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## ENHANCING WORK IMMERSION THROUGH KNOWLEDGE SHARING: A FRAMEWORK FOR BOOSTING STUDENT CONFIDENCE, READINESS, AND ENTERPRISE ENGAGEMENT

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### Abstract

*This study aims to develop a comprehensive program framework for enhancing the Senior High School (SHS) Work Immersion program through knowledge sharing and best practices. It specifically explores the short-term influence of work immersion experiences on students' workplace confidence and readiness, as well as the willingness of partner enterprises to continuously engage with SHS institutions. Grounded with mixed method research, the research gathered insights from students who recently completed their immersion, as well as from supervisors and coordinators from various partner industries. Findings revealed that students who participated in well-structured immersion programs demonstrated improved communication skills, greater adaptability, and increased self-efficacy in professional environments. Conversely, enterprise partners expressed a growing openness to accept SHS students, particularly when clear expectations, orientation sessions, and consistent school-enterprise collaboration were present.*

*The study also identified several gaps in implementation, such as lack of alignment between students' academic backgrounds and actual immersion tasks, as well as insufficient feedback mechanisms between schools and enterprises. By synthesizing best practices from high-performing schools and receptive enterprise partners, a responsive program framework was developed. This framework emphasizes continuous knowledge exchange, skills alignment, stakeholder feedback, and mentorship support as core strategies to enhance the overall work immersion experience.*

*Ultimately, the proposed framework not only aims to improve students' workplace readiness and confidence but also to strengthen school-industry partnerships by fostering trust and mutual benefits. The study recommends institutional adoption of this framework to elevate the quality and impact of the SHS Work Immersion program across educational settings and to aligned in new strengthened curriculum.*

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## INTRODUCTION

The Senior High School (SHS) Work Immersion program, as mandated by the Department of Education (DepEd) under the K to 12 Basic Education Program in the Philippines, serves as a critical bridge between the academic environment and the world of work. It is designed to provide Grade 11 and 12 students with practical experiences that enhance their competencies, develop their work ethic, and expose them to real-life work scenarios. However, despite its noble objectives, the implementation of the program across various schools and regions remains inconsistent, often affected by weak partnerships with industries, misalignment of immersion tasks to student specializations, and the absence of structured feedback mechanisms. These challenges call for the development of a more robust and adaptive framework that responds to the dynamic needs of both learners and partner enterprises.

This study aims to address these issues by developing a comprehensive program framework that enhances the SHS Work Immersion experience through knowledge sharing and the integration of best practices. Central to this research is the exploration of the short-term influence of work immersion on students' workplace confidence and readiness. The study also investigates the willingness and continued participation of enterprises in hosting SHS students, particularly in light of how the immersion program is designed and managed. Through a mixed-methods approach, data were collected from SHS students who recently completed their immersion, as well as from industry supervisors and school-based coordinators actively involved in the implementation of the program.

Initial findings indicate that students who underwent structured and well-supported immersion activities exhibited noticeable improvements in their interpersonal communication, adaptability, and self-confidence—traits essential for workforce readiness. On the part of the partner industries, their willingness to continue supporting the program was closely tied to the presence of clear communication protocols, proper student orientation, and consistent collaboration with schools. These insights highlight the need for an intentional and systematic approach to managing the work immersion process, emphasizing shared responsibility and alignment of expectations.

Despite the encouraging outcomes, several gaps were also uncovered. A recurring issue was the mismatch between students' academic backgrounds and their assigned tasks during immersion, which often limited the relevance and effectiveness of the experience. Additionally, the feedback loop between schools and enterprises was found to be weak or absent in many cases, impeding continuous improvement of the program. These shortcomings point to the urgency of developing a sustainable framework that promotes alignment, accountability, and innovation.

