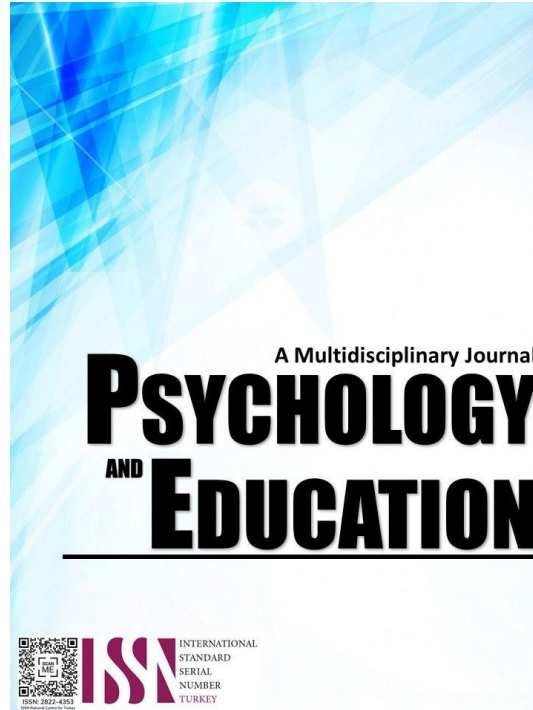


FROM CLASSROOM TO CAREER: EVALUATING THE WORK IMMERSION PROGRAM FOR TVL SENIOR HIGH SCHOOL



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From Classroom to Career: Evaluating the Work Immersion Program for TVL Senior High School

Catherine A. Caballero*

For affiliations and correspondence, see the last page.

Abstract

Work-based learning initiatives, such as work immersion, are internationally acknowledged for fostering practical competencies, guiding career choices, and enhancing students' awareness of real-world workplace demands. This study evaluated the effectiveness of the Work Immersion Program in enhancing the career readiness of TVL Housekeeping Senior High School students at Dalaguete National High School using an explanatory sequential mixed-methods design. The quantitative phase involved 90 respondents—30 students, 30 educators, and 30 industry stakeholders—who were selected through simple random sampling, while the qualitative phase engaged six participants purposively chosen from the same groups. Data were gathered through validated survey questionnaires and semi-structured interviews. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were treated through thematic analysis. Findings from the quantitative phase revealed that students, educators, and stakeholders generally perceived the program as effective in developing employability skills, aligning classroom learning with workplace practices, and preparing students for industry demands. However, significant differences emerged across groups, with educators and stakeholders identifying gaps in resources, supervision, and curriculum-industry alignment. The qualitative phase contextualized these results, highlighting both the strengths of the program—such as improved student confidence and adaptability—and its challenges, including time constraints, limited facilities, and inconsistent mentorship. The integration of results demonstrates that while the Work Immersion Program positively impacts students' career preparedness, its implementation requires strengthening in areas such as industry collaboration, curriculum updates, and student support systems. These findings informed the development of an Enhanced Immersion Action Plan aimed at addressing program gaps and ensuring that TVL Housekeeping students acquire both the technical competencies and soft skills necessary for long-term employability in the hospitality sector.

Keywords: *work immersion program, TVL housekeeping, curriculum alignment, industry standards, student support services, faculty readiness, hands-on training*

Introduction

Work-based learning programs, including work immersion, have been widely recognized across the globe for their role in preparing students for the transition from school to the workplace. International studies confirm that such programs enhance career decision-making, strengthen practical skills, and deepen students' understanding of workplace expectations (OECD, 2023; Harris, 2021; Takahashi, 2021). Through hands-on experience, students bridge the gap between classroom theories and industrial practice, while acquiring both technical competencies and essential soft skills such as communication, adaptability, and teamwork. Evidence from multiple contexts underscores the effectiveness of immersion programs: in the UK, graduates with work placements had better employability outcomes due to enhanced workplace readiness (Harris, 2021), while in Japan, students in vocational placements gained industry-specific skills that improved retention in hospitality-related employment (Takahashi, 2021). These findings highlight the universal benefits of work immersion when properly aligned with industry standards.

In the Philippine setting, these global insights have informed the design of the K-12 curriculum. Specifically, the Technical-Vocational-Livelihood (TVL) track incorporates work immersion to enhance workforce readiness, in line with the provisions of Republic Act 10533, also known as the Enhanced Basic Education Act of 2013 (DepEd, 2017). Within this track, the Housekeeping strand provides learners with industry-relevant skills aligned to the needs of the hospitality sector, which is one of the country's most dynamic economic drivers (DepEd, 2018). By engaging students in authentic work environments such as hotels, resorts, and service institutions, immersion exposes them to operational procedures, service protocols, and professional standards. This approach is also consistent with Sustainable Development Goal (SDG) 4, which advocates for inclusive and quality education that promotes employability and lifelong learning (UNESCO, 2020).

The theoretical grounding of this study is framed by Career Construction Theory (CCT) and Social Cognitive Career Theory (SCCT), complemented by the mandates of RA 10533. According to Savickas (2021), CCT posits that individuals build careers through adaptability, career identity, and life themes. Work immersion supports this process by challenging students to adapt to dynamic environments, reflect on their roles in the hospitality industry, and align personal aspirations with career trajectories. Similarly, SCCT (Lent, Brown, & Hackett, 1994) explains how self-efficacy, outcome expectations, and goal-setting influence career development. Through immersion, students gain confidence in their competencies, witness the real-life outcomes of hospitality skills, and set clearer career goals (Sultana & Malik, 2021; Yasin et al., 2023). Together, CCT and SCCT provide a robust framework for analyzing how immersion nurtures not only technical proficiency but also motivation, resilience, and vocational clarity.

Despite these advantages, challenges remain in the Philippine implementation of work immersion, particularly in the Housekeeping

strand. Local studies (Rafanan, Delos Santos, & Mendoza, 2020; Cruz & Fernandez, 2022; Gonzales & Tan, 2021) reveal that while immersion fosters general career readiness, it often falls short in delivering meaningful, strand-specific learning experiences. Students report gaps between school-based curricula and actual industry practices, insufficient access to properly equipped training environments, and inconsistent mentorship from partner institutions (Bustamante, 2019). Moreover, variability in the quality of partnerships between schools and hospitality establishments directly affects students' learning outcomes (Gonzales & Tan, 2021). These gaps call for a closer look at how immersion is operationalized in housekeeping to ensure that learners are adequately prepared for the realities of the workplace.

Anchored in both theory and policy, this study seeks to explore the immersion experiences of Grade 12 Housekeeping students at Dalaguete National High School. By documenting their insights, the research aims to capture how immersion shapes students' understanding of industry expectations, the skills they develop, and the challenges they encounter in real workplace settings. Rather than reiterating general claims about work-based learning, this study situates immersion in a localized, strand-specific context where outcomes may vary significantly depending on implementation. This focus provides nuanced evidence that can inform improvements in practice and policy.

Ultimately, the study aims to propose an Enhanced Immersion Action Plan for the housekeeping strand. This plan will address three priority areas: strengthening curriculum-industry alignment, fostering stronger partnerships with hospitality institutions, and improving student support systems before, during, and after immersion. By aligning with the intent of RA 10533 and the broader goals of SDG 4, the research seeks not only to enhance immersion delivery but also to ensure that housekeeping students graduate with the skills, confidence, and adaptability needed to thrive in the hospitality industry. In this way, the study contributes to shaping TVL education into a truly responsive pathway that bridges academic learning with meaningful employment opportunities.

Research Questions

This study evaluated the work immersion program's impact on the Career Readiness of TVL Housekeeping Senior High School students at Dalaguete National High School, Dalaguete, during the 2024-2025 school year, providing a basis for an action plan. It specifically sought answers to the following sub-problems:

1. What is the level of readiness of the work immersion program according to the respondent groups in terms of:
 - 1.1. faculty;
 - 1.2. curriculum;
 - 1.3. student support;
 - 1.4. facilities and equipment; and
 - 1.5. administrative support?
2. Is there a significant difference among the perceived level of readiness for work immersion of the respondent groups?
3. What are the factors influencing the level of readiness of the work immersion program?
4. What are the opportunities to improve the readiness of work immersion program?
5. Based on the findings, what enhanced immersion program on career readiness can be proposed?

Methodology

Research Design

This study employed an explanatory-sequential mixed-methods design as described by Creswell and Plano Clark (2018). In this approach, quantitative data are collected and analyzed first, followed by the collection of qualitative data to explain further and enrich the quantitative results. This design is well-suited to research that seeks to measure outcomes and explore underlying factors, ensuring both breadth and depth of analysis. In the present study, the design enabled the systematic evaluation of the perceived effectiveness of the Work Immersion Program. The quantitative phase identified overall patterns through statistical analysis, while the qualitative phase provided detailed insights into participants' lived experiences. This sequential process enhanced the study's validity and reliability and generated evidence-based recommendations to improve immersion practices.

Quantitative Phase. The first phase involved administering a structured survey questionnaire to assess critical dimensions of the Work Immersion Program, including student preparation, academic support, industry alignment, and stakeholder engagement. Respondents included three groups directly involved in the program: Senior High School TVL Housekeeping students, educators, and industry partners. A total of 90 participants were surveyed (30 students, 30 educators, and 30 stakeholders). Data collection was conducted within a set timeframe, either face-to-face or electronically, depending on accessibility. Descriptive statistics (mean, standard deviation) were used to establish general trends, while inferential tests (t-tests and ANOVA) examined differences in perceptions across respondent groups. This stage generated empirical evidence on how different stakeholders evaluate the program's effectiveness in preparing students for the workforce.

Qualitative Phase. Following the survey, a qualitative phase was conducted to contextualize and deepen the interpretation of the quantitative findings. Semi-structured interviews were held with six purposively selected respondents—two students, two educators, and two industry partners. Selection was based on their direct involvement in the Work Immersion Program and their potential to

provide thoughtful insights. The interviews explored themes such as the relevance of immersion activities, encountered challenges, industry expectations, and recommendations for improvement. Each session lasted 30–45 minutes, was audio-recorded with consent, and supplemented by field notes. Data were analyzed using thematic analysis, allowing the identification of recurring patterns that added nuance and richness to the survey findings.

Respondents

This study evaluated the effectiveness of the Work Immersion Program on the career readiness of TVL Housekeeping Senior High School students at Dalaguete National High School using both quantitative and qualitative approaches. For the quantitative phase, 90 respondents were equally distributed across three groups: 30 students, 30 educators, and 30 stakeholders. Students were chosen for their direct participation in immersion activities, educators (with NC II in Housekeeping) for their role in curriculum delivery, and stakeholders for their supervision of practical training. A simple random sampling method was employed to ensure fairness, minimize bias, and strengthen the representativeness of the data. The survey results served as the foundation for analyzing the program's impact from multiple angles.

For the qualitative phase, six respondents were purposively selected across the three groups to provide in-depth accounts of the program's strengths and challenges. Semi-structured interviews allowed them to share reflective insights on how the immersion shaped students' career readiness. Inclusion criteria ensured that participants were directly involved, including students who had completed immersion, educators actively teaching with NC II, and stakeholders engaged in supervision. Those with minimal involvement were excluded. The school's modern housekeeping facilities further enriched the immersion experience by offering industry-relevant training opportunities. Collectively, the perspectives of students, educators, and stakeholders highlighted employability, curriculum alignment, and industry relevance, leading to evidence-based recommendations for strengthening the program.

