

Work Immersion Program and Learners' Performance in Public Senior High Schools in the Division of Cavite Province, Philippines: Basis for a Sustainability Program

Israel D. Gomez, Ma. Ed.

Eulogio "Amang" Rodriguez Institute of Science & Technology (EARIST-CAVITE) Graduate School-
MA.Ed Program

DOI: <https://doi.org/10.51244/IJRSI.2026.1307000110>

Received: 13 July 2026; Accepted: 18 July 2026; Published: 31 July 2026

ABSTRACT

The Work Immersion Program is an essential component of the Philippine K to 12 curriculum that provides Senior High School learners with authentic workplace experiences designed to strengthen technical competencies, employability skills, and career readiness. Effective implementation of the program requires meaningful collaboration among schools, industry partners, and other stakeholders to ensure that learners acquire practical knowledge and workplace values aligned with industry standards. This study assessed the implementation of the Work Immersion Program and its relationship to learners' performance in selected public senior high schools in the Division of Cavite Province, as a basis for developing a Sustainability Program. Specifically, it examined the implementation of the Work Immersion Program in terms of work immersion objectives, duration, placement alignment, work immersion activities, learning outcomes, implementation models, partner institutions, program assessment, and monitoring and evaluation system; determined learners' academic and behavioral performance; examined significant differences in respondents' assessments; analyzed the relationship between work immersion implementation and learners' performance; identified implementation challenges; and evaluated the acceptability of the proposed Sustainability Program. A quantitative descriptive-correlational research design was employed, involving 265 respondents, including school heads, work immersion coordinators, and teachers from 12 public senior high schools in Cavite Province. Data were analyzed using frequencies, percentages, weighted means, analysis of variance (ANOVA), Pearson Product-Moment Correlation, and Multiple Regression Analysis. The findings revealed that the Work Immersion Program was implemented to a high degree across all dimensions. Learners likewise demonstrated satisfactory academic and behavioral performance. Significant positive relationships were observed between the implementation of the Work Immersion Program and learners' performance, indicating that effective program implementation contributes to improved learner outcomes. The proposed Sustainability Program was evaluated as highly acceptable. The study concludes that continuous strengthening of school-industry partnerships, monitoring systems, and implementation practices is essential for sustaining the effectiveness of Work Immersion in public senior high schools.

Keywords: Work Immersion Program, experiential learning, learners' performance, Senior High School, sustainability program, K to 12 education

INTRODUCTION

Work-based learning has become an essential component of contemporary education because it enables learners to apply classroom knowledge in authentic workplace settings while developing technical competencies, employability skills, and professional values. As education systems increasingly emphasize workforce readiness, experiential learning has emerged as an effective approach for preparing graduates to meet the demands of higher education, employment, entrepreneurship, and lifelong learning.

In the Philippines, the K to 12 Basic Education Program, institutionalized through Republic Act No. 10533, strengthened career preparation by introducing the **Work Immersion Program** under Department of Education Order No. 30, s. 2017. The program provides Senior High School learners with structured workplace experiences

that reinforce curriculum competencies, enhance work ethics, improve communication and teamwork, and expose learners to real occupational environments through partnerships between schools and industry.

The effectiveness of the Work Immersion Program depends on several interrelated implementation components, including clearly defined objectives, appropriate placement, meaningful workplace activities, strong industry partnerships, systematic learner assessment, and effective monitoring and evaluation. When these components are implemented consistently, work immersion contributes to improved academic performance, positive workplace behavior, and increased career readiness. However, differences in institutional practices, partner engagement, and implementation quality may influence learner outcomes across schools.

Although previous studies have examined work immersion, employability, workplace readiness, and industry collaboration, relatively few have comprehensively investigated the implementation of the Work Immersion Program across multiple dimensions while examining its relationship with both learners' academic and behavioral performance in public senior high schools. Localized evidence from the Division of Cavite Province likewise remains limited, particularly regarding implementation practices, organizational challenges, and strategies for sustaining program quality.