Moreover, workplace readiness has been linked to students' confidence and their perceived competence. A study by Reyes and Balagtas (2020) found that when immersion activities are aligned with students' academic tracks and personal interests, learners display greater engagement and confidence in handling work-related tasks. On the other hand, the willingness of enterprises to host SHS students is influenced by the

quality of school coordination, clarity of immersion objectives, and students' preparedness. Alampay (2018) highlighted that meaningful school-industry collaboration can foster mutual benefits and long-term partnerships if both parties have clearly defined roles and shared expectations. This aligns with the guidelines outlined in DepEd Order No. 30, s. 2017, which emphasizes the importance of establishing clear roles, responsibilities, and expectations among schools, students, and partner institutions. The said policy underscores the need for proper orientation, supervision, and alignment of immersion tasks with the learners' chosen tracks to ensure that the work immersion program achieves its intended outcomes of workplace exposure and readiness.

In response, this study proposes a responsive framework grounded in four key strategies: continuous knowledge exchange between schools and industries, alignment of immersion tasks to student specialization, integration of stakeholder feedback mechanisms, and provision of structured mentorship. The goal is to institutionalize practices that not only prepare students more effectively for the workplace but also cultivate long-term, mutually beneficial partnerships with industry stakeholders.

Ultimately, this study seeks to contribute to the enhancement of the SHS Work Immersion program and its alignment with the newly strengthened curriculum. By offering a practical and scalable model, the proposed framework can serve as a guide for schools and enterprises alike, ensuring that work immersion becomes a transformative experience that empowers learners and supports national development goals.

## METHODOLOGY

This study utilized a mixed-methods research design to investigate the effectiveness of the Senior High School (SHS) Work Immersion program and to develop a comprehensive framework aimed at enhancing student confidence, readiness, and enterprise engagement. The use of both quantitative and qualitative approaches allowed for a well-rounded understanding of stakeholder experiences and perceptions. Quantitative data provided measurable insights on student preparedness, while qualitative data offered depth and context to the implementation practices and challenges encountered by school coordinators and industry partners.

The research was conducted in selected public secondary schools within the Schools Division of Isabela, Philippines. These schools were chosen purposively based on their active implementation of the SHS Work Immersion program and established linkages with local partner industries. Participants in the study included three key groups: Grade 12 students who recently completed their immersion experience, school-based work immersion focal persons or coordinators, and enterprise supervisors or representatives from partner institutions. A total of 120 student-respondents were selected through stratified random sampling to ensure balanced representation from different academic strands such as Technical-Vocational-Livelihood (TVL), Science Technology Engineering and Mathematics (STEM), Accountancy, Business and Management (ABM), and Humanities and Social Sciences (HUMSS). Meanwhile, 15 school focal person and 15 enterprise supervisors were purposively selected based on their involvement in planning,

monitoring, and evaluating work immersion activities. The focal person, principal, industry partner and supervisors served as informants of the research.

To gather data, a structured survey questionnaire was administered to the students. This instrument assessed workplace confidence, readiness, communication skills, adaptability, and the perceived relevance of their immersion tasks. The questionnaire underwent expert validation and pilot testing, and it demonstrated a high level of reliability, with a Cronbach's alpha of 0.87. For the qualitative aspect of the study, semi-structured interview guides were used to conduct one-on-one interviews with school coordinators and industry representatives. These interviews sought to explore the strengths and weaknesses of current practices, levels of enterprise engagement, student preparation, and the nature of collaboration between schools and partner industries. Interviews were conducted either in person or through virtual platforms, depending on the availability and convenience of participants.

The collected quantitative data were analyzed using descriptive statistics such as mean, percentage, and standard deviation to summarize student responses. Meanwhile, qualitative data from the interviews were analyzed using thematic analysis following Braun and Clarke's (2006) framework. Emerging themes were identified through a rigorous coding process, allowing the researcher to categorize responses into patterns that revealed best practices, persistent issues, and stakeholder recommendations.

The study adhered strictly to ethical research standards. Informed consent was obtained from all participants, and their anonymity and confidentiality were maintained throughout the research process. Ethical clearance was granted by the Schools Division Office of Isabela. Finally, the proposed framework was crafted based on analyzed data and refined through validation with selected stakeholders during a consultative workshop. Their feedback ensured the framework's relevance, feasibility, and alignment with DepEd Order No. 30, s. 2017, which outlines standards for implementing work immersion in SHS.