Instrument

Two instruments were used: a survey questionnaire and a semi-structured interview guide. The questionnaire was adapted from Almeida et al. (2020), supplemented by items from the Individual Career Development Instrument (ICDI), and contextualized to the housekeeping strand. It consisted of close-ended and adaptive questions addressing students' readiness, skills, and immersion experiences. The questionnaire underwent expert validation by TVL practitioners, hospitality professionals, and academic supervisors, followed by pilot testing to refine clarity and reliability. Internal consistency was confirmed through reliability testing. For the qualitative phase, an interview guide was developed, validated by experts, and pilot-tested to ensure alignment with research objectives. Its semi-structured design provided consistency while allowing flexibility to probe relevant issues.

Procedure

Data collection was carried out in three stages: pre-gathering, gathering, and post-gathering. During the pre-gathering stage, the researcher secured approval from school authorities, finalized and pilot-tested instruments, and coordinated with personnel to confirm respondents. In the gathering stage, surveys were distributed with a clear orientation on purpose, confidentiality, and voluntary participation. Completed questionnaires were collected and securely stored. Thereafter, semi-structured interviews were conducted with selected participants in a private setting to ensure honest and reflective sharing. In the post-gathering stage, quantitative data were analyzed using descriptive and inferential statistics, while interview transcripts were subjected to thematic analysis. Results from both phases were integrated to provide a holistic picture of the program's implementation.

Ethical Considerations

The ethical considerations surrounding work immersion programs for TVL Housekeeping students are paramount, particularly when considering the potential risks and challenges associated with placing students in real-world work environments. Following the ethical guidelines outlined by Sattler and Peters (2013), obtaining informed consent from students and respecting their right to autonomous decision-making is crucial. This entails providing students and their guardians with comprehensive information about the program, including its objectives, the nature of the work environments they will encounter, and any potential risks or challenges they may face. Students should be made aware of the expectations, the potential for exposure to unfamiliar situations, and the possibility of encountering difficulties during their immersion experience.

Furthermore, students must be given the freedom to make an informed decision about their participation without feeling pressured or coerced. Respecting their autonomy and right to choose not to participate is fundamental to ensuring their well-being and dignity. By prioritizing student consent and autonomy, work immersion programs can foster a more ethical and inclusive learning environment, promoting both career readiness and the overall quality and effectiveness of the programs. This approach acknowledges the importance of student agency and empowers them to make choices that align with their individual needs and aspirations.

Results and Discussion

This section presents and analyzes the data collected to provide insights into the study's essential variables. It begins with an overview of the level of readiness of the work immersion program in five aspects: faculty, curriculum, students, facilities and equipment, and administrative support, to contextualize the findings. The section then explores the test of significant differences among the perceived



levels of readiness for work immersion of the respondent groups. Through systematic analysis, this section highlights the strengths of the program while identifying areas that require improvement. The comprehensive interpretation of both quantitative and qualitative data aims to deepen the understanding of the program's effectiveness and readiness in preparing students for industry-based experiences.

Faculty Readiness

Faculty readiness plays a crucial role in the successful implementation of work immersion programs, as it directly impacts the quality of learning experiences provided to students. Well-prepared faculty members possess the necessary skills, knowledge, and resources to guide students through industry-relevant tasks and experiences. Their readiness bridges the gap between theoretical concepts and practical applications, ensuring students develop the competencies needed in real workplace settings. Evaluating faculty readiness is essential to determine if the instructional staff can deliver meaningful and effective learning during work immersion. Furthermore, faculty readiness reflects how well teaching strategies align with industry standards, which ensures that students are prepared to meet workplace expectations. This aspect is key to maximizing student exposure to real-world experiences that are essential to career readiness.

Table 1 presents data on faculty readiness across several indicators, revealing an overall very high level of preparedness as perceived by students, faculty, and stakeholders.

Table 1. *Faculty Readiness*

<i>Indicators</i>	<i>Weighted Mean (χ)</i>	<i>Standard Deviation (s)</i>	<i>Categorical Response</i>	<i>Interpretation</i>
1. The faculty feels confident in his/her ability to effectively guide students in identifying and securing suitable work immersion placements.	4.59	0.54	Strongly Agree	Very High
2. The faculty is well-equipped to provide students with the necessary training and resources to prepare them for their work immersion experience.	4.39	0.65	Strongly Agree	Very High
3. The faculty is familiar with the specific industry standards and expectations for housekeeping professionals and can effectively convey this knowledge to students.	4.41	0.62	Strongly Agree	Very High
4. The faculty is comfortable providing students with feedback on their performance during their work immersion, and confident in the ability to offer constructive criticism and guidance.	4.38	0.53	Strongly Agree	Very High
5. The faculty is prepared to address any potential challenges or issues that students may encounter during their work immersion experience.	4.40	0.58	Strongly Agree	Very High
6. The faculty is confident in his/her ability to effectively communicate with employers and stakeholders involved in the work immersion program.	4.41	0.56	Strongly Agree	Very High
7. The faculty is familiar with the relevant policies and procedures related to work immersion, including safety guidelines and ethical considerations.	4.31	0.53	Strongly Agree	Very High
Totality	4.41	0.58	Strongly Agree	Very High

Legend: 4.20–5.00 – Strongly Agree – Perceived level of readiness is very high; 3.40–4.19 – Agree – Perceived level of readiness is high; 2.60–3.39 – Neutral – Perceived level of readiness is neither high nor low; 1.80–2.59 – Disagree – Perceived level of readiness is low; 1.00–1.79 – Strongly Disagree – Perceived level of readiness is very low.

The total weighted mean of 4.41 with a standard deviation of 0.58 reflects strong agreement and minimal variability in responses, indicating that perceptions of faculty readiness are consistent across all respondent groups. This high level of preparedness aligns with the findings of Sicuan (2025) and Hanzel & Uchang (2025), who emphasized the crucial role of faculty competence in enhancing student engagement and ensuring the successful implementation of applied learning programs such as work immersion.

Each indicator in the table falls under the “Strongly Agree” category, underscoring faculty members' capability to meet the demands of the work immersion program effectively. Notably, the highest-rated indicator ($\chi = 4.59$, $s = 0.54$) highlights faculty confidence in guiding students to identify and secure appropriate work immersion placements. This finding is supported by Isnadi (2025), who found that institutional support and mentoring by educators are key drivers of student success in industry-based learning experiences. The indicator on providing necessary training and resources received a slightly lower weighted mean ($\chi = 4.39$) and higher variability ($s = 0.65$), suggesting that while faculty generally feel capable, disparities in resource availability may exist across institutions. This observation aligns with the study by Maamin et al. (2022).

Faculty familiarity with industry standards and expectations for housekeeping professionals earned a weighted mean of 4.41, affirming their preparedness to communicate industry-relevant practices to students. Meanwhile, their competence in providing constructive feedback and guidance scored 4.38, with a low standard deviation ($s = 0.53$), highlighting consistent confidence in their ability to assess student performance, an important element also discussed in Wijaya et al. (2024) as critical for student development in experiential learning environments.

Furthermore, faculty readiness to address challenges during immersion was rated 4.40, indicating their ability to manage student concerns and program-related issues effectively. Their communication skills, particularly in engaging with employers and stakeholders, were also highly rated ($\chi = 4.41$, $s = 0.56$), which aligns with Ekmekci and Serrano (2022), who noted the importance of strong educator-stakeholder collaboration in aligning school programs with industry needs.



The lowest-rated indicator ($\chi = 4.31$), though still categorized as “Very High,” pertains to familiarity with policies, procedures, safety guidelines, and ethical considerations. This suggests an area for growth. As Bannor et al. (2023) noted, reinforcing faculty knowledge in administrative and regulatory frameworks can improve program compliance and operational efficiency. Thus, targeted professional development efforts could further strengthen faculty effectiveness in delivering the work immersion program.

A growing body of Philippine research affirms that faculty involvement and mentoring are pivotal to the success of work immersion programs in senior high schools. For instance, Sevilla and Martirez (2021) confirmed that when faculty actively guide students through immersion experiences, learners become better equipped to meet workplace expectations and responsibilities. Their study highlighted the importance of sustained faculty engagement in shaping students’ professional attitudes and ensuring learners transition smoothly from school to work environments. Complementing this, Serrano and Espiritu (2020) found that teacher-industry collaboration enhances students’ exposure to authentic workplace practices, significantly contributing to their employment readiness. Faculty members act as a vital link, helping students bridge the gap between academic learning and real-world applications, an insight especially relevant given the increasing demand for job-ready graduates.

Furthermore, Alcaraz and Garcia (2022) emphasized that when paired with immersive industry experiences, faculty mentorship influences students’ career decisions and encourages them to align their academic tracks with labor market demands. Their study recommended integrating mock industry setups and on-campus simulation laboratories to mimic real work environments, allowing students to practice industry-specific tasks even before deployment. Such initiatives help develop TESDA NC II-aligned competencies, particularly in specialized areas like Housekeeping NC II, which requires mastery in preparing guest rooms, cleaning premises, handling laundry services, and providing effective customer service. Through guided exposure and feedback from trained faculty, students gain a deeper understanding of the expectations in the service industry, leading to improved self-awareness and more informed career pathways.

Addressing institutional gaps, Dela Cruz and Santos (2023) emphasized the evolving role of faculty in integrating career-oriented learning into classroom instruction and immersive activities. They noted that beyond subject delivery, teachers must be trained to serve in career coaching and workplace mentor roles, which require continuous upskilling, particularly in soft skills facilitation such as communication, teamwork, conflict resolution, and problem-solving. These non-technical competencies are deemed essential by employers and integral to many TESDA programs and industry standards. Their findings highlight the need for professional development programs specifically designed for immersion advisors, including workshops on labor law, workplace ethics, risk management, and industry-specific tools and procedures.

Curriculum Readiness

Curriculum readiness is a key component in determining the success of work immersion programs, as it ensures that the educational content and activities align with the needs and expectations of the industry while meeting the learning objectives of the program. A well-structured and relevant curriculum not only provides students with the necessary theoretical foundation but also facilitates the application of knowledge in real-world scenarios, which is crucial for effective learning during immersion experiences. The curriculum must be adaptable to the evolving demands of the workforce, integrating industry-specific skills, knowledge, and competencies to enhance students’ preparedness. Assessing curriculum readiness is vital for identifying any gaps or misalignments that could hinder students’ development and limit the overall effectiveness of the work immersion program (Albano et al., 2021). A curriculum designed with strong industry alignment ensures students transition smoothly from academic settings to professional environments.

Table 2. Curriculum Readiness

Indicators	Weighted Mean (χ)	Standard Deviation (s)	Categorical Response	Interpretation
1.The curriculum effectively prepares students for the practical skills and knowledge required for their work immersion experience.	4.46	0.56	Strongly Agree	Very High
2. The course content and learning activities are relevant to the actual work demands and expectations students will face during their immersion.	4.41	0.56	Strongly Agree	Very High
3.The curriculum adequately covers essential soft skills, such as communication, teamwork, and problem-solving, which are crucial for success in the workplace.	4.36	0.54	Strongly Agree	Very High
4.The curriculum provides opportunities for students to develop their critical thinking and analytical skills, which are essential for navigating real-world work environments.	4.27	0.51	Strongly Agree	Very High
5.The curriculum effectively integrates theory and practice, allowing students to apply their knowledge in real-world settings.	4.32	0.53	Strongly Agree	Very High
Totality	4.36	0.55	Strongly Agree	Very High

Table 2 presents the data on curriculum readiness across several indicators, showing a very high level of effectiveness in preparing students for their work immersion experiences. The curriculum received a total weighted mean of 4.36 and a standard deviation of 0.55, indicating a strong consensus among student respondents that the curriculum is relevant, practical, and aligned with the immersion requirements. This supports the goals of DepEd Memorandum No. 30, s. 2017, which mandates aligning the Senior High School (SHS)

curriculum with industry standards to ensure meaningful, contextualized, and experiential learning.