Accordingly, this study assessed the implementation of the Work Immersion Program and its relationship with learners' performance in selected public senior high schools in the Division of Cavite Province. Specifically, it examined key implementation dimensions, determined differences in stakeholder assessments, analyzed the relationship between program implementation and learner performance, identified implementation challenges, and developed a **Work Immersion Sustainability Program** to strengthen school-industry partnerships, enhance program management, and support continuous quality improvement.

Research Gap

Although numerous studies have investigated experiential learning, workplace-based education, and work immersion implementation, much of the existing literature has focused on isolated aspects such as learner satisfaction, employability, workplace readiness, or industry collaboration. Comparatively few studies have examined the Work Immersion Program using a multidimensional framework that simultaneously considers program objectives, duration, placement alignment, activities, learning outcomes, implementation models, partner institutions, assessment, and monitoring and evaluation in relation to both learners' academic and behavioral performance. Moreover, empirical evidence remains limited in public senior high schools in the Division of Cavite Province, where variations in school-industry partnerships, institutional resources, and implementation practices may influence program effectiveness. Addressing these gaps provides a stronger evidence base for developing sustainable interventions that enhance work immersion implementation and improve learner performance.

Objectives Of The Study

This study aimed to assess the Work Immersion Program and learners' performance in selected public senior high schools in the Division of Cavite Province as the basis for developing a Sustainability Program.

Specifically, it sought to:

1. Assess the implementation of the Work Immersion Program in terms of: work immersion objectives; work immersion duration; placement alignment; work immersion activities; learning outcomes; implementation models; partner institutions; program assessment; and monitoring and evaluation system;
2. Determine whether significant differences exist in the assessments of school heads, work immersion coordinators, and teachers regarding the implementation of the Work Immersion Program;
3. Determine the level of learners' academic and behavioral performance for the past three school years;
4. Identify the challenges encountered in implementing the Work Immersion Program;

5. Determine the relationship between the implementation of the Work Immersion Program and learners' performance;
6. Develop a Sustainability Program based on the findings of the study; and
7. Determine the acceptability of the proposed Sustainability Program.

THEORETICAL FRAMEWORK

This study is anchored on **Kolb's Experiential Learning Theory (1984)**, which explains that meaningful learning occurs through a continuous cycle of **concrete experience, reflective observation, abstract conceptualization, and active experimentation**. The theory emphasizes that learners develop deeper understanding and practical competence when they actively engage in authentic experiences, reflect on those experiences, integrate them with prior knowledge, and apply what they have learned in new situations.

Within the context of the Philippine Senior High School **Work Immersion Program**, Experiential Learning Theory provides the conceptual basis for workplace-based learning. Through direct participation in authentic work environments, learners acquire technical competencies, strengthen communication and teamwork skills, develop professional values, and enhance career readiness by applying classroom knowledge to real occupational tasks.

The theory further supports the assumption that effective implementation of work immersion—including appropriate learner placement, meaningful workplace activities, strong school–industry partnerships, systematic assessment, and continuous monitoring—creates learning experiences that improve both academic and behavioral performance. Accordingly, Experiential Learning Theory provides the foundation for examining the relationship between the implementation of the Work Immersion Program and learners' performance, as well as for developing the proposed **Work Immersion Sustainability Program**.

METHODOLOGY

Research Design

This study employed a **quantitative descriptive-correlational research design** to examine the implementation of the Work Immersion Program and its relationship with learners' performance among selected public senior high schools in the Division of Cavite Province. The descriptive component was used to determine the extent to which the Work Immersion Program was implemented across its major dimensions, including work immersion objectives, duration, placement alignment, work immersion activities, learning outcomes, implementation models, partner institutions, program assessment, and monitoring and evaluation. The correlational component examined the relationship between the implementation of the Work Immersion Program and learners' academic and behavioral performance, while comparative analysis determined whether significant differences existed among the assessments of school heads, work immersion coordinators, and teachers.

The descriptive-correlational design was considered appropriate because the study sought to investigate naturally occurring educational conditions without manipulating any research variables. Through this approach, the researcher generated empirical evidence on work immersion implementation and learner outcomes, establishing an evidence-based foundation for the proposed Sustainability Program. This design is widely utilized in educational program evaluation because it enables researchers to describe current implementation practices, compare stakeholder perceptions, and determine relationships among organizational variables under authentic school settings.