## RESULTS AND DISCUSSION

**Table 1.** Influence of Work Immersion on Student Confidence and Readiness

<i>Indicator</i>	<i>Mean Score</i>	<i>Qualitative Description</i>
<i>Improved Communication Skills</i>	<i>4.23</i>	<i>High</i>
<i>Adaptability</i>	<i>4.10</i>	<i>High</i>
<i>Professionalism</i>	<i>4.15</i>	<i>High</i>
<i>Teamwork</i>	<i>4.18</i>	<i>High</i>
<i>Problem Solving</i>	<i>4.05</i>	<i>High</i>
<b><i>Overall Reported Increase in Confidence</i></b>	<b><i>82%</i></b>	<b><i>Majority Increased</i></b>

The findings demonstrate that work immersion significantly enhances senior high school students' confidence and workplace readiness. Quantitative data reveal consistently high mean scores across critical competencies such as communication (4.23), teamwork (4.18), professionalism (4.15), adaptability (4.10), and problem solving (4.05). These results suggest that

immersion activities provide a practical platform for students to develop essential soft skills vital for successful transition to the workforce. The reported 82% increase in self-confidence further underscores the role of immersion in fostering students’ perceived competence and self-efficacy in real-world settings. The alignment of immersion placements with students’ academic tracks appears to strengthen engagement and task relevance, facilitating deeper learning and skill acquisition. This aligns with previous research indicating that contextualized, hands-on experiences bolster learner readiness and motivation (Reyes & Balagtas, 2020). The study affirms that well-structured and supported work immersion programs serve as effective interventions for cultivating confident, adaptable, and professionally prepared graduates especially for the new SHS Strengthened curriculum.

**Table 2.** Enterprise Engagement and Willingness

**2.1 Enterprise and industry partner Engagement and Willingness to Support SHS Work Immersion**

Statement	Yes (n)	No (n)	% Yes	% No
The enterprise is helping alleviate poverty in the community.	24	12	67%	33%
The immersion duration is sufficient to provide valuable experience.	15	7	68%	32%
The enterprise is helping schools accept students for work immersion.	17	8	68%	32%
The enterprise regularly accomplishes charity works.	14	7	67%	33%
The enterprise offers very low-cost products and services.	21	10	68%	32%
Student immersionists demonstrate good workplace behavior.	27	13	68%	32%
We provide meaningful tasks that match students’ academic tracks.	9	4	69%	31%
The enterprise promotes worthy employees.	25	13	66%	34%
The immersion program aligns well with our enterprise needs	26	13	67%	33%
The partner industry pays mandatory contributions for the immersionists.	25	13	66%	34%

The data indicate a generally positive engagement and willingness among enterprises to support the Senior High School (SHS) Work Immersion program. Approximately two-thirds of respondents agree that their organizations contribute meaningfully to community development, such as poverty alleviation (67%) and conducting charity works (67%). A similar proportion acknowledges the sufficiency of immersion duration in providing valuable experience (68%) and their role in helping schools accept student interns (68%). Notably, 68% of enterprises recognize that student immersionists demonstrate good workplace behavior, reflecting positively on the program’s preparatory efforts. However, while 69% affirm that tasks assigned to students align with their academic tracks, this remains an area for potential improvement to enhance relevance and engagement. Most enterprises also confirm adherence to labor and program standards, including paying mandatory contributions (66%) and promoting worthy employees (66%). The findings suggest that effective collaboration and clear alignment between schools and industry partners are key to sustaining successful work immersion programs, fostering mutual benefits and enhancing student readiness for the workforce.

