pre-immersion workshops focusing on communication skills, confidence-building exercises, and role-playing scenarios are recommended to better equip students for workplace interactions.

**THE CHALLENGES FACED BY SCHOOL WORK IMMERSION COORDINATOR DURING WORK IMMERSION**

 ***Coordination with Partner Industries***

One of the major challenges in the work immersion program at Kabugao Agro-Industrial High School is the coordination with partner industries, which often involves time-consuming administrative processes and communication difficulties. As the coordinator explained, *“It is really challenging to communicate with partner institutions, especially when they have limited availability for meetings.”* The coordinator emphasized the delays in documentation, stating, *“Sometimes, the MOA takes too long to process because of delays from either side, which affects our schedule.”* Similarly, the coordinator shared the extent of the effort required, saying, *“I have to call, email, and even visit some company multiple times just to finalize schedules.*

***Ensuring Learner Safety and Discipline***

Another major challenge identified in the study is ensuring learner safety and discipline during work immersion, especially since students are off-campus and beyond the school’s immediate supervision. Coordinator finds it difficult to monitor student behavior and attendance as expressed, *“Once the students are in their immersion sites, it’s hard to track whether they are really attending or behaving properly.”*

***Limited Availability for Student Monitoring***

The limited availability for student monitoring during work immersion at Kabugao Agro-Industrial High School stems from the dual roles shouldered by immersion coordinators, who also manage academic teaching responsibilities. This overlap leads to time management difficulties, hampering the ability to regularly visit immersion sites and ensure student safety and progress, *“I have classes to teach, so I can’t always go on-site to visit students.”* *“Sometimes, I have to choose between teaching my subject and doing immersion visits, which puts pressure on both roles.”* Lastly, “I try to delegate visits when possible, but not all teachers are available or familiar with immersion protocols.” These testimonies highlight the strain on coordinators and point to a need for better workload distribution and administrative support to improve the implementation and monitoring of the work immersion program.

**THE CHALLENGES FACED BY INDUSTRY PARTNER COORDINATOR DURING WORK IMMERSION**

 ***Difficulty in Scheduling Work Immersion Due to Multiple School Requests***

Industry partners reported challenges in accommodating work immersion schedules due to the simultaneous requests from various schools, particularly during peak periods. This situation creates scheduling conflicts and strains available resources, such as supervisors and equipment. As one industry partner expressed, *“We receive requests from different schools all at the same time, and it's hard to schedule all of them without affecting our operations.”* Another added, *“There are times when we have to decline some schools because we’re already fully booked with students from other institutions.”* These statements highlight the need for better coordination between schools and partner industries to establish a more organized and balanced immersion calendar, ensuring adequate support and effective learning experiences for all students.

***Difficulty in Assigning Students to Appropriate Departments***

Assigning senior high school students to appropriate departments during work immersion, particularly in hotel settings, presents a significant challenge due to mismatched skills and departmental requirements. Industry partners have observed that “Some students don’t have the skills needed for certain departments like front desk or kitchen, so we have to reassign them,” highlighting the gap between student preparedness and workplace expectations. Additionally, one stakeholder noted that “It’s hard to place students in areas where they don’t have any background or confidence to perform,” further emphasizing the difficulty in effective placement. These concerns underscore the need for comprehensive pre-immersion orientations and foundational skill-building activities to better equip students for their assigned roles and ensure more meaningful work immersion experiences.

***Ensuring Learning Amidst a Large Number of Students***

The large number of students undergoing work immersion at Kabugao Agro-Industrial High School poses significant challenges in ensuring effective learning and individualized support. As one industry partner expressed, *“With too many students, we can’t closely supervise each one, and some end up just observing instead of doing hands-on tasks.”* Another noted, *“It’s hard to ensure that every student is actually learning something when there are so many of them at the same time.”* These insights suggest that the limited capacity of mentors to provide quality guidance compromises the immersive experience, underscoring the need for a more manageable student-to-mentor ratio and a well-structured immersion plan to enhance the learning outcomes.

 These results align with the study of [6], who emphasized the need for improved collaboration between schools and industry partners to ensure the success of work immersion programs. Their findings highlighted challenges such as scheduling conflicts, student preparedness, and mentor-to-learner ratios—issues that directly parallel those encountered by industry partners in this study. Matabang and Quimson advocated for structured planning, student capability matching, and manageable immersion sizes, reinforcing the necessity for curriculum enhancement based on the practical realities faced during immersion.

5. conclusion

Most work immersion participants are of typical Grade 12 age, with a higher number of male students and a concentration in the Industrial Arts strand, implies that the student population is unevenly distributed across strands. This suggests the need for the school to assess enrollment trends and ensure equal access to immersion opportunities across all strands, particularly for Home Economics, to promote balanced skill development and gender equity in technical-vocational education.

 The variation in performance between students from different strands and immersion sites indicates that the alignment between students’ academic preparation and their assigned immersion environments greatly affects their performance. This implies that students perform better when their work immersion placement closely matches their strand-specific competencies. The curriculum should therefore consider strengthening partnerships with industry sites that cater more appropriately to each strand to optimize learning outcomes.

 The significant differences in performance based on age, gender, and strand suggest that these demographic factors influence students’ readiness and capability during work immersion. Younger or older students may require differentiated support, and the higher performance of female students points to potential behavioral or engagement differences. The school’s curriculum and immersion program may benefit from incorporating targeted interventions or preparatory activities that address the diverse needs of learners based on their backgrounds to ensure equitable performance outcomes.

The challenges faced by the senior high school students during their work immersion highlight the need for a more responsive and supportive implementation of the program. Financial constraints, lack of tools, and unfamiliar work environments suggest a gap between school preparation and real-world demands. These issues imply that the current curriculum needs enhancement to include soft skills development, financial literacy, and workplace readiness.

The difficulties experienced by the work immersion coordinator, especially in communication with partner institutions, monitoring students, and balancing multiple responsibilities, indicate systemic limitations in manpower and administrative planning. This underscores the importance of assigning dedicated personnel for work immersion management or reducing teaching loads for coordinators.

The challenges encountered by industry partners — such as scheduling conflicts, mismatched skills, and limited supervision capacity — suggest that stronger collaboration between schools and host institutions is essential. The findings imply that better alignment of student competencies with industry needs and reduced student-to-mentor ratios can enhance the learning experience.

Consent (where ever applicable)

I affirmed that the participants voluntarily consented to take part in the study after being fully informed about the purpose, nature, and potential implications. Their responses were collected with utmost respect for their privacy and confidentiality.

disclaimer (artificial intelligence)

I acknowledge that I have used ChatGPT for only refining some of the sections in the document.

Ethical approval (where ever applicable)

The study was carried out in accordance with the college’s standards and received institutional approval. Ethical approval was not required, as the research adhered to all relevant ethical guidelines, ensuring the privacy and confidentiality of the participants were respected.

references

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