Research Locale

The study was conducted in selected public senior high schools in the **Division of Cavite Province**, Philippines, that implement the **Work Immersion Program** for Senior High School learners. These schools were purposively selected because they maintain active partnerships with industry and community-based organizations, enabling

learners to participate in structured workplace experiences aligned with the Department of Education's work immersion guidelines.

The Division of Cavite Province was chosen for its diverse educational settings and strong collaboration with public and private industry partners, providing an appropriate context for assessing the implementation of the Work Immersion Program and its relationship to learners' performance. The varied school environments also allowed the study to capture broader perspectives on program implementation, learner outcomes, and institutional practices.

Population and Sampling

The study involved **265 respondents**, comprising **school heads, work immersion coordinators, and senior high school teachers** from the participating public senior high schools. These respondents were selected because they possess direct responsibilities in planning, implementing, supervising, and evaluating Work Immersion activities.

A combination of **purposive sampling** and **simple random sampling** was employed. Purposive sampling was used to select school heads and work immersion coordinators due to their direct administrative responsibilities and extensive knowledge of Work Immersion implementation. Teachers, who constituted the largest group of respondents, were selected through **simple random sampling** to provide representative instructional perspectives while minimizing sampling bias.

The combined use of purposive and probability sampling strengthened the study's methodological rigor by ensuring both respondent relevance and adequate representation across participating schools.

Respondents of the Study

The respondents consisted of **school heads, work immersion coordinators, and senior high school teachers** representing the twelve participating public senior high schools in the Division of Cavite Province.

School heads were included because they are primarily responsible for policy implementation, institutional planning, and the development of school-industry partnerships. Work immersion coordinators were selected because they directly manage learner placements, coordinate with partner institutions, supervise implementation activities, and monitor learner progress. Teachers were likewise included because they supervise learners, monitor workplace experiences, and assess learner performance throughout the immersion process.

The inclusion of these three respondent groups provided a comprehensive organizational perspective regarding the implementation, supervision, and evaluation of the Work Immersion Program.

Research Instrument

The study utilized a **researcher-developed survey questionnaire** as the principal instrument for collecting quantitative data. The instrument was constructed following an extensive review of literature on experiential learning, work-based learning, career education, school-industry partnerships, learner performance, and Department of Education policies governing the implementation of Work Immersion. The questionnaire was likewise anchored in Kolb's Experiential Learning Theory, ensuring conceptual alignment between the research variables and the investigation's objectives.

Validation of the Research Instrument

The researcher-developed questionnaire underwent content validation by experts in educational management, curriculum and instruction, work immersion implementation, educational research, and measurement and evaluation to ensure its clarity, relevance, content adequacy, and alignment with the study objectives. The experts' recommendations were incorporated to improve the wording, organization, and overall quality of the instrument before its administration.

The revised questionnaire was subsequently pilot-tested with respondents who had characteristics similar to those of the target population but were excluded from the actual study. Reliability was established using **Cronbach's Alpha**, which indicated satisfactory internal consistency across all instrument dimensions. The results of the validation and pilot testing confirmed that the questionnaire was valid and reliable for assessing the implementation of the Work Immersion Program, learners' performance, implementation challenges, and the acceptability of the proposed **Work Immersion Sustainability Program**.

Data Gathering Procedure

Prior to conducting the study, formal approval was secured from the **Schools Division Office of Cavite Province** and the administrators of the participating public senior high schools. Coordination meetings were subsequently conducted with school heads and work immersion coordinators to facilitate the administration of the survey instrument while minimizing disruption to regular school operations.

Before distributing the questionnaires, respondents were informed regarding the objectives of the study, the voluntary nature of participation, the confidentiality of their responses, and their right to withdraw from the investigation at any stage without penalty. After obtaining informed consent, the researcher personally administered the questionnaires and retrieved the completed ones to ensure completeness and accuracy.

Documentary analysis of learners' academic performance records covering **School Years 2022–2023, 2023–2024, and 2024–2025** was likewise conducted to determine learners' academic performance throughout the implementation period.

Ethical Considerations

The study adhered strictly to accepted ethical principles governing educational research involving human participants.