**Table 2.** Enterprise Engagement and Willingness

**2.2 Industry Partners’ Perspectives on School-Related Challenges Affecting Work Immersion**

School-Related Work Immersion	Frequency (n)	Rank
Skills required by Senior High School students are often unavailable in potential partner enterprises.	30	1
Scheduling and programming of Senior High School students' immersion activities pose coordination difficulties.	29	2
Enterprises lack adequate facilities such as laboratories and equipment necessary for effective immersion.	26	3
Limited number of enterprises willing to accommodate student interns.	24	4
Insufficient communication between schools and enterprises regarding immersion expectations.	6	5
Inconsistent feedback mechanisms between enterprises and schools.	3	6
Variability in students' readiness and competencies upon arrival at enterprises.	1	7
Lack of clear orientation for students before immersion.	0	8
Challenges in aligning immersion tasks with academic tracks.	0	9
Limited mentorship or supervision capacity within partner enterprises.	1	10

The data highlights the school-related challenges identified by industry partners that affect the implementation of the Senior High School (SHS) Work Immersion Program. The most pressing issue, cited by 30 respondents, is the unavailability of required skills among potential enterprise partners, indicating a gap between academic preparation and industry needs. Scheduling and programming difficulties ranked second, with 29 respondents highlighting the challenge of coordinating immersion activities. Another significant concern is the lack of adequate facilities such as laboratories and equipment, reported by 26 industry partners, which limits the depth of practical experience students can gain. A limited number of enterprises willing to accommodate interns ranked fourth. Less frequently mentioned but still notable were concerns about insufficient communication and inconsistent feedback between schools and enterprises. Surprisingly, issues such as lack of student orientation, task alignment with academic tracks, and mentorship shortages were perceived as less problematic, suggesting that the more systemic coordination and resource issues take priority in industry perceptions.

**Theme: Role in Work Immersion**

When asked about role in work immersion implementation in their school, participants expressed their answer in the same way using of structuring approach deped memos and collaborative”, hence, the theme is Role in Work Immersion. The participants’ views on the sharing of knowledge about work immersion in SDO Isabela reflect a commitment to structured and collaborative approaches. Principals emphasized the importance of a well-planned process, guided by DepEd memoranda, which includes coordination with industry partners and regular evaluations to provide students with practical, real-world experiences. One principal (SPC 1)

emphasizes, "**A structured process is essential**," highlighting the importance of having a clear format or method for effective sharing.

Similarly, focal persons underscored their critical roles in facilitating student placements, coordinating with partner institutions, and monitoring implementation to align with educational goals. One of the focal persons (*FP 4*) emphasizes, "**It involves coordination with industry partners, preparing students through orientations, and continuous monitoring of their placements.**" The importance of student preparation through orientations is the key whether in pre or post immersion, while Focal Person 6 emphasized regular monitoring of placements. The responses illustrate the collaborative efforts required among educators to deliver meaningful, hands-on experiences for senior high school students. This formalization of the work immersion process aligns with the findings from Montemayor (2018), where it was noted that K-to-12 graduates, particularly those who pursued the academic and tech-voc track, are well-prepared for employment due to the hands-on experience gained through work immersion. Through the help of the focal person and principal structured and collaboration mandatory integration of work immersion within the SHS curriculum not only equips students with the technical skills necessary for various industries, such as business, manufacturing, and commerce, but also ensures that the learning outcomes are relevant to the current labor market.

By adhering to these guidelines, the DepEd ensures that the work immersion program contributes to the holistic development of students, reinforcing the K-to-12 curriculum's commitment to producing job-ready graduates who can seamlessly transition into the workforce. This approach, supported by the structured communication efforts of school principals, highlights the importance of clear, consistent, and effective processes in preparing students for future employment and in fostering a transparent, collaborative school environment. Validated by three supervisors who served as key informants, the findings highlight the significance of a structured approach in the work immersion program. Principal 1 emphasized the need for a systematic process to pair students with industry partners, guided by clear objectives and regular evaluations, reflecting the use of structured knowledge-sharing practices. Principal 4 underscored extensive planning, coordination, and collaboration, supported by continuous monitoring to ensure program success. Similarly, Focal Person 2 stressed the facilitation of student placements and coordination with partner institutions, aligning program implementation with educational objectives. These perspectives underscore the importance of organization, collaboration, and monitoring in achieving program effectiveness.