The highest-rated indicator, with a weighted mean of 4.46 (SD = 0.56), reflects the curriculum's ability to equip students with practical skills and job-relevant knowledge. This finding supports the study by Albano, Ramos, and De Guzman (2021), which emphasized that curriculum design should focus on preparing learners for real-world contexts through relevant technical and soft skills. Their research found that immersion-readiness is significantly improved when the curriculum includes simulated workplace experiences and TESDA-aligned tasks, such as those found in Housekeeping NC II, including room preparation, sanitation standards, and guest handling procedures.

The course content and learning activities received a weighted mean of 4.41, reflecting strong alignment with industry expectations. This confirms the findings of Dela Cruz and Manalo (2022), who noted that curriculum relevance to real workplace demands directly impacts students' adaptability and performance during immersion. They suggested that school-industry partnerships, including mock industry setups and simulation-based training, can be effective strategies for enhancing curriculum alignment and immersion success. These partnerships not only increase student familiarity with workplace practices but also allow for curriculum adjustments based on feedback from actual employers.

In terms of soft skills development, the curriculum scored a weighted mean of 4.36 (SD = 0.54). Students agreed that the curriculum effectively nurtures communication, collaboration, and problem-solving skills vital in every profession. This supports the conclusions of Gonzales, Capili, and Mendoza (2023), who emphasized the importance of embedding soft skill competencies in classroom instruction to improve student employability. Their study highlighted that immersion programs are most effective when preceded by structured classroom activities that simulate workplace communication and decision-making scenarios. Schools can enhance this further through collaborative projects, peer-led discussions, and workplace role-playing exercises.

A slightly lower rating was observed in the indicator on critical thinking and analytical skills, which received a weighted mean of 4.27 (SD = 0.51). Although still classified as "Very High," this result indicates a developmental opportunity. Gonzales et al. (2023) stressed that analytical reasoning and decision-making are essential in navigating complex workplace challenges. To address this, schools should introduce case-based learning modules, multi-disciplinary problem-solving tasks, and structured reflection journals to build higher-order thinking among students. These enhancements can promote deeper engagement and better prepare students for uncertainty in real-world work settings.

The curriculum's ability to integrate theoretical concepts with practical application was rated 4.32 (SD = 0.53), further confirming its effectiveness. Students acknowledged that academic content is meaningfully connected to real-world tasks, which allows them to apply knowledge with confidence during immersion. This aligns with the findings of Albano et al. (2021) and Dela Cruz and Manalo (2022), who both advocated for experiential learning models that allow learners to reflect on and transfer classroom insights into practical tasks. This theory-practice integration supports the Philippine Qualifications Framework (PQF), which aims to ensure that educational outcomes match job market requirements.

All responses were consistently from student respondents, as confirmed through test reliability (line 1237), all within the "Strongly Agree" range, further validating the curriculum's strength across various dimensions. However, the data also suggests the need for targeted interventions in analytical thinking development and more structured engagement with industry partners. Schools are encouraged to strengthen feedback loops by conducting regular consultations with TESDA, LGUs, and employers to ensure curricular relevance and responsiveness to workforce trends.

In summary, the findings affirm that the current curriculum is highly effective in supporting the goals of the work immersion program. Its emphasis on practical knowledge, soft skills, and theoretical grounding equips students with the tools needed for a successful transition to professional settings. By addressing minor gaps, especially in fostering higher-order thinking and expanding mock industry engagements, the curriculum can further maximize its impact in shaping job-ready and resilient graduates, in line with national educational priorities and industry needs.

Student Support Readiness

Student support readiness plays a crucial role in ensuring the success of work immersion programs, as it involves providing students with the guidance, resources, and assistance necessary to navigate their immersion experience effectively. Comprehensive support services such as mentorship, counseling, and career guidance enable students to overcome challenges, adapt to workplace environments, and achieve learning objectives. These support mechanisms strengthen academic preparation and equip students with emotional and social tools to thrive in professional settings (Anca, 2024). Evaluating student support readiness provides insights into how institutions foster a supportive environment that enhances both the immersion experience and overall student development. As such, schools prioritizing student support readiness contribute significantly to students' personal and professional growth.

The evaluation of student support readiness for the work immersion program revealed a very high level of preparedness, as perceived by respondents composed of students, faculty, and stakeholders. The total weighted mean of 4.34 and a standard deviation of 0.54 reflect a strong consensus, indicating consistent agreement on the adequacy of support systems. Specifically, respondents agreed that the school provides substantial guidance to students throughout their immersion experience, evidenced by a weighted mean of 4.29

(SD = 0.55). This highlights the school's efforts to prioritize student welfare through accessible mentorship and advisory support. According to Montes and Pano (2020), the availability of both technical guidance and interpersonal support is critical for fostering confidence and competence among students as they engage in work-based learning.

Table 3. *Student Support Readiness*

<i>Indicators</i>	<i>Weighted Mean (\bar{x})</i>	<i>Standard Deviation (s)</i>	<i>Categorical Response</i>	<i>Interpretation</i>
1. The school provides adequate support and guidance to students during their work immersion experience.	4.29	0.55	Strongly Agree	Very High
2. Students have access to resources and support services (e.g., counseling, career guidance) that are relevant to their work immersion needs.	4.40	0.56	Strongly Agree	Very High
3. The school has effective mechanisms for addressing student concerns and challenges during their work immersion experience.	4.43	0.54	Strongly Agree	Very High
4. The school provides clear communication and guidance to students regarding their responsibilities and expectations during their work immersion.	4.23	0.50	Strongly Agree	Very High
5. The school has established procedures for monitoring and evaluating student progress during their work immersion experience.	4.33	0.56	Strongly Agree	Very High
Totality	4.34	0.54	Strongly Agree	Very High

Moreover, the provision of resources and support services, such as counseling and career guidance, received a high weighted mean of 4.40 (SD = 0.56). This indicates that students feel adequately equipped to meet immersion requirements, having access to the tools necessary to address both academic and workplace challenges. The school also excels in addressing student concerns effectively, as shown by a weighted mean of 4.43 (SD = 0.54), reflecting the presence of responsive support systems. Regular consultations, feedback mechanisms, and accessible faculty play a vital role in ensuring that students can resolve issues efficiently and maintain focus on their objectives. As noted by Anca (2024), schools with robust support mechanisms foster a nurturing environment that enhances student adaptability in real-world contexts.

Clear communication of students' responsibilities and expectations during immersion, with a weighted mean of 4.23 (SD = 0.50), reflects the school's commitment to transparent and consistent guidance. Although slightly lower than other indicators, this still denotes a very high level of clarity and organization. DepEd Memorandum No. DM-CI-2020-00085, issued on June 2, 2020, titled "Guidelines for Work Immersion Implementation During Crisis Situation." This memorandum provides directives for the implementation of work immersion programs for Senior High School (SHS) learners, emphasizing that explicit communication of roles and expectations is vital for work immersion success, particularly during uncertain or crisis. When students clearly understand their responsibilities, they are better equipped to meet expectations and perform effectively in professional tasks. Thus, consistent communication enhances student accountability and confidence in their roles of immersion.

Furthermore, the school's procedures for monitoring and evaluating student progress are robust, as shown by a weighted mean of 4.33 (SD = 0.56). These monitoring systems provide valuable feedback, ensure accountability, and guide students in achieving their immersion goals. Montes and Pano (2020) also highlighted that regular evaluations help track both soft and hard skill development, supporting well-rounded student growth. Overall, the institution's comprehensive support systems, comprising guidance, communication, and monitoring, are key factors contributing to a positive work immersion experience. These results affirm that student support readiness is integral in bridging academic preparation with workplace demands, equipping students to succeed in their future careers.

Facilities and Equipment Readiness

Facilities and equipment readiness is an essential element in the success of any work immersion program, as they directly influences the quality of students' practical experiences. The availability of appropriate facilities and industry-standard equipment ensures that students can gain hands-on exposure to real-world tasks and develop the necessary skills for their chosen professions. Well-maintained and accessible resources also contribute to the seamless integration of theoretical knowledge with practical applications. It is crucial that educational institutions assess the readiness of their facilities and equipment to determine how well they are prepared to provide students with the necessary tools for their immersion experiences. Facilities and equipment not only facilitate effective training but also promote student engagement, thereby increasing the likelihood of positive outcomes in their work immersion journey. Institutions must regularly evaluate and update their resources to align with industry standards and evolving demands, ensuring that students are equipped to succeed in their careers. The results of the survey on facilities and equipment readiness reveal a generally very high level of preparedness, with a total weighted mean of 4.31, indicating strong agreement among respondents.

The results of the survey on facilities and equipment readiness reveal a generally very high level of preparedness, with a total weighted mean of 4.31, indicating strong agreement among respondents. This suggests that the school has made considerable efforts to prioritize the availability and maintenance of resources needed for an effective work immersion experience. In the first indicator, respondents strongly agreed that the school's facilities and equipment adequately support students' learning and preparation, receiving a high weighted mean of 4.61.



Table 4. *Facilities and Equipment Readiness*

<i>Indicators</i>	<i>Weighted Mean (χ)</i>	<i>Standard Deviation (s)</i>	<i>Categorical Response</i>	<i>Interpretation</i>
1. The school's facilities and equipment are adequate to support students' learning and preparation for their work immersion experience.	4.61	0.49	Strongly Agree	Very High
2. The school's facilities and equipment are well-maintained and in good working order.	4.19	0.67	Agree	High
3. The school has access to industry-standard equipment and tools that are relevant to the work immersion experience.	4.20	0.64	Strongly Agree	Very High
4. The school's facilities are conducive to providing hands-on training and practical experience for students.	4.24	0.55	Strongly Agree	Very High
5. The school has sufficient resources to provide students with the necessary materials and supplies for their work immersion experience.	4.29	0.48	Strongly Agree	Very High
Totality	4.31	0.59	Strongly Agree	Very High

This is consistent with Conrad et al. (2024), who found that the quality of immersive learning experiences significantly improves when schools are equipped with adequate facilities, enhancing students' ability to apply theoretical knowledge in practical settings. A well-equipped environment thus plays a pivotal role in facilitating students' transition from the classroom to the workplace.

In the second indicator, the maintenance of facilities and equipment was evaluated with a weighted mean of 4.19, where respondents generally agreed that the facilities are well-maintained. This is a crucial finding, as regular maintenance ensures that all resources remain in good working condition and can be relied upon during the immersion period. Yangambi (2023) argued that the condition of school facilities has a direct correlation with student learning outcomes, particularly in environments where resources are well-maintained. When educational tools and equipment are in optimal condition, students are more likely to engage effectively with the materials provided, further enhancing their immersion experience. Therefore, maintaining facilities is key to sustaining a conducive learning environment.

The third indicator addressed the school's access to industry-standard equipment and tools, which received a high rating of 4.20, signifying that respondents strongly agreed that the school is equipped with relevant industry-standard tools. This finding aligns with Salvador's (2018) study, which emphasized the importance of exposing students to such equipment during work immersion. Access to industry-standard tools ensures that students acquire the practical skills needed to transition smoothly into professional environments. This exposure is particularly valuable in industries where hands-on experience with specific tools is essential for career success. The integration of these tools into the curriculum not only enhances student learning but also makes them more competitive in the job market.