Participation was voluntary, and informed consent was obtained from all respondents prior to data collection. Respondents were assured that their identities would remain anonymous and that all information collected would be treated with strict confidentiality.

Individual responses were reported only in aggregate form, and all data were used exclusively for academic and research purposes. The researcher likewise complied with institutional research policies and ensured that participation did not interfere with school personnel's professional responsibilities.

Statistical Treatment of Data

The quantitative data collected in this study were analyzed using appropriate descriptive and inferential statistical techniques. **Frequency counts and percentages** were used to describe the respondents' demographic profile. **Weighted mean** was employed to determine the level of implementation of the Work Immersion Program, learners' performance, challenges encountered, and the acceptability of the proposed Work Immersion Sustainability Program. To determine whether significant differences existed among the assessments of Education Program Supervisors, School Heads, and Work Immersion Teachers, **One-Way Analysis of Variance (ANOVA)** was utilized. Whenever significant differences were identified, **Tukey's Honestly Significant Difference (HSD) Test** was performed as a post hoc analysis to determine which respondent groups differed significantly. Finally, the **Pearson Product-Moment Correlation Coefficient (Pearson's r)** was used to examine the relationship between the implementation of the Work Immersion Program and learners' performance. All statistical analyses were conducted using an appropriate level of significance to ensure the validity and reliability of the study's findings.

RESULTS AND DISCUSSION

Profile of the Respondents

The study involved **265 respondents** representing three key stakeholder groups responsible for implementing the Work Immersion Program in 12 selected public senior high schools in the Division of Cavite Province. The

respondents consisted of **school heads, work immersion coordinators, and senior high school teachers**, all of whom play important roles in planning, implementing, supervising, and evaluating work immersion activities. Their combined perspectives provided a comprehensive organizational assessment of program implementation and learner performance.

Assessment of the Work Immersion Program

Overall, the respondents assessed the **Work Immersion Program as Highly Evident**, indicating that the participating public senior high schools consistently implement the program in accordance with Department of Education standards and established work immersion guidelines. Across the nine implementation dimensions, respondents recognized that schools effectively integrate workplace learning with classroom instruction while maintaining strong collaboration with partner institutions. The overall findings demonstrate that work immersion has become an integral component of Senior High School education, providing learners with authentic workplace experiences that strengthen career readiness, employability, and lifelong learning competencies.

The results support **Kolb's Experiential Learning Theory**, which emphasizes that meaningful learning occurs when learners actively participate in authentic experiences, reflect on these experiences, integrate new knowledge, and apply acquired competencies in future situations. The consistently high implementation ratings suggest that participating schools successfully create learning environments where experiential learning can occur effectively.

Work Immersion Objectives

Among the implementation dimensions, **work immersion objectives** received one of the highest assessments, with an overall composite mean interpreted as **Highly Evident**. Respondents agreed that the program's objectives are clearly aligned with curriculum outcomes, workplace competencies, and learners' preparation for employment and higher education. The strongest indicators emphasized the program's effectiveness in preparing learners for real-world work environments and aligning immersion activities with curriculum requirements, while relatively lower ratings were observed in the communication of program objectives and explicit integration of values formation.

These findings indicate that the Work Immersion Program successfully bridges classroom instruction and workplace experiences by ensuring that immersion activities are purposeful, competency-based, and responsive to industry expectations.

Work Immersion Duration

The duration of work immersion was likewise assessed as **Highly Evident**, indicating that respondents generally perceived the allotted immersion period as sufficient for learners to acquire meaningful workplace experiences. Respondents agreed that the duration complies with Department of Education requirements, allows learners to balance academic responsibilities with workplace exposure, and provides adequate opportunities to practice occupational skills in authentic work environments.

The findings suggest that the current scheduling structure effectively supports experiential learning while allowing schools to maintain continuity between classroom instruction and workplace application.

Placement Alignment

Placement alignment was also rated **Highly Evident**, demonstrating that learners are generally assigned to partner institutions that correspond with their chosen specializations, career interests, and curriculum requirements. Appropriate workplace placement enables learners to apply theoretical knowledge in authentic settings while strengthening occupational competencies directly related to their academic tracks.

The findings highlight the importance of carefully matching learners with appropriate industry partners to maximize workplace learning experiences and improve career readiness.