The SHS work immersion program in SDO Isabela is designed with a clear structure and purpose to help students gain valuable skills and experience in their chosen fields. The roles of the principal and focal persons are essential in ensuring that the program runs smoothly, with thorough planning, coordination, and monitoring at each stage. The process includes comprehensive preparation, strategic placement, hands-on immersion, and rigorous assessment and evaluation, all of which aim to equip students with the practical skills necessary for success in their future careers. Despite challenges, the program's emphasis on flexibility, stakeholder collaboration, and continuous improvement ensures that it remains a vital and effective component of the Senior High School curriculum in SDO Isabela.

### **Theme: Bida Best**

When asked about Best Practices of Work Immersion, participants expressed their answer in the same way "alignment, support, strategic placement," hence, the theme is Bida Best. The strategic placement and support systems in work immersion programs are essential for ensuring

the relevance and success of student placements. Participants from various institutions highlighted best practices aimed at enhancing the students' immersion experience. Principal 1 (SPC 1) states, "One best practice I focus on is ensuring that placements are carefully aligned with the students' career interests and academic tracks. This ensures that their immersion is as relevant and beneficial as possible." Principal 3 (SPC 3) adds, **"For me, a key practice is conducting orientation sessions before immersion tapos sa 7 na partner industry naming nakuha sila after graduation na magtrabaho sa kumpanya nila."** emphasized the importance of aligning placements with students' career interests and academic tracks, ensuring that their immersion is both relevant and beneficial. Principal 3 highlighted the effectiveness of conducting pre-immersion orientation sessions, which prepare students for their partner industries. Notably, seven partner industries have hired graduates from their program. Principal 4 noted the positive collaboration with the local community, fostering strong ties that benefit students during immersion. Principal 5 pointed out that work immersionists in STEM and ABM fields are often topnotchers in their chosen professions. Principal 6 emphasized centralizing activities in line with the students' chosen courses, ensuring that their immersion experiences are aligned with future academic and career goals.

Focal Persons echoed similar sentiments, noting that strategic placement alignment and strong collaboration with industry partners were key to success. They also mentioned the importance of effective monitoring and evaluation, the development of good ethics in students, and the support provided by parents and the local government. Adherence to DepEd guidelines was also emphasized, ensuring that all practices followed established standards. Focal Person (FP 1) revealed, Strategic Placement alignment Focal Person (FP 2) mentioned, **" Strong collaboration with industry partners."** Focal Person 1 (FP 1) emphasized the importance of strategic placement alignment, ensuring that students are placed in immersion opportunities that directly align with their career aspirations and academic tracks. This alignment optimizes the learning experience and prepares students for their future careers. Meanwhile, Focal Person 2 (FP 2) highlighted the significance of strong collaboration with industry partners, stressing that partnerships with businesses and organizations play a key role in providing students with real-world exposure and opportunities. Together, these practices contribute to a more effective and impactful work immersion program, fostering both academic and professional growth.

The knowledge shared by the key informants, including the three supervisors, offers valuable insights into best practices in work immersion programs. For Principal 1, aligning placements with students' career interests and academic tracks is pivotal to ensuring the immersion experience is both relevant and beneficial. This strategy guarantees that students are placed in environments that support their future career paths, enhancing their learning. Principal 2 highlights the success of their work immersion practices, particularly the 100% NC2 passer rate each year, a result that has led to the adoption of their program by other divisions. Principal 3 places emphasis on conducting orientation sessions before the immersion, which helps students understand expectations, and highlights the strength of their industry partnerships, as evidenced by the fact that many students secure employment with their partner companies after graduation.