In addition, the school's facilities were considered highly conducive to hands-on training, with a weighted mean of 4.24. This rating highlights the significance of providing environments that encourage students to engage in practical learning experiences, as emphasized by Munna and Kalam (2021). Hands-on training is essential for students to apply theoretical knowledge in real-world scenarios, enabling them to develop the skills and confidence necessary to succeed in the workplace. By providing environments that promote active learning, institutions can ensure that students gain practical experience, which is crucial for their overall development and employability. Thus, creating spaces that foster this type of learning is essential to the success of any work immersion program.

Finally, the fifth indicator assessed the sufficiency of resources available for students' work immersion, with a weighted mean of 4.29, indicating strong agreement among respondents that the school provides adequate materials and supplies. Maffea (2020) emphasized that providing sufficient resources is fundamental to ensuring that students can fully engage in their learning experience. Without access to necessary materials, students may face challenges in completing their immersion tasks effectively, which could hinder their overall learning outcomes. Ensuring that resources are abundant and accessible allows students to focus on their tasks without unnecessary interruptions, contributing to a more successful and enriching immersion experience. This finding highlights the importance of investing in resources that directly support students' learning and professional growth.

The readiness of facilities and equipment is a key determinant in the effectiveness of work immersion programs. The survey results indicate that the school is well-prepared to support students by providing adequate and well-maintained facilities and resources. These findings underscore the importance of continuous investment in educational infrastructure to enhance student learning and immersion experiences. Educational institutions must ensure that their facilities are conducive to hands-on training, equipped with industry-standard tools, and maintained in optimal condition to provide the best possible learning environment for their students. These elements are essential for bridging the gap between theoretical knowledge and practical application, ensuring that students are adequately prepared for the demands of their future careers.

Administrative Support Readiness

Administrative support readiness plays an essential role in the success of any work immersion program by ensuring that all operational processes run smoothly and efficiently. It involves providing clear guidelines, adequate resources, and effective management systems for both students and faculty. This type of support ensures that there is effective communication between all parties involved, including



the school administration, faculty, students, and external stakeholders such as employers. The readiness of the administration to respond promptly to challenges and concerns is also vital in maintaining the program's integrity. When administrative processes are well-organized and managed, the program is more likely to achieve its educational and professional objectives. Therefore, evaluating administrative support readiness helps identify the organizational strengths of the program and provides insights into areas for potential improvement (Pequit & Sanson, 2024).

Table 5. *Administrative Support Readiness*

<i>Indicators</i>	<i>Weighted Mean (\bar{x})</i>	<i>Standard Deviation (s)</i>	<i>Categorical Response</i>	<i>Interpretation</i>
1. The school administration provides sufficient support and guidance for the implementation of the work immersion program.	4.61	0.49	Strongly Agree	Very High
2. The administrative processes and procedures are efficient and effective in facilitating the smooth operation and management of the work immersion program.	4.49	0.57	Strongly Agree	Very High
3. The school administration is responsive to addressing challenges and concerns related to the work immersion program.	4.19	0.45	Agree	High
4. The school administration has established clear communication channels with employers and stakeholders involved in the work immersion program.	4.38	0.53	Strongly Agree	Very High
5. The school administration provides adequate resources and support for faculty involved in the work immersion program.	4.24	0.48	Strongly Agree	Very High
Totality	4.38	0.53	Strongly Agree	Very High

The survey results on administrative support readiness reveal a high level of effectiveness, as evidenced by the overall weighted mean of 4.38, indicating "strongly agree" or "very high" from the respondents. This suggests that the school administration plays a significant role in the successful implementation and management of the work immersion program. Specifically, the first indicator, which assesses the provision of sufficient support and guidance by the school administration, scored a weighted mean of 4.61. This result highlights that the school's administration is actively involved in ensuring the success of the work immersion program by offering necessary guidance to all parties involved. Pequit and Sanson (2024) support this interpretation, emphasizing that strong administrative support is critical in helping students achieve meaningful learning outcomes during their work immersion experiences. The school's commitment to providing the required support reflects a key factor in making the program effective and beneficial for students.

In terms of the efficiency of administrative processes and procedures, the second indicator scored a weighted mean of 4.49, underscoring that the school administration's efforts to streamline operations contribute positively to the program's smooth functioning. This high score suggests that respondents believe that administrative processes help facilitate the seamless operation and management of the work immersion program. Ready et al. (2023) emphasized the importance of efficient administrative processes in ensuring the success of immersion programs, highlighting how they support effective coordination, timely resource allocation, and the swift resolution of issues. Effective management systems enable students and faculty to focus on achieving learning outcomes rather than being distracted by logistical or administrative hurdles.

The third indicator, which assesses the administration's responsiveness to challenges and concerns, received a weighted mean of 4.19, indicating strong agreement but also highlighting room for improvement. While the administration is generally responsive, this result suggests that some issues may not be addressed promptly, which could potentially impact the program's effectiveness. Pequit and Sanson (2024) also noted that administrative responsiveness is essential for maintaining smooth operations, but it needs continuous improvement to address emerging issues in real-time. In fast-paced programs like work immersion, timely responses to challenges are crucial for keeping students and faculty engaged and on track with their learning objectives. Enhancing responsiveness would ensure a more efficient and adaptive work immersion experience.

The fourth indicator evaluated the clarity of communication channels between the school administration and external stakeholders such as employers and other partners. With a weighted mean of 4.38, the results reflect strong agreement that the school administration effectively communicates with these stakeholders. Buenaventura (2019) emphasized that clear communication between schools, employers, and stakeholders is crucial for aligning expectations and responsibilities, thereby ensuring the success of work immersion placements. Effective communication ensures that both students and employers are clear on their roles, responsibilities, and goals, leading to more productive work immersion experiences.

Lastly, the fifth indicator, assessing the support provided to faculty involved in the work immersion program, scored a weighted mean of 4.24. This suggests strong agreement that the school administration offers adequate resources and support for faculty members. According to Acut (2024), faculty support is critical in ensuring that teachers are well-prepared and equipped to guide students effectively during their work immersion experiences. Providing adequate resources helps faculty members deliver high-quality mentorship and guidance, which in turn enhances the overall learning experience for students. Ensuring that faculty members have the necessary tools and support increases their effectiveness in supervising students and ensures the success of the work immersion program.

The school administration is perceived as highly supportive and proactive in managing the work immersion program. Strong



communication with stakeholders, efficient processes, and the provision of resources for both students and faculty contribute significantly to the program's positive outcomes. However, the area of responsiveness to concerns may need further improvement to ensure that emerging issues are addressed quickly. Overall, the survey results indicate that administrative support is crucial for the success of the work immersion program and plays a central role in its effectiveness.

The analysis of the significant differences in the perceived levels of readiness for the work immersion program among students, teachers, and stakeholders is essential to understanding how each group views the various components of the program. This test aims to assess whether there are variations in perceptions that could reveal areas of alignment and disparity among the groups involved. Such an analysis is crucial in identifying the strengths and weaknesses in the implementation of the work immersion program, ensuring that the program meets the educational and professional needs of the students, while also aligning with industry expectations. The findings from this statistical test help highlight the varying perspectives on key elements such as faculty readiness, curriculum readiness, student support, facilities and equipment, and administrative support. By identifying these differences, educational institutions can make informed decisions about necessary adjustments and improvements to enhance the program's overall effectiveness. The results offer valuable insights into how the work immersion program can be better aligned with the expectations and needs of all stakeholders involved, including students, teachers, and external industry partners.

Test of Significant Difference among the Perceived Level of Readiness of Work Immersion of the Respondent Groups

The test of significant difference among the perceived levels of readiness for the work immersion program among the respondent groups aims to assess whether there are any statistically significant variations in how students, teachers, and stakeholders perceive the different dimensions of the program's readiness.

Table 6. Test of Significant Difference among the Perceived Level of Readiness of Work Immersion of the Respondent Groups

Variables	Mean (\bar{x})	Computed F-value	Critical F-value	p-value	Decision	Interpretation	
Faculty Readiness	Students	4.22	5.12	3.10	0.008	Reject Ho	Significant
	Teachers	4.51					
	Stakeholders	4.50					
Curriculum Readiness	Students	4.33	7.92	3.10	0.00	Reject Ho	Significant
	Teachers	4.57					
	Stakeholders	4.19					
Student Support	Students	4.29	2.08	3.10	0.13	Failed to reject Ho	Not Significant
	Teachers	4.46					
	Stakeholders	4.27					
Facilities and Equipment	Students	4.41	4.13	3.10	0.02	Reject Ho	Significant
	Teachers	4.37					
	Stakeholders	4.13					
Administrative Support	Students	4.26	4.25	3.10	0.02	Reject Ho	Significant
	Teachers	4.51					
	Stakeholders	4.37					
Totality	Students	4.30	11.41	3.10	0.00	Reject Ho	Significant
	Teachers	4.48					
	Stakeholders	4.29					

This analysis is essential to understand the varying perspectives across these groups, as their experiences and expectations may differ based on their roles in the work immersion process. By examining factors such as faculty readiness, curriculum readiness, student support, facilities and equipment, and administrative support, the study seeks to identify areas of alignment and disparity in perceptions.

The test of significant differences among respondent groups regarding their perceived readiness levels for the work immersion program reveals crucial insights into varying perspectives among students, teachers, and stakeholders. The results highlight key areas of consensus and divergence, providing a comprehensive understanding of program readiness.

Faculty Readiness

Faculty readiness demonstrated a statistically significant difference across respondent groups, with a computed F-value of 5.12, exceeding the critical F-value of 3.10, and a p-value of 0.008. This result led to rejecting the null hypothesis (Ho), indicating significant differences in the perceived level of faculty readiness. Teachers reported the highest mean score ($\bar{x} = 4.51$), closely followed by stakeholders ($\bar{x} = 4.50$), while students gave a slightly lower score ($\bar{x} = 4.22$). The disparity suggests that teachers and stakeholders perceive the faculty as more capable and prepared than students. Teachers' self-assessments may reflect their confidence in their own readiness, while stakeholders likely value the faculty's communication and alignment with industry standards. However, students' slightly lower ratings might indicate a gap in how faculty readiness translates into their direct experiences during the work immersion program. According to Rieta et al. (2024), faculty preparedness plays a crucial role in the success of work immersion programs, as instructors guide students and provide them with relevant learning experiences. The slightly lower rating by students may indicate that,

despite the faculty's preparedness, there are gaps in how students perceive or experience the faculty's actual readiness during the immersion.

Curriculum Readiness

The curriculum readiness variable also exhibited significant differences among respondent groups, with a computed F-value of 7.92, exceeding the critical F-value of 3.10, and a p-value of 0.00. Teachers again provided the highest mean score ($\chi = 4.57$), emphasizing their confidence in the curriculum's alignment with the work immersion program's objectives and industry requirements. Students rated curriculum readiness slightly lower ($\chi = 4.33$), and stakeholders gave the lowest rating ($\chi = 4.19$). The findings suggest a potential gap between the curriculum's intended objectives and stakeholders' expectations, indicating an area for further alignment and communication between educational institutions and industry partners to ensure the curriculum meets workplace standards effectively. As highlighted by Chanda et al. (2024), a well-aligned curriculum ensures that students are equipped with the necessary skills and knowledge required in the workforce. Teachers' higher ratings suggest that they believe the curriculum adequately prepares students for work immersion, while stakeholders' lower ratings may indicate a disconnect between the intended curriculum outcomes and industry expectations. This discrepancy underlines the importance of strengthening communication and collaboration between schools and industry partners to ensure the curriculum meets the evolving needs of the workforce.