Work Immersion Activities

Respondents assessed work immersion activities as **Highly Evident**, indicating that learners actively participate in meaningful workplace assignments that develop technical competencies, communication skills, teamwork, problem-solving, and professional responsibility. The activities implemented by partner institutions generally provide learners with practical opportunities to apply classroom learning in authentic occupational settings.

These findings demonstrate that workplace activities remain the primary means by which experiential learning is achieved during work immersion.

Learning Outcomes

Learning outcomes likewise received a **Highly Evident** assessment, indicating that respondents recognized substantial improvements in learners' workplace competencies, confidence, professionalism, communication, and employability skills following participation in work immersion.

The findings indicate that meaningful workplace experiences contribute significantly to the development of both technical competencies and essential employability skills that extend beyond classroom instruction.

Implementation Models

Implementation models were also assessed as **Highly Evident**, indicating that schools consistently follow Department of Education implementation guidelines while adapting program delivery to local institutional conditions and available industry partnerships.

These findings demonstrate that implementation flexibility enables schools to respond effectively to local industry opportunities while maintaining compliance with national educational standards.

Work Immersion Partner Institutions

Respondents likewise evaluated partnerships with industry and community institutions as **Highly Evident**, indicating that participating schools have established productive collaborations that support learner placement, workplace supervision, and competency development.

Strong partnerships enable schools to provide learners with authentic workplace experiences while ensuring that immersion activities remain relevant to labor market expectations and occupational standards.

Program Assessment

Program assessment received a **Highly Evident** rating, suggesting that schools consistently evaluate learner performance, workplace experiences, and program implementation using established assessment procedures. Respondents recognized that learner competencies are systematically documented through performance evaluation, workplace feedback, and academic assessment.

The findings indicate that comprehensive assessment practices help maintain program quality while supporting continuous improvement.

Monitoring and Evaluation System

Monitoring and evaluation were likewise assessed as **Highly Evident**, indicating that schools regularly supervise learners, monitor workplace implementation, coordinate with partner institutions, and document learner progress throughout the immersion period.

Although monitoring systems were generally effective, respondents identified opportunities to strengthen the use of evaluation findings to support evidence-based program improvement and long-term sustainability.

Learners' Performance

Analysis of documentary records showed that learners consistently demonstrated **Very Satisfactory** levels of academic performance over the study's three-year period. Behavioral performance, including discipline, work ethics, teamwork, and adaptability demonstrated during work immersion, was likewise evaluated positively, indicating that workplace experiences contributed to learners' personal and professional development.

These findings suggest that participation in work immersion provides meaningful opportunities for learners to strengthen both academic competencies and workplace behaviors essential for future employment and lifelong learning.

Significant Difference in the Assessment of the Work Immersion Program

Analysis of Variance (ANOVA) indicated that **most dimensions of the Work Immersion Program were assessed consistently by school heads, work immersion coordinators, and teachers**, suggesting substantial agreement regarding program implementation. Where significant differences were observed, these generally reflected differences in organizational responsibilities and implementation perspectives rather than disagreement regarding overall program effectiveness.

School heads primarily evaluated implementation from administrative and policy perspectives; work immersion coordinators focused on operational management and learner placement; and teachers assessed program effectiveness through direct supervision of learners and instructional experiences. Despite these varying roles, respondents consistently recognized the high level of implementation across the participating schools.

Relationship Between the Work Immersion Program and Learners' Performance

Pearson Product–Moment Correlation analysis revealed that the implementation of the Work Immersion Program was **positively associated with learners' performance**. Although the relationship was statistically weak, the findings suggest that effective implementation of work immersion contributes positively to learners' academic achievement and behavioral development.

These results imply that while work immersion plays an important role in learner development, academic and behavioral performance are likewise influenced by other educational, institutional, and personal factors beyond workplace learning experiences.

Multiple Regression Analysis

Multiple regression analysis was conducted to determine which dimensions of the Work Immersion Program significantly predict learners' performance. The analysis demonstrated that selected implementation components contributed more substantially than others in explaining variations in learner outcomes, indicating that strengthening specific aspects of implementation—particularly program assessment, monitoring and evaluation, and school-industry collaboration—may further improve learner performance.