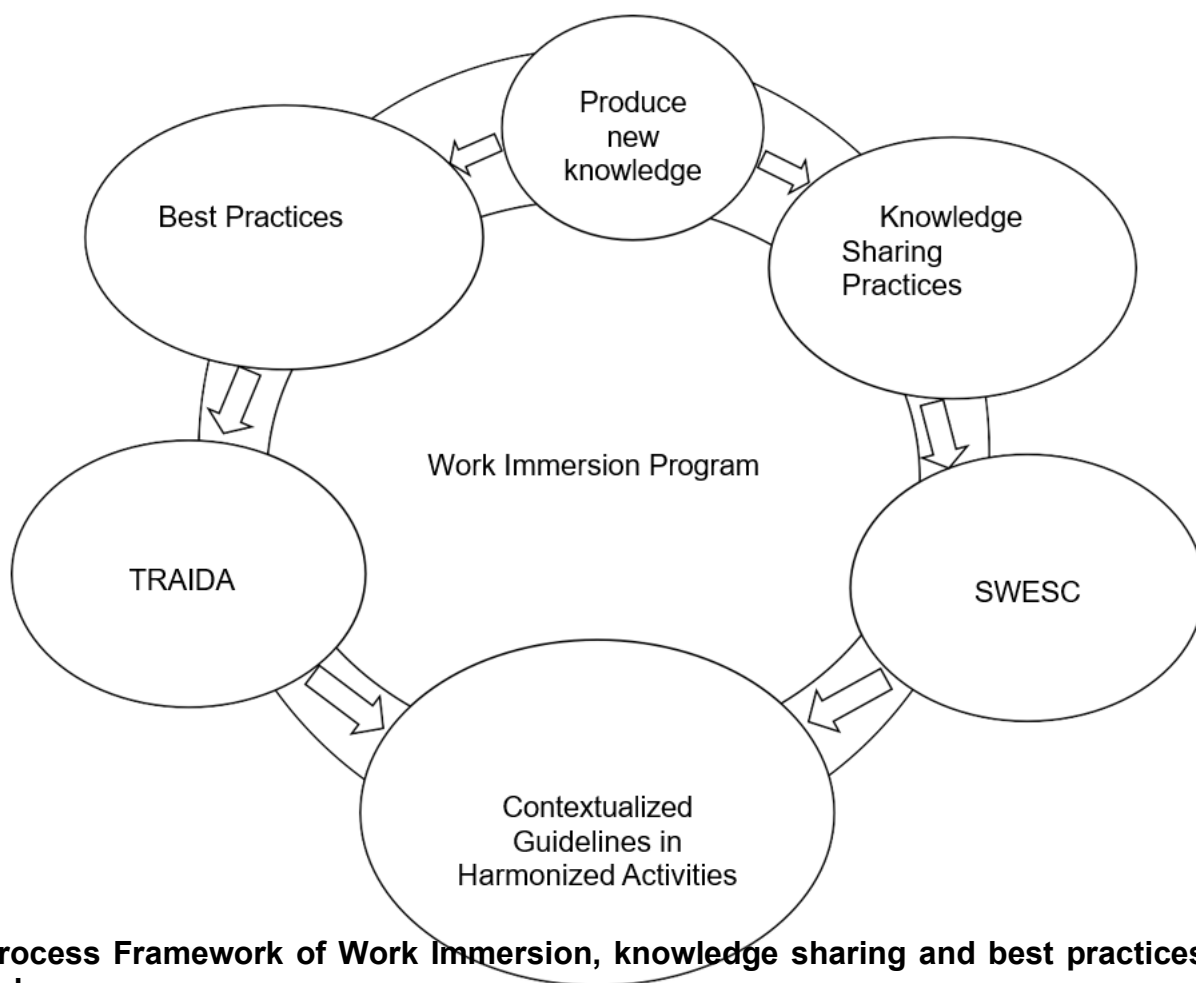
Additionally, Principal 4 discusses the importance of collaboration with the community, fostering a supportive ecosystem for students. Principal 5 emphasizes the role of work immersionists, particularly in STEM and ABM fields, who have themselves achieved topnotcher status in their professions, serving as role models for students. Principal 6 stresses the value of centralizing activities that align with students' future academic courses, ensuring their immersion is aligned with their college aspirations. From the focal persons, key practices include strategic

placement alignment, strong collaboration with industry partners, and effective monitoring and evaluation systems this is oppose in the field that during 8 years of implementation there is a need of effective monitoring and localized the tools in the evaluation of the implan. Ethical development, strong support from parents and the LGU, and adherence to DepEd guidelines also emerged as crucial elements in ensuring the success of work immersion programs.

