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WORK IMMERSION EXPERIENCE OF TVL SENIOR HIGH SCHOOL STUDENTS: IMPACT ON CAREER PREPAREDNESS

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ABSTRACT

This study examined the impact of work immersion experience on the career preparedness of Technical-Vocational-Livelihood (TVL) Senior High School students at Pulpogan National High School, Consolacion, Cebu. Using a mixed-method design, the quantitative phase employed descriptive statistics to determine the respondents' profile and assess their level of work immersion experience and career preparedness, while Pearson correlation was used to determine the relationship between the two variables. The qualitative phase utilized thematic analysis to explore students' experiences and perceptions regarding their work immersion. Findings revealed that students had a High level of work immersion experience (grand mean = 3.00) in terms of task relevance, supervision, and workplace exposure. Their career preparedness was also rated High (grand mean = 3.01), particularly in technical skills, communication, professionalism, and adaptability. Pearson correlation revealed a significant positive relationship between work immersion experience and career preparedness ($r = 0.495$, $p < .001$), leading to the rejection of the null hypothesis. Qualitative findings supported the quantitative results, highlighting skill development, improved confidence, and strengthened workplace values. Based on the findings, an Enhanced Work Immersion Support Plan (EWISP) was developed to improve supervision, task alignment, and student readiness.

Keywords: *Work Immersion, Career Preparedness, TVL Students, Correlational Study, Experiential Learning, EWISP*

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INTRODUCTION

Rationale of the Study

Career preparedness is an essential goal of secondary education, particularly in the Technical-Vocational-Livelihood (TVL) track of Senior High School, where students are expected to acquire practical skills and competencies relevant to their chosen career paths. In today's rapidly evolving labor market, learners must not only possess technical knowledge but also demonstrate adaptability, problem-solving abilities, work ethics, and interpersonal skills. Preparing students for employment or entrepreneurship has therefore become a critical responsibility of educational institutions, as it directly influences their future career opportunities and economic productivity.

Globally, education systems emphasize experiential learning as a key strategy in bridging the gap between academic knowledge and workplace demands. One of the most effective forms of experiential learning is work immersion, which allows students to gain firsthand experience in real-world work environments. Through work immersion programs, learners are exposed to actual industry practices, workplace culture, and professional expectations. This exposure enables them to apply their acquired knowledge and skills in authentic settings, thereby enhancing their confidence, competence, and readiness for future employment.

In the Philippine context, the K to 12 Basic Education Program mandates work immersion as a core component of the Senior High School curriculum, particularly for students under the TVL track. The program aims to provide learners with opportunities to develop industry-relevant skills, understand workplace dynamics, and explore potential career paths. It also seeks to strengthen partnerships between schools and industries to ensure that students are equipped with competencies aligned with labor market needs. However, despite these intended outcomes, schools continue to encounter several challenges in the implementation of work immersion programs. In many cases, there are limited industry partners, resulting in insufficient placement opportunities for students. Some learners are assigned tasks that are not aligned with their specialization, while others are given routine or clerical work that does not contribute significantly to skill development. Additionally, inconsistencies in supervision, monitoring, and evaluation practices among partner institutions further affect the quality of students' immersion experiences. These issues suggest that the program, while well-designed in theory, may not be fully realized in practice at the school level.

At the local level, these problems are evident among TVL Senior High School students, where the quality and relevance of work immersion experiences vary significantly. Some students benefit from meaningful, skill-based engagements that enhance their career readiness, while others experience minimal exposure to actual industry practices. This inconsistency raises concerns about whether the school is effectively preparing its students for employment or entrepreneurship. Consequently, there is a need to assess how work immersion is implemented and how it contributes to students' career preparedness.

Work immersion plays a crucial role in shaping students' career preparedness by providing opportunities to develop not only technical skills but also essential workplace competencies such as communication, teamwork, time management, and professional behavior. It also helps students build self-confidence, clarify career goals, and make informed decisions about their future paths. However, without proper implementation, monitoring, and alignment with students' chosen fields, the potential benefits of work immersion may not be fully realized.