These findings emphasize that the effectiveness of work immersion depends not only on workplace exposure itself but also on the quality of planning, supervision, assessment, and continuous program evaluation.

Challenges Encountered

Respondents identified several implementation concerns that were generally assessed as **Moderately Encountered**. The most frequently cited challenges involved the utilization of evaluation findings, implementation planning, consistency in policy compliance, application of workplace learning, communication with partner institutions, and sustaining collaboration among stakeholders.

Although these concerns did not substantially diminish the program's overall effectiveness, they indicate opportunities to strengthen implementation systems and ensure continuous improvement through systematic monitoring, stakeholder engagement, and institutional support.

Integrated Discussion

The findings demonstrate that effective implementation of the **Work Immersion Program** contributes significantly to learners' academic and behavioral performance. High ratings across the program dimensions indicate that structured workplace experiences, strong school–industry partnerships, systematic supervision, and continuous monitoring provide learners with meaningful opportunities to apply classroom knowledge, develop technical competencies, and strengthen workplace readiness. The significant positive relationship between the implementation of work immersion and learners' performance further confirms that well-managed experiential learning enhances both academic achievement and professional development.

Although respondents identified moderate implementation challenges related to industry partnerships, monitoring, resource availability, and program coordination, these concerns did not substantially diminish the overall effectiveness of the program. Instead, they highlight areas for continuous improvement to ensure consistent program quality across participating schools. These findings support **Kolb's Experiential Learning Theory**, emphasizing that authentic workplace experiences, reflective learning, and practical application foster meaningful learning and competency development. Overall, the results underscore the importance of sustaining collaborative partnerships among schools, industry partners, and the Department of Education to strengthen the implementation of work immersion and improve learner outcomes.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The implementation of the **Work Immersion Program** in selected public senior high schools in the Division of Cavite Province was assessed as **highly implemented**, indicating effective practices in program planning, industry partnerships, learner supervision, assessment, and monitoring.
2. Learners demonstrated **high levels of academic and behavioral performance**, suggesting that participation in structured work immersion experiences contributes positively to their competency development and workplace readiness.
3. Significant differences were observed in selected assessments of the Work Immersion Program among Education Program Supervisors, School Heads, and Work Immersion Teachers, reflecting their distinct roles and perspectives in program implementation.
4. A significant positive relationship exists between the implementation of the Work Immersion Program and learners' performance, indicating that stronger program implementation is associated with improved learner outcomes.
5. The implementation challenges encountered were generally **moderately encountered**, suggesting opportunities to strengthen industry collaboration, program coordination, monitoring, and resource support to improve implementation quality.
6. The proposed **Work Immersion Sustainability Program** was evaluated as **highly acceptable**, demonstrating its potential to enhance program implementation, strengthen school–industry partnerships, and support continuous quality improvement.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. **School administrators should continuously strengthen the implementation of the Work Immersion Program** by ensuring that all implementation components—including objectives, placement alignment, workplace activities, learner assessment, and monitoring systems—remain fully aligned with Department of Education policies and current industry standards.

2. **The Schools Division Office of Cavite Province should institutionalize continuous capability-building programs** for school heads, work immersion coordinators, and teachers, focusing on experiential learning, workplace supervision, partnership management, learner assessment, and program evaluation. Continuous professional development will further enhance implementation quality and organizational effectiveness.
3. **Schools should strengthen partnerships with industry, government agencies, and community organizations** by expanding Memoranda of Agreement (MOAs), increasing workplace placement opportunities, and establishing long-term collaborative relationships that provide learners with meaningful and industry-relevant workplace experiences.
4. **Work immersion coordinators should strengthen monitoring, supervision, and documentation systems** through regular workplace visits, structured learner feedback, employer evaluations, and systematic utilization of monitoring results. Enhanced monitoring practices will improve learner support and facilitate evidence-based program improvement.
5. **Teachers supervising work immersion should continue integrating classroom instruction with workplace experiences** by conducting structured reflection sessions, portfolio assessments, mentoring activities, and career guidance interventions that help learners connect theoretical knowledge with authentic workplace applications.
6. **The proposed Work Immersion Sustainability Program should be adopted and pilot-tested** across participating public senior high schools. Its implementation should include regular monitoring, formative evaluation, and stakeholder feedback to determine its effectiveness and provide the basis for continuous refinement and possible division-wide implementation.
7. **Future researchers should employ longitudinal and mixed-method research designs** to examine how work immersion influences learners' academic achievement, employability, career decision-making, and workplace competencies over time. Qualitative approaches may also provide richer explanations of learners' workplace experiences and industry partner perspectives.
8. **Replication studies involving other school divisions, private senior high schools, and technical-vocational institutions** are encouraged to strengthen the external validity of the findings and generate broader evidence regarding the effectiveness and sustainability of Work Immersion Programs in the Philippine K to 12 system.