Student Support

For student support, the test results showed no statistically significant differences among the respondent groups, as the computed F-value of 2.08 did not exceed the critical F-value of 3.10, with a p-value of 0.13. This outcome suggests that all groups, including students, teachers, and stakeholders, generally agree on the level of student support provided during the work immersion program. Teachers gave the highest rating ($\chi = 4.46$), while students ($\chi = 4.29$) and stakeholders ($\chi = 4.27$) provided slightly lower but consistent ratings. The uniformity suggests a shared perception of adequate support systems, such as mentoring, guidance, and assistance during the work immersion. This finding aligns with the research by Fujio et al. (2023), which emphasizes that a strong support system, including mentorship, guidance, and career services, is crucial for students' success during work immersion. The agreement across all groups suggests that the school has established effective systems to support students, although further feedback from students could help improve the visibility and accessibility of these resources.

Facilities and Equipment

Facilities and equipment readiness exhibited significant differences among respondent groups, with a computed F-value of 4.13, surpassing the critical F-value of 3.10, and a p-value of 0.02. Students gave the highest rating ($\chi = 4.41$), possibly reflecting satisfaction with the available tools and resources necessary for the program. Teachers provided a slightly lower rating ($\chi = 4.37$), while stakeholders gave the lowest rating ($\chi = 4.13$). The significant difference highlights potential concerns from stakeholders regarding the adequacy of facilities and equipment. This may indicate a need for institutions to engage more with stakeholders to address gaps in the availability and quality of infrastructure supporting the program. According to Ador et al. (2023), the availability of modern, well-maintained facilities and equipment is essential for providing students with the practical experience needed in work immersion programs. The discrepancy highlights the need for schools to engage more closely with stakeholders to address any concerns about the infrastructure supporting the program.

Administrative Support

Administrative support also revealed significant differences, with a computed F-value of 4.25, exceeding the critical F-value of 3.10, and a p-value of 0.02. Teachers rated administrative support the highest ($\chi = 4.51$), followed by stakeholders ($\chi = 4.37$) and students ($\chi = 4.26$). Teachers' high rating reflects their perception of robust institutional backing, such as clear guidelines, effective management, and adequate resources. However, students' slightly lower score indicates room for improvement in communicating and demonstrating this support in ways that are more visible and impactful to them. Research by Qaralleh (2020) suggested that effective administrative support is vital for ensuring the smooth operation of work immersion programs, including efficient coordination between schools, employers, and students.

Total Perceived Readiness

The overall perceived readiness of the work immersion program showed a significant difference among the groups, with a computed F-value of 11.41, far exceeding the critical F-value of 3.10, and a p-value of 0.00. Teachers reported the highest total score ($\chi = 4.48$), indicating their confidence in the program's overall readiness. Students ($\chi = 4.30$) and stakeholders ($\chi = 4.29$) provided slightly lower ratings, suggesting a minor disparity in perceptions. The significant difference highlights varying experiences and expectations among the groups, emphasizing the need for continuous alignment and communication to harmonize perceptions and address specific concerns. The results demonstrate that teachers generally provide the highest ratings across all variables, reflecting their confidence in their readiness, the curriculum, and institutional support. While positive overall, stakeholders tend to provide lower ratings, particularly regarding curriculum readiness and facilities, suggesting a need for greater collaboration between institutions and industry partners to ensure alignment. While generally positive, students' ratings highlight areas where their direct experiences can be enhanced, particularly in faculty engagement and administrative support. The significant differences in key areas such as faculty readiness, curriculum

readiness, facilities, and administrative support underscore the importance of addressing specific concerns from stakeholders and students to ensure the program's overall effectiveness. Initiatives such as stakeholder consultations, curriculum reviews, and resource enhancement may bridge gaps and strengthen the work immersion program.

As noted by Elwy et al. (2022), stakeholder involvement and regular communication were essential for creating a shared vision of the program's goals and objectives. The minor disparities in ratings between the groups suggest that more efforts are needed to harmonize perceptions and address concerns that may hinder the program's overall effectiveness. In conclusion, while the work immersion program generally received high ratings from all respondent groups, the significant differences in perceptions highlight areas that require attention. Addressing faculty engagement, curriculum alignment, facilities enhancement, and clearer administrative support could strengthen the program and bridge the gap in perceptions between students, teachers, and stakeholders. Engaging stakeholders in curriculum reviews, providing additional resources for faculty and students, and enhancing communication channels will ensure that the work immersion program meets the expectations of all parties involved.

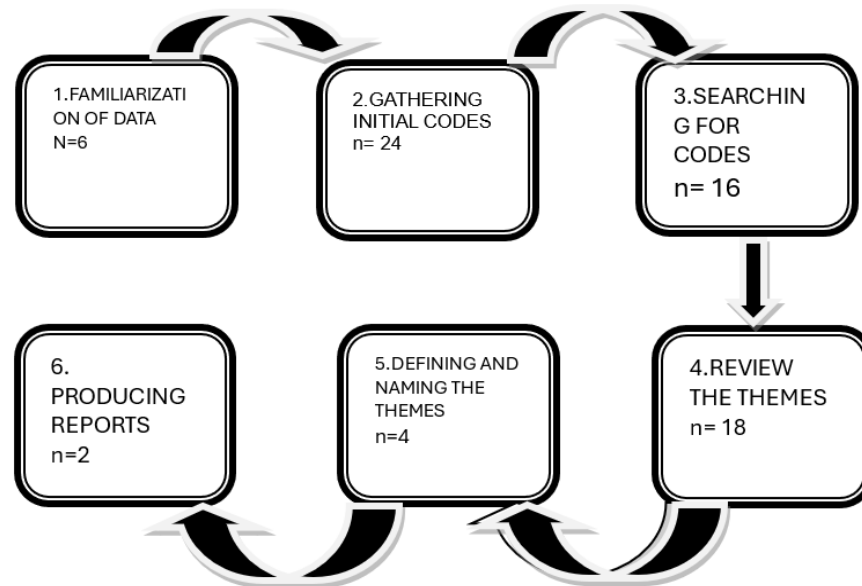


Figure 1. Summary of Braun and Clarke's Thematic Analysis

Table 7 presents the identified factors influencing the readiness of the students, teachers, and stakeholders of the work immersion program.

Table 7. Factors Influencing the Readiness of the Work Immersion Program

Themes	Sub-themes	Sample statements
Industry Linkages	Mentorship (6)	"My supervisor during immersion always guided me step by step and explained how each task connects to real hotel work." (P1)
	Partnership (5)	"The hotel partnered with our school gave us real opportunities to apply what we learned. Their managers were very open to sharing insights about the housekeeping industry. They also gave us clear instructions and allowed us to shadow their staff during actual operations. It helped me see how school activities are related to the real workplace. I appreciated how supportive both the school and hotel were during the entire immersion process." (P3)
Curriculum Fit	Key competencies (5)	"What we practiced in school—like making beds and handling guest requests—was exactly what I did in the hotel." (P6)
	Practical Tasks (5)	"The tasks I did during immersion, like room setups and cleaning, were easier because we practiced them in school. It showed me how well our lessons matched industry work and made me feel confident and ready." (P4)
Industry Exposure	Collaboration (6)	"Being assigned to a five-star resort showed me the professional standards and how to work confidently with guests and coworkers." (P1)
	Enhancing Soft Skills (5)	"Working with guests and the hotel team improved my communication, teamwork, and problem-solving skills. I also became more patient and detail-oriented, which will help in any future job." (P2)
Skill Building	Career paths (6)	"After my immersion, I realized I really want to pursue a career in housekeeping because I gained confidence in my skills." (P6)
	Job Readiness (5)	"The immersion prepared me for real hotel work by teaching me punctuality, proper grooming, and professional interaction. I now feel ready to apply for housekeeping jobs and have a clearer vision of my career path." (P5)

The readiness of students, teachers, and stakeholders involved in the work immersion program is shaped by various factors. Table 8 outlines key themes and sub-themes that influence how effectively the work immersion program prepares students for future careers, particularly in TVL Housekeeping. These themes include Industry Linkages, Curriculum Fit, Industry Exposure, and Skill Building, each of which plays a significant role in shaping the students' learning experiences and career readiness. This section discusses each theme in detail, with an emphasis on how sub-themes further elaborate on the factors influencing students' preparedness for the workforce.

Theme 1: Industry Linkages

Industry highlights the crucial role of partnerships between educational institutions and industry players in providing students with valuable real-world experiences. A successful work immersion program depends on strong collaborations with reputable hotels, resorts, and other businesses in the hospitality sector. These partnerships ensure that students are not only exposed to the theoretical aspects of their studies but also gain practical, hands-on experiences that align with industry standards and expectations. Studies conducted in the Philippines (De Guzman & Tan, 2020) emphasize that industry linkages bridge the gap between academic learning and professional practice, enabling students to develop the technical skills and workplace behaviors necessary for success in their future careers. Such connections also provide students with opportunities to build professional networks and gain insights into the day-to-day operations of the hospitality industry, enhancing their career readiness.

Sub-theme 1: Mentorship

Mentorship is a key factor in maximizing the learning potential of work immersion programs. Supervisors and mentors in the workplace guide students through practical tasks, helping them connect academic learning to real-world applications. As one student noted, “My supervisor during immersion always guided me step by step and explained how each task connects to real hotel work” (P1). Mentors also help students develop professional attitudes, such as communication, decision-making, and problem-solving, which are essential for career success (Tayao & Quinto, 2022). In the context of the Philippines, mentorship is increasingly viewed as a vital part of career preparation, as it not only develops technical skills but also nurtures personal and professional growth.

Sub-theme 2: Partnership

The partnership between schools and industry partners is critical to the immersive learning experience. One participant shared, “The hotel partnered with our school gave us real opportunities to apply what we learned. Their managers were very open to sharing insights about the housekeeping industry” (P3). These collaborations enable students to gain firsthand experience in their chosen field, ensuring that the skills they acquire are directly applicable to the workplace. As found by Reyes and Manalo (2023), the success of work immersion is largely dependent on the quality of these partnerships, which create a conducive environment for students to learn and grow professionally.

Theme 2: Curriculum Fit

A well-aligned curriculum that reflects industry demands is essential for ensuring that students are adequately prepared for their future careers. By aligning academic lessons with the technical and practical requirements of the workplace, students gain valuable insights into industry expectations and job-specific tasks. The Philippine Department of Education (DepEd) has emphasized the importance of curriculum development that meets the evolving needs of the industry, particularly in technical-vocational education and training (TVET) (DepEd, 2020).

Sub-theme 1: Key Competencies

Key competencies refer to the fundamental skills and knowledge that students acquire during their academic training and apply in the workplace. One student reflected, “What we practiced in school—like making beds and handling guest requests—was exactly what I did in the hotel” (P6). The alignment of these competencies with industry requirements boosts students' confidence and ensures they can transition seamlessly into their professional roles (Gonzales et al., 2019). Curriculum adjustments that emphasize essential skills—such as housekeeping procedures, customer service, and operational tasks allow students to meet industry expectations and perform effectively during immersion and beyond.

Sub-theme: Practical Tasks

Practical tasks form the cornerstone of any work immersion program. By practicing tasks such as room setups and guest service in school, students become more confident when performing them in a real-world setting. One participant shared, “The tasks I did during immersion, like room setups and cleaning, were easier because we practiced them in school. It showed me how well our lessons matched industry work and made me feel confident and ready” (P4). This alignment between theory and practice is critical in helping students develop hands-on skills that are directly applicable to their future careers (Alvarado et al., 2020). A practical curriculum not only prepares students for immersion but also ensures that they can perform at industry standards when they enter the workplace.