Given these considerations, this study examined the work immersion experiences of TVL Senior High School students and determined their impact on career preparedness. Specifically, it sought to determine whether the current implementation of work immersion effectively develops the competencies required for career readiness, and to identify existing weaknesses in program execution, such as misalignment of tasks, limited hands-on experiences, and inadequate supervision, that may hinder students' preparation for the workforce. By focusing on TVL learners, a group whose education is directly linked to workforce entry and employability, the study provides evidence-based insights for educators, school administrators, and policymakers in improving the design and implementation of work immersion programs. Ultimately, this research supports the goals of the Basic Education Development Plan (BEDP)

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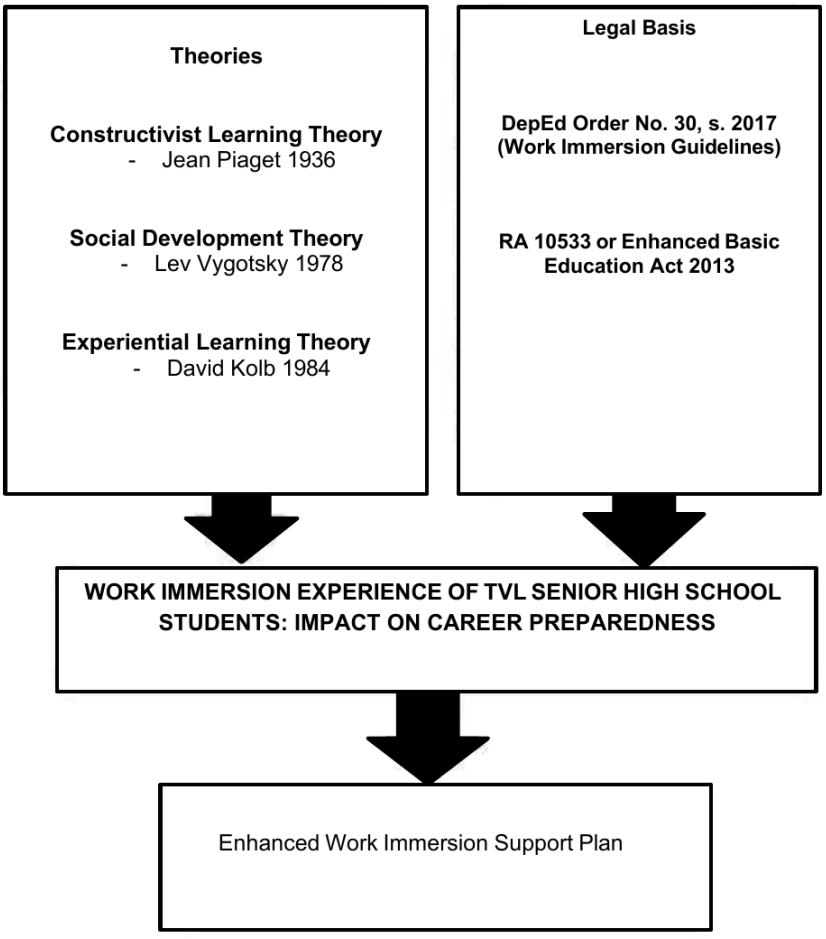
2030 and Sustainable Development Goal 4, which emphasize quality education and the development of skills necessary for decent work and lifelong learning.

Theoretical Background and Conceptual Framework

This study is anchored on the assumption that work immersion experience significantly influences the career preparedness of Technical-Vocational-Livelihood (TVL) Senior High School students. Work immersion provides learners with real-world exposure to industry practices, workplace expectations, and professional environments. Through these authentic experiences, students are expected to develop essential competencies such as technical skills, work ethics, communication abilities, adaptability, and self-confidence, which are key indicators of career preparedness.