Practical Implications

The findings of this study provide practical insights for the **Department of Education, school administrators, Work Immersion coordinators, industry partners, and teachers** in strengthening the implementation of the Work Immersion Program. The significant relationship between program implementation and learners' performance highlights the importance of well-structured industry partnerships, systematic learner supervision, continuous monitoring, and competency-based workplace experiences in improving academic achievement and workplace readiness.

The identified implementation challenges likewise emphasize the need to enhance program coordination, expand industry collaboration, improve monitoring mechanisms, and provide adequate instructional and logistical support. The proposed **Work Immersion Sustainability Program** offers a practical framework that schools may adopt to strengthen partnership management, improve implementation practices, and sustain continuous quality improvement. These initiatives can help produce graduates who are better prepared for higher education, employment, entrepreneurship, and lifelong learning.

Limitations Of The Study

The findings should be interpreted in light of several limitations.

First, the investigation was limited to selected public senior high schools in the Division of Cavite Province; therefore, the findings may not be fully generalizable to private schools or other school divisions.

Second, the descriptive-correlational design enabled the identification of implementation patterns and relationships but did not establish causal relationships between work immersion implementation and learners' performance.

Third, respondents' assessments were based primarily on survey responses and documentary records. Although the research instrument underwent expert validation and reliability testing, self-reported perceptions may have been influenced by individual experiences and organizational contexts.

Finally, learner performance is affected by numerous personal, instructional, family, and institutional factors beyond the Work Immersion Program, many of which were beyond the scope of the present investigation.

WORK IMMERSION SUSTAINABILITY PROGRAM

Strengthening School–Industry Partnerships and Experiential Learning for Improved Learners' Performance

Rationale

The findings of the study revealed that the **Work Immersion Program** was generally implemented at a high level and was significantly associated with improved learners' academic and behavioral performance. However, respondents also identified implementation challenges related to industry partnerships, program coordination, monitoring, resource availability, and learner supervision. These findings indicate opportunities to further strengthen existing implementation practices and sustain program quality across participating schools.

In response, the proposed **Work Immersion Sustainability Program** was developed to enhance collaboration between schools and industry partners, strengthen monitoring and evaluation, improve stakeholder capability, and promote continuous quality improvement in work immersion implementation. Through structured professional development, partnership enhancement, systematic monitoring, and learner support initiatives, the program aims to sustain effective workplace learning experiences and further improve learner competence, employability, and career readiness.

General Objective

To sustain the effective implementation of the Work Immersion Program by strengthening school–industry partnerships, enhancing learner support systems, improving program management, and promoting continuous quality improvement that contributes to learners' academic achievement, workplace competence, and career readiness.

Specific Objectives

The program specifically aims to:

1. strengthen the alignment of work immersion objectives with curriculum competencies and industry expectations;
2. enhance the quality of learner placement through expanded school–industry partnerships;
3. improve workplace supervision, mentoring, and learner support throughout the immersion period;
4. strengthen monitoring, evaluation, and documentation systems for continuous program improvement;
5. enhance teachers' and work immersion coordinators' competencies in experiential learning and workplace supervision;

6. promote collaborative engagement among schools, partner institutions, parents, and community stakeholders;
7. institutionalize evidence-based program evaluation and sustainability planning; and
8. Improve learners' academic performance, workplace competencies, employability skills, and career preparedness through continuous enhancement of work immersion implementation.

Strategic Program Components

Component 1. School–Industry Partnership Enhancement

Objective

Strengthen collaboration between schools and partner institutions.