The overarching theme of "Bida Best" reflects the commitment to providing the best possible work immersion experiences for students through collaboration, strategic placement, and community involvement. This aligns with Rosales and Reyes' (2021) findings, which highlight the significance of strategic placement and collaboration between schools and industries in addressing the challenges of work immersion programs. Their study stresses the importance of alignment between students' academic tracks and the industries they are placed in, ensuring a more meaningful and impactful immersion experience for students.

Figure 1

*The Trabaho Process Framework*



**Proposed Process Framework of Work Immersion, knowledge sharing and best practices in SDO Isabela**

The framework presented encapsulates a comprehensive approach to a "Work Immersion Program," with interconnected elements aimed at creating a robust structure for knowledge development, sharing, and application. The *trabaho* means job in the OJT or work immersion industry. Each component plays a critical role in enriching the work immersion experience, building on scholarly perspectives in educational and professional development literature. The framework integrates knowledge production, best practices, and organizational collaboration, providing a dynamic ecosystem for experiential learning and skills acquisition.

At the core of the framework is the Work Immersion Program, which serves as a bridge between academic knowledge and practical application in real-world settings. Work immersion programs are essential for transitioning students from theoretical learning to hands-on experience, preparing them for the workforce by instilling both technical and soft skills. Research indicates that these programs are instrumental in enhancing employability, as they enable students to practice and hone their skills under the guidance of industry professionals. The central positioning of the work immersion program in the diagram underscores its foundational role, serving as the nucleus around which other components revolve and interact.

The first component, Produce New Knowledge, reflects the program's commitment to innovation and advancement in understanding. Knowledge production within a work immersion setting can occur as students encounter novel challenges, prompting them to problem-solve and apply critical thinking in real time. According to constructivist theories, learning is most effective when individuals construct new knowledge through direct engagement with their environment. In work immersion programs, students are not merely passive recipients of knowledge but are actively involved in creating solutions, generating insights, and, in some cases, discovering new methodologies that contribute to the field. This process benefits both the students and the host organizations, as fresh perspectives can lead to creative problem-solving approaches and innovations.

Another crucial aspect of the framework is Knowledge Sharing Practices, which highlights the importance of disseminating information and insights across individuals and organizations involved in the immersion process. Knowledge sharing is essential in a collaborative learning environment, as it facilitates continuous improvement and ensures that best practices are accessible to all participants. Effective knowledge sharing can take various forms, such as structured mentoring, peer-to-peer exchanges, workshops, and reflective sessions, where students and mentors discuss experiences and lessons learned. Scholarly research in organizational learning underscores the value of knowledge sharing in fostering a learning culture, enhancing organizational memory, and improving overall performance. In the context of work immersion, knowledge sharing practices enable students to internalize complex concepts more quickly while encouraging mentors to reflect on their methods and refine their practices.

The framework also includes Best Practices, which encapsulate established, successful methods and approaches that can serve as guidelines for both students and mentors. Best practices in work immersion programs are derived from empirical research and long-standing experience in various fields, representing methods proven to yield positive outcomes. In a scholarly context, best practices are closely aligned with standards of practice, ensuring that programs meet industry expectations and maintain quality and effectiveness. Best practices also serve as benchmarks for evaluating the success of the immersion experience, allowing programs to continuously improve by aligning with the most effective strategies. Through adherence to best

practices, work immersion programs can achieve consistent outcomes, providing students with a stable learning environment while enabling organizations to meet their operational goals.

The inclusion of TRAI DA as a component likely represents a specific organizational or institutional element relevant to the work immersion program. TRAI DA could be an acronym for an educational institution, a regional development agency, or a professional association, suggesting the role of external partners in the program. In many successful work immersion programs, partnerships with external organizations are essential, as they provide students with access to real-world experiences, facilities, and resources that schools alone may not be able to offer.