The theoretical foundation of this study is grounded in three complementary learning theories: Constructivist Learning Theory, Social Development Theory, and Experiential Learning Theory. These theories collectively explain how learners acquire knowledge, skills, and attitudes through experience, social interaction, and active engagement, elements that are central to work immersion programs (Figure 1).

Figure 1. Theoretical and Conceptual Framework



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Constructivist Learning Theory

The Constructivist Learning Theory, originally proposed by Jean Piaget and supported by contemporary interpretations (Bransford et al., 2022), posits that learners actively construct knowledge through direct experiences and reflection rather than passively receiving information. Learning occurs when students interact with their environment, apply prior knowledge, and make meaning from real-life situations. In the context of work immersion, students engage in actual workplace tasks that require problem-solving, critical thinking, and decision-making. These experiences allow learners to construct practical knowledge and develop a deeper understanding of their chosen field, thereby enhancing their readiness for future careers.

In Technical-Vocational education, constructivist learning is particularly relevant because skills are best developed through hands-on application. Work immersion transforms theoretical classroom instruction into concrete workplace experiences, enabling students to connect what they have learned in school to actual industry practices. Through this process, learners gain meaningful insights into job roles, responsibilities, and expectations, which are essential for career preparedness.

Social Development Theory

Complementing constructivism is Lev Vygotsky's Social Development Theory, as revisited by Lee and Kim (2021), which emphasizes the importance of social interaction and collaboration in the learning process. Central to this theory is the concept of the Zone of Proximal Development (ZPD), which suggests that learners can perform more effectively with guidance from more knowledgeable individuals, such as supervisors, mentors, or peers. In work immersion settings, students interact with industry professionals, co-workers, and supervisors who provide guidance, feedback, and support. These interactions help students develop workplace communication skills, teamwork, and professional behavior. According to Gay and Garcia (2022), collaborative learning environments enhance learners' confidence, adaptability, and interpersonal competence, qualities that are crucial for career success. Through guided participation in workplace activities, students gradually become more independent and capable, strengthening their overall career preparedness.

Experiential Learning Theory

To further reinforce the theoretical framework, this study is also anchored on Experiential Learning Theory (ELT) by David Kolb, which is highly applicable to work immersion programs. ELT explains that learning occurs through a continuous cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. This cycle aligns directly with the structure of work immersion, where students engage in real tasks, reflect on their experiences, relate them to prior knowledge, and apply their learning in new situations.

During work immersion, students gain concrete experience by performing actual job-related tasks. They engage in reflective observation through feedback from supervisors and personal reflection on their performance. Through abstract conceptualization, learners connect their experiences to workplace standards, technical knowledge, and professional expectations. Finally, active experimentation occurs when students apply their improved skills and insights in subsequent tasks or future career situations. This process not only enhances skill acquisition but also strengthens students' confidence and readiness for employment.

ELT is particularly relevant in developing career preparedness because employability skills are best acquired through practice rather than theoretical instruction alone. When students are actively engaged in real-world work environments, they are more likely to internalize professional values, improve performance, and develop a clear understanding of their career goals. Recent studies support this perspective, with Zirawaga et al. (2023) highlighting that experiential and work-based learning significantly improve students' employability skills and readiness for the workforce.

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Legal and Policy Basis

At the policy level, DepEd Order No. 30, s. 2017 (Work Immersion Guidelines) emphasizes the importance of providing learners with meaningful workplace experiences that enhance their competencies and prepare them for employment or entrepreneurship. Work immersion aligns with national education goals, including Republic Act No. 10533 (Enhanced Basic Education Act of 2013), by promoting industry-relevant skills and real-world learning experiences. Similarly, global education frameworks advocate for experiential learning as a key strategy in preparing learners for the demands of the 21st-century workforce.

In conclusion, this study is theoretically grounded in Constructivist Learning Theory, Social Development Theory, and Experiential Learning Theory, all of which strongly support the role of work immersion in enhancing the career preparedness of TVL Senior High School students. These theories affirm that students develop essential knowledge, skills, and attitudes most effectively when they are actively engaged in authentic, collaborative, and reflective learning experiences within real workplace environments.