Strengthening School–Industry Partnerships

This component focuses on establishing and sustaining collaborative partnerships between schools and industry partners to provide quality work immersion experiences. Major activities include identifying and expanding partner industries, renewing and establishing Memoranda of Agreement (MOAs), conducting partnership coordination meetings, orienting industry supervisors and school coordinators, and regularly evaluating the effectiveness of partnerships. These activities aim to ensure that learner placements remain relevant to curriculum requirements and industry workforce needs.

Component 2. Learner Placement Optimization

Objective: Improve alignment between learner specialization and workplace assignment.

Capacity Building for Work Immersion Coordinators and Teachers

This component enhances the competencies of teachers and coordinators responsible for managing the Work Immersion Program. Activities include conducting seminars and workshops on program management, learner supervision, workplace safety, competency assessment, mentoring strategies, and industry engagement. Professional development initiatives also promote the sharing of best practices and continuous improvement in program implementation.

Component 3. Workplace Supervision and Mentoring

Objective: Strengthen learner supervision during work immersion.

Learner Preparation and Workplace Readiness

This component prepares learners for successful participation in workplace environments. Major activities include pre-immersion orientation programs, career guidance sessions, workplace ethics and professionalism seminars, occupational safety training, communication and employability skills workshops, and career planning activities. These initiatives help learners develop the confidence, competencies, and professional attitudes required in the workplace.

Component 4. Monitoring, Evaluation, and Quality Assurance

Objective: Institutionalize systematic monitoring and evaluation.

Monitoring, Evaluation, and Quality Assurance

This component ensures the consistent implementation and continuous improvement of the Work Immersion Program. Activities include regular school and workplace monitoring visits, classroom and workplace

observations, learner progress reviews, consultation meetings with industry supervisors, collection of stakeholder feedback, and periodic program evaluation. The results of these activities provide evidence for improving policies, implementation strategies, and learner support services.

Component 5. Capability Building for Work Immersion Personnel

Objective: Enhance the competencies of teachers and coordinators.

Resource Development and Program Support

This component strengthens the institutional resources needed to sustain the implementation of quality work immersion. Major activities include developing standardized monitoring tools, learner handbooks, assessment instruments, orientation materials, digital reporting systems, and resource-sharing mechanisms. Schools are also encouraged to allocate sufficient financial, technological, and administrative support to ensure efficient program delivery

Component 6. Learner Development and Employability Skills

Objective: Strengthen workplace competencies and employability skills.

Sustainability and Continuous Improvement

This component institutionalizes continuous program enhancement through evidence-based planning and stakeholder collaboration. Activities include annual program reviews, benchmarking with exemplary schools, dissemination of best practices, recognition of outstanding industry partners and coordinators, policy refinement, and formulation of succeeding implementation plans. These initiatives ensure that the Work Immersion Program remains responsive to educational reforms, industry demands, and learners' developmental needs

Component 7. Sustainability and Continuous Improvement

Objective: Institutionalize continuous quality improvement.

Sustainability and Continuous Improvement

This component focuses on institutionalizing mechanisms that ensure the long-term effectiveness and continuous enhancement of the Work Immersion Program. Major activities include conducting annual program reviews, evaluating implementation outcomes using performance indicators, benchmarking best practices with other schools and industry partners, recognizing exemplary stakeholders, updating work immersion policies and procedures, and preparing annual improvement plans based on monitoring and evaluation results. Regular stakeholder consultations with learners, teachers, school administrators, and industry partners are likewise conducted to identify emerging needs and opportunities for program enhancement. These initiatives promote a culture of continuous quality improvement, strengthen stakeholder commitment, and ensure that the Work Immersion Program remains responsive to evolving industry standards, educational reforms, and workforce demands.

Monitoring and Evaluation

Program effectiveness shall be monitored through: learner academic performance; learner behavioral performance; workplace competency assessments; employer satisfaction surveys; partnership sustainability indicators; monitoring reports; workplace visitation records; learner reflection journals; stakeholder satisfaction surveys; and annual program implementation evaluations.

Monitoring findings shall serve as the basis for refining implementation strategies and strengthening institutional support mechanisms.

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