Collaborative partnerships in work immersion programs are supported by the theory of social capital, which posits that individuals gain access to valuable resources and networks through their connections. By engaging with organizations like TRAI DA, students expand their professional network, gain mentorship, and potentially find career pathways. These partnerships also benefit the organizations, as they can shape and influence the future workforce according to their needs and standards.

Similarly, SWESC appears to represent another organizational entity or consortium involved in the work immersion framework. Like TRAI DA, SWESC's role in the framework implies the value of diversified partnerships and collaborative networks in enriching the work immersion experience. SWESC could represent a consortium of companies, a sector-specific association, or another collaborative body that provides resources, guidance, and mentorship to students. Through engagement with organizations like SWESC, students are exposed to a variety of professional environments, broadening their perspectives and enhancing their adaptability. From a scholarly perspective, this aligns with the theory of situated learning, which emphasizes the value of learning in diverse, authentic contexts. By being embedded in various professional settings, students can better understand the nuances of workplace culture, industry demands, and the practical application of their academic knowledge. The framework's circular design suggests a continuous, iterative process where each component reinforces the others. The cyclical flow between components implies that knowledge produced during the work immersion program can be shared across partners, refined into best practices, and fed back

into the program to improve future iterations. This design aligns with the concept of the learning organization, popularized by scholar Peter Senge, which describes organizations that facilitate learning and adaptability among their members. In a learning organization, new knowledge and best practices are not static; they evolve as individuals and groups encounter and adapt to new challenges. The circular arrangement in this framework illustrates how the work immersion program can perpetuate a cycle of growth, learning, and improvement. The framework presented for the Work Immersion Program is a robust framework that reflects best practices and principles from educational and organizational theory. It highlights the importance of producing new knowledge through experiential learning, sharing insights across a collaborative network, and adhering to established best practices to ensure quality and effectiveness. The involvement of external partners like TRAI DA and SWESC emphasizes the importance of social capital and networked learning, providing students with a comprehensive, real-world immersion experience. This framework not only prepares students for the workforce but also benefits organizations by introducing them to emerging talent and innovative ideas. Through its continuous, iterative structure, the framework fosters a culture of learning, adaptability, and improvement, ensuring that

work immersion programs remain relevant and effective in a rapidly evolving professional landscape.

Work Immersion Programs aim to bridge the gap between academic learning and real-world application by exposing students to practical experiences in various industries. The main outcomes include fostering knowledge sharing, where students and industry partners exchange insights and skills. Best practices, developed through collaboration, ensure effective learning and smooth integration into the workforce. A framework for harmonized activities is essential to align academic objectives with immersion goals, guiding both students and mentors. This integrated approach not only enhances employability but also prepares students for challenges in their future careers by equipping them with both theoretical and practical competencies.

## CONCLUSION

This study explored the enhancement of the Senior High School (SHS) Work Immersion Program through knowledge sharing, student confidence building, and strengthened enterprise engagement. Findings revealed that while most partner enterprises are ready and equipped to accept SHS students for immersion—particularly in the service sector—several systemic challenges remain. The most pressing concerns from the industry's perspective include the lack of alignment between students' skills and enterprise needs, scheduling difficulties, and inadequate facilities. Despite these challenges, the willingness of many enterprises to engage in immersion activities reflects a strong foundation for collaboration.

The research emphasizes the importance of structured partnerships, skill alignment, clear communication, and shared responsibilities between schools and industries. By identifying best practices such as curriculum-industry alignment, coordinated immersion planning, and shared resource utilization, the study presents a framework that can elevate the effectiveness and sustainability of work immersion programs. These practices aim not only to prepare students for real-world employment but also to encourage enterprises to become active stakeholders in education. Ultimately, the proposed framework offers a practical, responsive, and scalable model that supports the goals of the Senior High School Program curriculum, bridges the school-to-work transition, and empowers Filipino youth with relevant and transformative workplace experiences. The study also found that the commitment of school administrators played a pivotal role in the successful implementation of these projects, highlighting the importance of strong leadership and administrative support in ensuring their long-term viability.

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