Statement of the Problem and Hypothesis

This study aimed to determine the impact of work immersion experience on the career preparedness of Technical-Vocational-Livelihood (TVL) Senior High School students at Pulpogan National High School, Pulpogan, Consolacion, Cebu, during School Year 2025–2026, as the basis for developing an enhanced work immersion support plan. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
   1.1. age;
   1.2. sex;
   1.3. TVL specialization/strand; and
   1.4. type of industry or workplace assigned for work immersion?
2. What is the level of work immersion experience of TVL Senior High School students in terms of:
   2.1. nature of tasks assigned;
   2.2. relevance of tasks to their specialization;
   2.3. level of supervision and guidance; and
   2.4. duration and extent of workplace exposure?
3. What is the level of career preparedness of TVL Senior High School students in terms of:
   3.1. technical skills;
   3.2. communication skills;
   3.3. work attitude and professionalism; and
   3.4. problem-solving and adaptability?
4. Is there a significant relationship between work immersion experience and career preparedness of TVL Senior High School students?
5. What are the experiences and perceptions of TVL Senior High School students regarding their work immersion program in relation to their career preparedness?
6. Based on the findings of the study, what enhanced work immersion support plan can be developed to improve the career preparedness of TVL Senior High School students?

Null hypothesis. The hypothesis was tested at the 0.05 level of significance.

H0: There is no significant relationship between the work immersion experience and the career preparedness of TVL Senior High School students.

Significance of the Study

The outcome of this study is expected to be beneficial and to have a significant impact on the following:

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Division of Cebu Province (Pulpogan, Consolacion, Cebu). The findings of this study may provide valuable insights that can contribute to the enhancement of Technical-Vocational-Livelihood (TVL) programs in Pulpogan, Consolacion, Cebu. By examining the impact of work immersion on career preparedness, the results may support improvements in curriculum implementation, particularly in strengthening school-industry linkages and ensuring that immersion experiences are relevant and aligned with local labor market needs.

Policymakers. This study may serve as a reference for education policymakers in designing and improving policies related to work immersion and career readiness among Senior High School students. The findings may guide the development of clearer guidelines, standards, and support systems that ensure meaningful and effective implementation of work immersion programs.

School Heads. School administrators in Pulpogan, Consolacion, Cebu may benefit from the findings by using them as a basis for improving the planning, implementation, and monitoring of work immersion programs. The study may help strengthen partnerships with local industries and ensure proper supervision and support for student trainees.

TVL Teachers / Work Immersion Coordinators. Teachers and immersion coordinators may gain valuable insights into how work immersion experiences influence students' career preparedness. The findings may assist them in designing relevant preparatory activities, aligning student tasks with their specialization, and providing effective guidance and evaluation during immersion.

Students. TVL Senior High School students in Pulpogan, Consolacion, Cebu, as the primary beneficiaries of this study, may gain improved and more meaningful work immersion experiences.

Industry Partners / Employers. Local industry partners and employers may benefit from the study by gaining a better understanding of their role in developing students' career readiness. The findings may encourage them to provide structured, relevant, and skill-based training, along with proper supervision and mentorship during work immersion.

Researcher. The researcher may benefit from this study by gaining a deeper understanding of how work immersion influences the career preparedness of Technical-Vocational-Livelihood (TVL) Senior High School students.

Future Researchers. This study may serve as a useful reference for future researchers who intend to conduct similar studies on work immersion, career preparedness, and employability skills.

Definition of Terms

To provide clarity and ensure a common understanding of the key concepts used in this study, the following terms are defined operationally as they apply to the research.

Career Preparedness refers to the level of readiness of TVL Senior High School students for employment or future career opportunities. In this study, it is measured in terms of technical skills, communication skills, work attitude and professionalism, and problem-solving and adaptability, as reflected in the students' responses to the survey questionnaire.