Theme 3: Industry Exposure

Industry exposure is a crucial element in the work immersion experience, providing students with firsthand insights into the work

environment, operational standards, and professional expectations of the hospitality industry. Immersing students in real-world settings allows them to apply classroom knowledge, develop professional behaviors, and identify career opportunities. According to Dela Cruz and Rodriguez (2021), students gain valuable soft skills through industry exposure, including adaptability, communication, and teamwork, all of which are vital in the competitive job market.

Sub-theme 1: Collaboration

Collaboration with industry professionals allows students to understand workplace norms, expectations, and operational procedures. As one participant shared, “Being assigned to a five-star resort showed me the professional standards and how to work confidently with guests and coworkers” (P1).

Exposure to such high standards boosts students' professionalism and helps them develop the necessary skills for customer service and teamwork (Santos & Abad, 2022). Industry exposure facilitates collaboration, where students observe and learn from experienced professionals, enabling them better to understand the challenges and dynamics of the industry.

Sub-theme: Enhancing Soft Skills

In addition to technical skills, work immersion plays a crucial role in enhancing soft skills, which are increasingly valued by employers. One student noted, “Working with guests and the hotel team improved my communication, teamwork, and problem-solving skills. I also became more patient and detail-oriented, which will help in any future job” (P2). These skills are essential for success in any professional setting and contribute significantly to long-term career growth.

According to Villamor and Santos (2023), the development of soft skills such as communication, teamwork, and conflict resolution during immersion prepares students to adapt to a variety of workplace challenges and improves their employability.

Theme 4: Skill Building

Skill-building is central to the purpose of work immersion, as it enables students to develop the competencies necessary for success in the workplace. Immersion programs provide students with the opportunity to refine both technical and soft skills by engaging in real-world tasks.

The Philippine Technical Education and Skills Development Authority (TESDA, 2021) emphasizes that skill-building during immersion enhances employability, job performance, and career development. Through structured immersion experiences, students become more job-ready, which is essential in the competitive job market.

Sub-theme 1: Career Paths

Exposure to real-life work environments helps students identify their career paths, as they gain a deeper understanding of their strengths, interests, and aptitudes. As one participant noted, “After my immersion, I realized I really want to pursue a career in housekeeping because I gained confidence in my skills” (P6).

This clarity of career direction enables students to make informed decisions about their professional future, a critical aspect of career development (David & Manlapig, 2022). Work immersion plays a key role in helping students discover their passions and solidify their career goals through hands-on experience.

Sub-theme 2: Job Readiness

Work immersion programs play a vital role in preparing students for employment by instilling essential workplace behaviors such as punctuality, grooming, and professionalism. One participant shared, “The immersion prepared me for real hotel work by teaching me punctuality, proper grooming, and professional interaction. I now feel ready to apply for housekeeping jobs and have a clearer vision of my career path” (P5). Employers highly value these behaviors and are critical to success in the hospitality industry. As noted by McKinsey & Company (2020), work readiness programs, such as immersion, provide students with the practical skills and professional attitudes necessary to succeed in their careers.

Thus, the factors influencing students' readiness for the work immersion program are interconnected, with industry linkages, curriculum fit, industry exposure, and skill-building working together to provide a comprehensive learning experience. Industry linkages ensure that students gain real-world exposure through strong partnerships with industry players, while curriculum alignment ensures that students are taught the necessary skills and competencies required by the industry.

Industry exposure further enhances this by offering students hands-on experience in actual work environments, helping them understand professional standards and workplace dynamics. Skill-building develops both technical and soft skills, equipping students with the tools they need to navigate the workforce effectively. These factors ensure that students are fully prepared for their future careers, possessing the technical expertise, soft skills, and professional attitudes necessary to succeed in the competitive job market.

Table 8 presents the identified opportunities to enhance the readiness of the students, teachers, and stakeholders of the work immersion program.



Table 8. Opportunities to Enhance the Work Immersion Program Readiness

Themes	Sub-themes	Sample Statement
Industry Linkages	a. Industry Partnerships (5)	“During my immersion, I realized how valuable it is to be assigned to a reputable hotel. I hope the school can partner with more companies like that so future students can apply what they learn in a real setting.” (P2)
	b. Real-World Application (5)	“Being able to apply what we study inside the classroom to real hotel tasks helped me understand the job better and made me more confident.” (P4)
Hands-On Training	Competency Enhancement (5)	“It would help if our lessons included more practical activities like handling guest requests or using housekeeping tools so we’ll feel confident when we start working.” (P3)
	Task Simulation (6)	“Practicing real hotel tasks like bed making, cleaning bathrooms, and setting up rooms before the immersion really prepares us for the actual work.” (P5)
Facility Upgrade	a. Simulated Environments (6)	“I wish we had a training room set up like an actual hotel room with complete cleaning tools so we could practice before going out for immersion.” (P3)
	b. Equipment Modernization (6)	“Using updated tools and machines like those in hotels would make our training more realistic and help us learn faster.” (P6)
Skill Support Training	a. Practical Skills (6)	“Before immersion, short workshops about communication, time management, and how to deal with guests would really help us feel more prepared and less nervous.” (P2)
	b. Student Services (5)	“It would help if teachers could attend training sessions that focus on current industry practices and technologies.” (P5)
Faculty Training	a. Industry Exposure (6)	“It would be great if our teachers could experience working in hotels too so they can teach us the updated skills that companies are looking for.” (P4)
	b. Continuous Upskilling (6)	“If our teachers join regular seminars and trainings from the hospitality industry, they can share the latest trends and techniques with us.” (P1)
Admin Support	a. Resource Allocation (6)	“If the school could provide enough funds for modern equipment and support, it would really help us get ready for immersion.” (P2)
	b. Industry Engagement (5)	“It would help if the school continued to strengthen its ties with hotels and resorts to give us more quality immersion opportunities.” (P3)
School-Employer Collaboration	a. Partnership Building (6)	“It’s important that both the school and the hotel communicate clearly during immersion so that any problems we face can be solved quickly.” (P6)
	b. Communication Channels (5)	“If there is a clear system for the school and hotel to share updates about our performance, it will help both sides support us better.” (P5)
Tech Integration	a. Virtual Simulations (5)	“If we could use virtual simulations to practice tasks like room cleaning, it would really help us improve before working in actual hotels.” (P3)
	b. Digital Platforms (5)	“Having access to online modules or videos showing hotel operations would help us review and learn more even after class.” (P1)
Monitoring & Feedback	a. Regular Assessment (6)	“It helped me a lot when my teachers and supervisors regularly checked on my progress and gave me tips on how to improve.” (P5)
	b. Reflection Mechanisms (5)	“After finishing my immersion, writing a reflection about my experiences helped me understand what I learned and what I can still improve.” (P6)
Student Preparation	a. Pre-Immersion Workshops (6)	“Attending workshops about workplace behavior and basic hotel procedures before immersion made me feel more confident and ready.” (P2)
	b. Career Guidance (5)	“The career talks and counseling sessions helped me discover which job roles in housekeeping I really want to pursue after graduation.” (P4)

This section presents the analysis of opportunities to strengthen the Work Immersion Program's readiness based on the insights gathered from participants. The analysis is categorized into ten key themes that reflect practical and strategic approaches to better equip students for the real-world demands of the workplace.

These themes include: (1) Industry Immersion, (2) Hands-on Training, (3) Training Facilities, (4) Skill Support, (5) Faculty Training, (6) Admin Support, (7) School-Employer Collaboration, (8) Tech Skill Development, (9) Monitoring and Feedback, and (10) Student Preparation. Each theme emphasizes the significance of aligning academic experiences with industry practices, fostering institutional support, and equipping students with both technical and soft skills essential for career readiness. The inclusion of structured mentorship, robust partnerships, and continuous feedback mechanisms further ensures a holistic approach to student development. A synthesis of participant insights highlights areas where schools, industry partners, and policymakers can collaborate to improve the work immersion experience.

Theme 1: Industry Linkages

Industry linkages highlight the importance of fostering strong relationships between schools and industry partners to expose students to authentic work environments. These partnerships enable learners to apply classroom-acquired competencies directly in real-world contexts, fostering career readiness. Recent studies in the Philippine context underscore that collaboration with industry is pivotal in bridging the education-to-employment gap (Reyes & Manalo, 2023). Establishing robust partnerships provides students with structured

immersion opportunities, mentoring, and insights into industry practices that enrich their skills and attitudes (Santiago & Santos, 2020). Additionally, effective industry linkages cultivate networking opportunities and open career pathways for learners (David & Manlapig, 2022). These linkages are vital in ensuring that senior high school graduates possess relevant competencies aligned with industry needs (TESDA, 2021). Overall, meaningful collaboration between schools and the industry leads to a more seamless school-to-work transition.

Sub-theme 1: Industry Partnerships

Participants emphasized the importance of stronger collaborations with reputable companies, especially in hospitality, to expose students to real industry practices and increase employability. Working with credible partners gives learners structured mentorship, clearer tasks, and insights into professional standards, improving both technical skills and work attitudes like punctuality and teamwork. One participant shared: “During my immersion, I realized how valuable it is to be assigned to a reputable hotel. I hope the school can partner with more companies like that so future students can apply what they learn in a real setting.” (P2) Reyes and Manalo (2023) stressed that school-industry partnerships ensure authentic work experiences aligned with Philippine TESDA standards, enhancing job readiness. These linkages also help bridge education-to-employment gaps (Santiago & Santos, 2020).

Sub-theme 2: Real-World Application

Participants valued applying classroom knowledge to real hotel tasks, such as preparing rooms and handling guest requests, which deepened their understanding and built confidence. Performing actual industry tasks improved both technical and soft skills like communication, teamwork, and problem-solving—vital in hospitality. One participant mentioned: “Being able to apply what we study inside the classroom to real hotel tasks helped me understand the job better and made me more confident.” (P4) Santos and Abad (2022) found that contextualized learning through immersion strengthens competence and self-efficacy. It also boosts motivation, work ethic, and career clarity—key for hospitality careers in the Philippines (Villamor & Santos, 2023).

Theme 2: Hands-On Training

Hands-on training equips students with practical experiences that bridge theoretical knowledge and real-world practice. Providing opportunities for experiential learning enhances technical proficiency, confidence, and task familiarity. Studies show that integrating practical components in senior high school programs fosters higher competency and smoother transitions into the workforce (Alvarado, Calimag, & Encarnacion, 2020). Philippine-based research emphasizes that rehearsing tasks within classrooms reduces anxiety during actual immersion, allowing learners to develop muscle memory and workplace etiquette (Villamor & Santos, 2023). Furthermore, hands-on activities promote better retention of concepts and skills necessary for hotel operations (TESDA, 2021). By embedding structured task simulations, schools enable learners to refine competencies and gain job readiness (David & Manlapig, 2022). As affirmed by experiential learning theory, direct engagement deepens understanding and boosts career preparedness (Kolb, 2015).

Sub-theme 1: Competency Enhancement

Competency enhancement focuses on increasing hands-on activities to build students’ proficiency in industry-specific tasks. Participants emphasized that practical exercises like handling guest requests and using housekeeping equipment strengthened their confidence and readiness for immersion. Engaging in these activities allows learners to internalize skills, reduce anxiety, and transition smoothly into real work settings. One participant shared: “It would help if our lessons included more practical activities like handling guest requests or using housekeeping tools, so we will feel confident when we start working.” (P3) Villamor and Santos (2023) confirmed that practical exercises improve students’ competence and adaptability, making them more effective during immersion. Consistent practice sharpens technical skills and builds confidence for workplace demands.