Communication Skills refer to the students' ability to effectively express ideas, interact with others, and convey information in the workplace. This is measured through selected items in the questionnaire related to verbal and interpersonal communication during work immersion.

Enhanced Work Immersion Support Plan refers to a structured set of interventions, guidelines, and support mechanisms developed based on the findings of the study to improve the implementation of work immersion for Technical-Vocational-Livelihood (TVL) Senior High School students.

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Problem-Solving and Adaptability refer to the students' ability to address workplace challenges, think critically, and adjust to new tasks or environments. This is measured through questionnaire items that assess flexibility and decision-making in real work situations.

Technical Skills refer to the practical and job-related competencies acquired by students during work immersion that are relevant to their TVL specialization. This is measured through self-reported responses in the questionnaire.

Work Attitude and Professionalism refer to the students' demonstration of responsibility, punctuality, discipline, and proper workplace behavior during work immersion. This is measured through selected items in the survey questionnaire.

Work Immersion Experience refers to the actual exposure of TVL students to real workplace environments as part of their Senior High School program. In this study, it is measured in terms of nature of tasks assigned, relevance to specialization, level of supervision and guidance, and duration and extent of workplace exposure.

Nature of Tasks Assigned refers to the type of work or activities given to students during work immersion. This is measured based on whether the tasks are skill-based, meaningful, and aligned with workplace practices.

Relevance to Specialization refers to the degree to which the tasks assigned during work immersion are related to the students' chosen TVL strand. This is measured through students' responses regarding the alignment of their tasks with their field of study.

Supervision and Guidance refers to the support and assistance provided by supervisors or mentors during work immersion. This is measured through students' perceptions of the guidance, feedback, and monitoring they received.

Workplace Exposure refers to the extent of students' involvement and participation in actual workplace activities during immersion. This includes the duration and variety of tasks experienced, as measured through the questionnaire.

Researcher-Made Questionnaire refers to the data-gathering instrument developed and validated by the researcher, with the assistance of experts, to measure students' work immersion experience and career preparedness.

TVL (Technical-Vocational-Livelihood) refers to one of the Senior High School tracks that focuses on developing practical skills and competencies necessary for employment or entrepreneurship.

Validated Instrument refers to the research instrument that has undergone expert evaluation to ensure clarity, relevance, reliability, and alignment.

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METHODS

This section presents the methods and procedures employed in the study to systematically address the research objectives. It describes the research design, flow of the study, environment, respondents, research instrument, data-gathering procedure, ethical considerations, and statistical treatment used to determine the relationship between work immersion experience and career preparedness of TVL Senior High School students.

Research Design

This study employed a mixed-method research design, specifically utilizing a descriptive-correlational approach for the quantitative component and a phenomenological approach for the qualitative component. This design was appropriate because the study aimed to determine the impact of work immersion experience on the career preparedness of TVL Senior High School students at Pulpogan National High School, Pulpogan, Consolacion, Cebu, during School Year 2025–2026.

The quantitative component was used to describe and measure the variables identified in the Statement of the Problem. It determined the respondents' profile in terms of age, sex, TVL specialization, and type of industry assignment. It also assessed the level of work immersion experience in terms of nature of tasks, relevance to specialization, supervision and guidance, and workplace exposure, and measured the level of career preparedness in terms of technical skills, communication skills, work attitude and professionalism, and problem-solving and adaptability. To examine the relationship between work immersion experience and career preparedness, appropriate statistical tools such as mean, standard deviation, and correlation analysis were utilized.

The qualitative component employed a phenomenological approach to explore and understand the lived experiences and perceptions of TVL students regarding their work immersion program. This provided deeper insights into how their immersion experiences contributed to their career preparedness and identified challenges and areas for improvement. The integration of both quantitative and qualitative data provided a more comprehensive and in-depth understanding of the study. The results served as the basis for developing an Enhanced Work Immersion Support Program (EWISP) aimed at improving the career preparedness of TVL Senior High School students.

Flow of the Study

Figure 2 presents the input, process, and output of the study.