Sub-theme 2: Task Simulation

Task simulation involves practicing key housekeeping tasks in a controlled classroom environment. Participants noted that rehearsing duties such as bed-making and room setup before immersion prepared them for actual work conditions. Simulations familiarize students with industry routines, boosting efficiency and reducing adjustment challenges. As one participant stated: “Practicing real hotel tasks like bed making, cleaning bathrooms, and setting up rooms before the immersion prepares us for the actual work.” (P5) Alvarado et al. (2020) highlighted that simulated activities align students’ skills with industry expectations, easing the transition to immersion. This approach enhances task mastery and prepares learners to meet real-world standards confidently.

Theme 3: Facility Upgrade

Upgrading school facilities enhances the quality of training by replicating authentic work environments. Modernized learning spaces, equipped with industry-standard tools, provide realistic settings where students can acquire and refine relevant competencies (Gonzales, Manlapig, & Santos, 2019). Research in Philippine vocational education highlights that improved facilities contribute to higher learner engagement and better preparation for immersion (TESDA, 2021). The presence of well-equipped simulated environments helps students gain familiarity with workplace standards, boosting confidence and task efficiency (Santiago & Santos, 2020). Moreover, modern tools allow learners to practice industry-relevant processes, ensuring they meet current labor market demands (Villamor & Santos, 2023). Investing in facility upgrades ensures alignment between education delivery and industry practices, ultimately improving

employability outcomes (Reyes & Manalo, 2023).

Sub-theme 1: Simulated Environments

Creating simulated environments that replicate real hotel settings is an essential element in bridging the gap between theoretical learning and practical experience. Participants noted the importance of having dedicated spaces designed to resemble actual hotel rooms, equipped with the necessary tools and resources. These simulated environments allow students to practice real-world tasks in a controlled and supportive environment. One participant shared, “I wish we had a training room set up like an actual hotel room with complete cleaning tools so we could practice before going out for immersion” (P3). This type of environment provides students with hands-on practice, helping them gain confidence and better prepare for their immersion experiences. Research has shown that simulated learning environments enhance student competence by allowing them to engage in realistic tasks that promote skill acquisition (Dewey, 1938; Kolb, 2015).

Sub-theme 2: Equipment Modernization

The use of modern tools and equipment is crucial in ensuring that students receive the most relevant and up-to-date training. Access to industry-standard tools enables students to become familiar with the technology they will encounter in the field, resulting in more efficient and realistic learning experiences. Participants highlighted the importance of using updated equipment to mimic the conditions of professional settings, which significantly enhances the learning process. One respondent mentioned, “Using updated tools and machines like those in hotels would make our training more realistic and help us learn faster” (P6). With the integration of modern tools, students are better equipped to master the necessary skills, contributing to their overall readiness for immersion and future employment. Studies have suggested that access to modern tools and equipment directly influences the development of practical skills and prepares students for real-world work environments (Spencer & Spencer, 1993; Van der Klink & Boon, 2018).

Theme 4: Skill Support Training

Skill support training is an essential component in preparing students for successful immersion and subsequent careers. It emphasizes the importance of supplementing students' academic knowledge with practical skills and support services that build their confidence and readiness for the workplace. While technical competencies are vital, soft skills such as communication, problem-solving, and time management play an equally crucial role in ensuring students' effectiveness in professional settings. As immersion programs aim to develop a holistic skill set, integrating practical skills workshops and adequate student services can significantly enhance students' preparedness. These efforts not only boost their technical abilities but also ensure they are emotionally and mentally equipped to handle workplace challenges, which in turn makes them more competitive in their future careers.

Sub-theme 1: Practical Skills:

Developing practical skills is crucial for ensuring students' readiness for real-world professional environments, especially in industries like hospitality, where practical application is key. Participants in the study emphasized the need for workshops that focus on communication, time management, and customer service—skills that are essential in customer-facing roles. One participant noted, “Before immersion, short workshops about communication, time management, and how to deal with guests would help us feel more prepared and less nervous” (P2). This feedback reflects the belief that practical workshops can provide students with the necessary tools to handle real-world situations and boost their confidence before immersion. Studies in the Philippine setting have also highlighted the importance of integrating such practical skills into training programs. According to Villanueva et al. (2021), communication and time management are essential competencies for Filipino students in vocational tracks, as they directly influence their ability to thrive in customer service roles and other workplace environments. Incorporating these skills into the curriculum can significantly improve students' preparedness and employability after graduation.

Sub-theme 2: Student Services

Student services, including counseling, academic advising, and career guidance, play a vital role in preparing students for their careers. In addition to technical training, these services help students navigate the personal and emotional challenges they may encounter during their work immersion. A participant observed, “It would help if teachers could attend training sessions that focus on current industry practices and technologies” (P5), suggesting that faculty development should align with industry standards to ensure they can provide relevant guidance. This is crucial because a lack of updated knowledge from educators may hinder students' overall career readiness. Furthermore, student services that address mental health and stress management are equally important, as they ensure students are not only technically prepared but also mentally equipped to deal with workplace challenges (San Juan & Cabrera, 2020). In the Philippine context, studies emphasize that schools should offer more comprehensive support systems, including counseling and regular workshops, to provide holistic preparation for students (Bautista et al., 2022). By strengthening student support services and offering professional development opportunities for faculty, vocational institutions can better prepare students for the demands of the professional world.

Theme 5: Faculty Training

Faculty training plays a pivotal role in ensuring the delivery of relevant, industry-aligned instruction, particularly in technical-

vocational education, where workplace practices rapidly evolve. Teacher competencies and their familiarity with current industry trends are fundamental in bridging the gap between academic knowledge and real-world application. Faculty members who are continuously exposed to industry practices are better positioned to impart updated skills and competencies that meet employer expectations. In the Philippine context, strengthening faculty capacity through industry exposure and continuous professional development has been emphasized as a key strategy to enhance the quality of vocational education (Llego & Tadeo, 2021). By equipping teachers with up-to-date industry knowledge and pedagogical strategies, schools can ensure that students receive training that is both current and relevant to labor market needs.

Sub-theme 1: Industry Exposure

Participants highlighted the importance of teachers gaining firsthand experience in the hospitality industry. Such exposure ensures that teachers understand current workplace practices, which can then be effectively integrated into instruction. One participant noted, “It would be great if our teachers could experience working in hotels too, so they can teach us the updated skills that companies are looking for” (P4). This sentiment reflects the broader view that industry immersion for teachers enhances their ability to deliver relevant, practical instruction. In the Philippine setting, research by Dela Cruz et al. (2021) emphasized that industry immersion programs for teachers in the Technical-Vocational-Livelihood (TVL) track significantly improve their instructional competence, making classroom learning more reflective of real-world practices. Strengthening industry-academic linkages, where faculty members are embedded in industry settings for even short periods, has been found to enrich both teaching quality and curriculum alignment.

Sub-theme 2: Continuous Upskilling

In addition to industry exposure, ongoing professional development is crucial to ensure that faculty members remain up-to-date with emerging trends and technological advancements. A participant shared, “If our teachers join regular seminars and trainings from the hospitality industry, they can share the latest trends and techniques with us” (P1). This aligns with the concept of lifelong learning, where educators continually update their knowledge and skills to adapt to changes in industry standards. According to Reyes and Martinez (2020), continuous faculty upskilling through seminars, workshops, and certifications enhances not only teachers’ content knowledge but also their confidence in delivering modern and industry-relevant instruction. Likewise, the Department of Education (DepEd) advocates for regular teacher training programs as part of its Continuing Professional Development (CPD) initiatives to improve the quality of TVL programs (DepEd, 2020). By participating in these professional development activities, teachers can infuse updated methodologies, industry practices, and innovations into their teaching, thus enhancing students’ readiness for employment. Thus, faculty training through industry exposure and continuous upskilling is crucial for maintaining the relevance and quality of vocational education. Schools should prioritize structured industry immersion programs for teachers and support their participation in ongoing training to ensure instructional practices keep pace with evolving industry demands.

Theme 6: Administrative Support

Strong administrative support plays a pivotal role in ensuring the successful implementation and sustainability of work immersion programs in senior high school, particularly in the Technical-Vocational-Livelihood (TVL) track. Effective administrative involvement is essential in mobilizing resources, fostering linkages with industry partners, and creating an environment that supports both teachers and students in preparing for real-world employment. In the Philippine setting, studies emphasize that administrative leadership and institutional support are vital for maintaining program relevance, improving facilities, and expanding opportunities for students to engage with the labor market (Llego & Tadeo, 2021). Administrators who actively allocate resources and build partnerships can significantly enhance the quality and outcomes of work immersion programs.

Sub-theme 1: Resource Allocation

The provision of adequate resources, including modern equipment, updated facilities, and instructional materials, ensures that students are trained using industry-standard tools and practices. Participants expressed the need for increased funding to support the acquisition of these resources. One participant shared, “If the school could provide enough funds for modern equipment and support, it would help us get ready for immersion” (P2). This highlights the crucial role of school administrators in ensuring the availability of resources for effective training delivery. A study by Dela Cruz and Santiago (2022) emphasized that schools with well-equipped laboratories and sufficient learning materials significantly improve students’ practical competencies and confidence before immersion. Moreover, the Department of Education (DepEd, 2020) advocates for enhanced budgetary allocation in TVL programs to upgrade school facilities and sustain industry-relevant training environments.

Sub-theme 2: Industry Engagement

Strengthening ties with industry partners is equally important for securing quality immersion slots and enriching students’ exposure to real workplace environments. Participants emphasized that robust partnerships with businesses expand learning opportunities and ensure relevant placements. As one student stated, “It would help if the school continued to strengthen its ties with hotels and resorts to give us more quality immersion opportunities” (P3). Building and maintaining industry linkages not only secures placements but also allows for collaborative curriculum development and alignment with industry needs. Research by Reyes and Martinez (2020) found that sustained industry engagement increases the chances of meaningful and productive immersion experiences for students, as

partner companies are more likely to provide authentic and relevant tasks. Similarly, Dela Cruz et al. (2021) highlighted that strong academe-industry partnerships contribute to bridging the skills gap and enhancing students' employability upon graduation.

The administrative support through resource allocation and strengthened industry engagement is essential in sustaining an effective work immersion program. By ensuring adequate funding for modern equipment and actively nurturing partnerships with industry stakeholders, school administrators can create meaningful immersion experiences that prepare students for the demands of the workforce.

Theme 7: School-Employer Collaboration

Effective communication and collaboration between schools and industry partners are essential for the smooth implementation and success of work immersion programs. A strong partnership ensures that both academic and industry stakeholders are aligned in their goals, expectations, and responsibilities, ultimately benefiting the students through more meaningful learning experiences. In the Philippine context, studies have shown that coordinated efforts between schools and employers contribute to enhanced immersion outcomes, as they ensure proper task assignments, address workplace challenges promptly, and provide continuous mentoring for students (Reyes & Martinez, 2020). Collaboration also facilitates curriculum alignment with industry standards and ensures that immersion experiences remain relevant and responsive to labor market needs (Dela Cruz et al., 2021).

Sub-theme 1: Partnership Building

Participants emphasized the need for collaborative relationships between the school and host companies to ensure seamless program delivery. Strong partnerships foster mutual understanding of program objectives, enhance student supervision, and address concerns efficiently during the immersion period. One participant noted, "It's important that both the school and the hotel communicate clearly during immersion so that any problems we face can be solved quickly" (P6). Establishing clear roles, responsibilities, and expectations between the school and industry partners improves program implementation and student experiences. According to Dela Cruz and Santiago (2022), effective partnership building increases the likelihood of student success as both parties work collaboratively to support the learning process and ensure alignment of tasks with competencies required in the industry.

Sub-theme 2: Communication Channels

The establishment of structured communication mechanisms between schools and industry partners was also recognized as essential. These channels ensure that updates on student performance, feedback, and concerns are exchanged promptly and effectively. One participant remarked, "If there is a clear system for the school and hotel to share updates about our performance, it will help both sides support us better" (P5). Consistent communication allows timely intervention when students face difficulties and facilitates the continuous improvement of immersion activities. Reyes and Martinez (2020) highlighted that formal communication tools—such as periodic meetings, monitoring reports, and feedback forms—are crucial for ensuring that work immersion programs remain well-coordinated and responsive to student and industry needs.

Furthermore, Llego and Tadeo (2021) emphasized that structured communication promotes shared accountability between schools and partner companies, thereby strengthening the overall effectiveness of the program. Thus, the success of work immersion programs hinges on robust school-employer collaboration, which is realized through effective partnership building and well-defined communication channels. Schools that invest in nurturing partnerships and creating structured systems for information exchange can ensure that immersion experiences are beneficial, relevant, and responsive to both student needs and industry expectations.

Theme 8: Technology Integration

Integrating digital tools into training enhances learning experiences, improves student engagement, and broadens access to knowledge, especially in technical-vocational education. In the Philippine context, leveraging technology in teaching has been emphasized to improve both delivery and learning outcomes in senior high school programs (Apolinario & De Guzman, 2020). Technology-supported learning enables students to simulate workplace tasks, access supplementary resources, and develop familiarity with industry-relevant digital systems. These tools not only enhance competency but also cater to diverse learning styles and provide flexible learning opportunities.

Sub-theme 1: Virtual Simulations

Participants suggested that incorporating virtual simulations into training could help them practice specific housekeeping tasks more effectively before engaging in real-world applications. One participant shared, "If we could use virtual simulations to practice tasks like room cleaning, it would really help us improve before working in actual hotels" (P3). Virtual simulations provide a safe and controlled environment where students can repeatedly practice complex tasks, thereby building confidence and proficiency. According to Padilla and Aquino (2021), simulation-based training in technical and vocational education enhances skill acquisition, enabling students to apply theoretical knowledge in practical settings, aligning with modern pedagogical approaches.

Sub-theme 2: Digital Platforms

Students also acknowledged the value of supplementary online learning materials. One student remarked, "Having access to online

modules or videos showing hotel operations would help us review and learn more even after class” (P1). Digital platforms such as e-modules and instructional videos extend learning beyond the classroom, offering flexibility and self-paced review. Apolinario and De Guzman (2020) emphasized that online learning materials increase accessibility, support blended learning models, and promote continuous learning, which is critical for mastery of industry-based competencies in the Philippine TVL context.

Theme 9: Monitoring and Feedback

Ongoing monitoring and structured feedback mechanisms are critical for guiding student performance and supporting continuous improvement in work immersion programs. Regular assessments and opportunities for reflection allow students to internalize their learning experiences, correct mistakes, and reinforce positive behaviors. Philippine studies confirm that structured feedback is a key contributor to effective work immersion outcomes (Cruz & De Vera, 2022).

Sub-theme 1: Regular Assessment

Participants recognized that frequent evaluation of their progress during immersion helped them adjust and improve their performance. One participant shared, “It helped me a lot when my teachers and supervisors regularly checked on my progress and gave me tips on how to improve” (P5). Consistent supervision and feedback ensure that students remain on track and continuously enhance their competencies. According to Cruz and De Vera (2022), regular assessments during immersion promote accountability, help identify learning gaps early, and allow timely intervention from supervisors or coordinators.

Sub-theme 2: Reflection Mechanisms

Encouraging students to reflect on their experiences deepens learning and reinforces professional growth. A participant shared, “After finishing my immersion, writing a reflection about my experiences helped me understand what I learned and what I can still improve” (P6). Reflective practices allow students to critically analyze their strengths, weaknesses, and lessons learned during immersion. In the Philippine context, Dela Peña and Trinidad (2020) highlighted that structured reflection activities improve students' self-awareness, consolidate practical knowledge, and enhance their readiness for future employment.

Theme 10: Student Preparation

Adequate preparation prior to immersion is crucial for boosting students' confidence and ensuring they are well-equipped to meet workplace expectations. Preparatory activities such as workshops and career counseling help orient students to real-world environments, clarify their career goals, and build foundational workplace skills.

Sub-theme 1: Pre-Immersion Workshops

Participants emphasized the importance of workshops that prepare them for actual work settings. One student expressed, “Attending workshops about workplace behavior and basic hotel procedures before immersion made me feel more confident and ready” (P2). Pre-immersion training builds familiarity with industry protocols and work ethics, which minimizes anxiety and enhances confidence. Paderanga and Salandanan (2021) found that preparatory workshops significantly improve students' work readiness, especially in hospitality-related immersion placements in the Philippines.

Sub-theme 2: Career Guidance

Career counseling sessions were also valued by students in clarifying their career goals. As one participant shared, “The career talks and counseling sessions helped me discover which job roles in housekeeping I really want to pursue after graduation” (P4). Career counseling sessions were also appreciated for helping students refine their career paths. One participant noted, “The career talks and counseling sessions helped me discover which job roles in housekeeping I really want to pursue after graduation” (P4). Providing career guidance ensures students align their immersion experiences with long-term aspirations, fostering motivation and purpose. Ramos and Mendoza (2022) emphasized that career counseling enhances students' decision-making skills, increases awareness of career opportunities, and supports smoother transitions from school to work.

Summary and Review of Thematic Analysis

The thematic analysis identified four key factors influencing the readiness of the work immersion program: Industry Partnership, Curriculum Alignment, Industry Exposure, and Skill Development. These themes emphasize the crucial roles of mentorship, relevant competencies, collaboration with industry, and hands-on experiences in preparing TVL Housekeeping students for future careers. Sub-themes such as mentorship, practical application, and workplace readiness highlight the layered dynamics that contribute to the program's effectiveness. The findings indicate that both academic preparation and industry engagement are equally vital in ensuring students gain the necessary technical and soft skills for employment. The data further underscore the importance of continuous collaboration between schools and industry partners to ensure that student competencies remain aligned with the evolving demands of the labor market.

In addition to the key factors, two central opportunities for enhancement were recognized: Strengthen Partnerships and Curriculum Enhancement. These opportunities highlight actionable strategies such as conducting post-immersion conferences, engaging in regular dialogue with industry stakeholders, and integrating industry feedback into the curriculum. Such efforts can ensure that the program

remains relevant and responsive to workforce expectations. Strengthening ties with industry partners through consistent communication and feedback loops can provide richer, more meaningful learning experiences for students. Similarly, regularly updating the curriculum based on employer insights ensures students acquire skills that match real-world standards and job requirements.

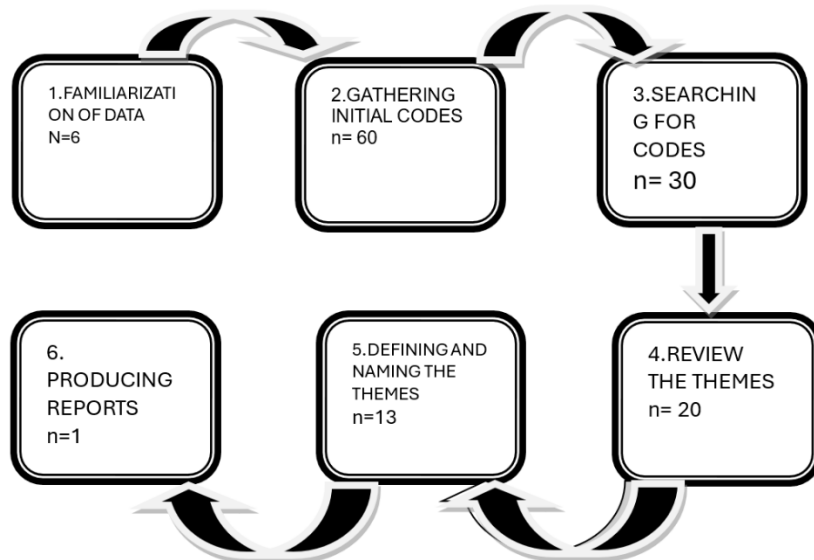


Figure 2. Summary of Braun and Clarke's Thematic Analysis

The insights gathered from participants stress the importance of meaningful partnerships, a responsive curriculum, and continuous exposure to practical experiences. Addressing these factors and leveraging the identified opportunities can significantly strengthen the implementation of the work immersion program. Schools that prioritize collaboration with industries, up-to-date curriculum content, and strong student support systems will be better positioned to enhance student career readiness. Ultimately, a well-structured immersion program that bridges academic learning with workplace realities prepares students not just for graduation but also for long-term career success. By sustaining these improvements, schools can ensure that their graduates are highly competitive and equipped for the demands of the hospitality industry.

Integrated Findings of the Quantitative and Qualitative Phases

The quantitative results revealed that students, educators, and stakeholders generally perceived the Work Immersion Program as effective in preparing TVL Housekeeping students for employment. Survey responses revealed high mean ratings across various domains, including curriculum relevance, student preparedness, and industry alignment, indicating that the program offers learners valuable exposure to real-world hospitality practices. However, statistical differences emerged among groups, with students rating the program more positively compared to educators and stakeholders, who expressed greater caution regarding the adequacy of training resources and supervision. These results highlight both the strengths of the program and areas that require further alignment with industry standards.

The qualitative findings provided more profound insights into these patterns. Interviews with purposively selected students, teachers, and industry partners confirmed that immersion experiences built confidence, enhanced employability skills, and familiarized learners with workplace expectations. However, participants also identified challenges such as limited time allocation, inconsistencies in mentorship, and gaps between the curriculum and actual industry practices. Educators emphasized the need for more updated training modules and facilities, while stakeholders stressed closer school-industry collaboration to ensure relevance. These narratives contextualized the quantitative trends, showing why some stakeholders rated aspects of the program less positively.

Integrating both phases, the findings demonstrate that while the Work Immersion Program succeeds in boosting career readiness and equipping students with both technical and soft skills, its effectiveness is uneven due to resource limitations and gaps in industry-school alignment. The positive experiences reported by students affirm the value of immersion in strengthening adaptability and confidence, yet the concerns raised by educators and stakeholders highlight areas for systemic improvement. Together, these findings underscore the importance of enhancing industry partnerships, updating curriculum content, and providing more comprehensive student support to maximize the program's impact on long-term employability.

Conclusions

The Work Immersion Program demonstrates a very high level of readiness across key dimensions; however, gaps exist in curriculum alignment, administrative support, and resource adequacy. Disparities in perception between teachers, students, and stakeholders signal the need for improved communication, facility upgrades, and strengthened industry partnerships. Thematic analysis reinforced that

supportive mentorship, modernized training facilities, and alignment with evolving standards in the housekeeping industry are critical. Addressing these areas will bridge the empirical gap between academic learning and workplace expectations. Implementing intensified hands-on training, technology integration, and robust feedback mechanisms will further prepare students with the competencies required for career readiness.

To improve the Work Immersion Program and address key gaps, several targeted actions are recommended. First, align the curriculum with industry standards and increase hands-on training. Upgrade facilities by creating simulated hotel environments and integrating modern housekeeping tools. Provide continuous faculty development through industry immersion and training. Ensure sufficient administrative support by allocating necessary funds. Strengthen industry partnerships for relevant immersion sites and mentorship. Introduce technology-enhanced learning, like virtual simulations, and establish regular monitoring and feedback systems. These actions should be guided by a structured DepEd-aligned action plan with clear objectives, timelines, budgets, and accountability to support sustainable program improvement and student readiness.

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Affiliations and Corresponding Information

Catherine A. Caballero
Cebu Technological University
Argao Campus – Philippines