Figure 2. Flow of the Study

INPUT	PROCESS	OUTPUT
• Profile of the respondents • Level of work immersion experience of TVL Senior High School students (nature of tasks, relevance to specialization, supervision and guidance, duration and workplace exposure) • Level of career preparedness of TVL Senior High School students • Significant relationship between work immersion experience and career preparedness of TVL Senior High School students	• Approval of transmittal letter • Administration of the data gathering • Retrieval of the questionnaire • Tabulation of data • Interpretation • Analysis of data • Findings • Conclusion • •Recommendation	Proposed Work Immersion Support Plan (Enhanced Work Immersion Support Program, EWISP)

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• Experiences and perceptions of TVL Senior High School students regarding their work immersion program in relation to their career preparedness • Based on the findings of the study, what enhanced work immersion support program can be developed to improve the career preparedness of TVL Senior High School students		

Input. The input phase included the profile of the respondents, such as age, sex, TVL specialization or strand, and type of industry or workplace assigned for work immersion. It also covered the level of work immersion experience in terms of nature of tasks assigned, relevance to specialization, level of supervision and guidance, and duration and extent of workplace exposure. In addition, the level of career preparedness of the students was included, particularly in terms of technical skills, communication skills, work attitude and professionalism, and problem-solving and adaptability. Data gathered from the survey questionnaire and students' responses regarding their work immersion experiences and career preparedness formed part of the input for the study.

Process. The conduct of the study began with the preparation and submission of a transmittal letter requesting permission from the Schools Division Superintendent and the School Principal of Pulpogan National High School to conduct the research. Upon approval, the data-gathering phase commenced. A structured survey questionnaire was administered to the respondents to collect quantitative data on their work immersion experience and level of career preparedness. At the same time, qualitative data were gathered through open-ended questions or interviews to determine the students' experiences and perceptions regarding their work immersion program. The collected data were organized, analyzed, and interpreted using appropriate statistical tools such as frequency count, percentage, mean, standard deviation, and correlation analysis to determine the relationship between work immersion experience and career preparedness. Qualitative responses were analyzed thematically to identify common patterns, insights, and challenges encountered by the students.

Output. The output of the study was an Enhanced Work Immersion Support Plan (EWISP) designed to improve the career preparedness of TVL Senior High School students. This program was developed based on the findings of the study and included recommended strategies, guidelines, and interventions aimed at strengthening the implementation of work immersion and aligning it more effectively with students' career needs. The EWISP served as a structured framework intended to enhance students' workplace readiness through improved preparation, supervision, support, and post-immersion development.

Research Environment

The study was conducted at Pulpogan National High School, a public secondary school located in Barangay Pulpogan, Consolacion, Cebu, under the Department of Education – Division of Cebu Province (Figure 3). Established in 1995, the school continued to uphold its commitment to providing accessible, quality, and relevant education to learners from Pulpogan and nearby barangays.

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Figure 3. Location Map of the Research



As of School Year 2025–2026, the school served a total population of 1,005 students, with 780 enrolled in Junior High School (JHS) and 225 in Senior High School (SHS). The Senior High School program offered the Humanities and Social Sciences (HUMSS) strand and the Technical-Vocational-Livelihood (TVL) track, particularly in Housekeeping. These programs aimed to equip students with both academic knowledge and practical skills, preparing them for higher education, employment, or entrepreneurship.

The school was supported by a dedicated workforce consisting of 49 teachers, 3 non-teaching personnel, and 5 staff members, who worked collaboratively to deliver quality instruction and provide essential support services. Due to the increasing number of learners, the school implemented a shifting schedule, with morning classes running from 6:00 AM to 12:00 noon and afternoon classes from 12:00 noon to 6:00 PM. This arrangement helped maximize the use of available facilities while ensuring that learning remained organized and manageable for both students and teachers, and that all students were accommodated effectively.

In terms of facilities, the school provided essential resources that supported both academic and technical learning. These included well-maintained classrooms, a computer laboratory for ICT-related activities, a science laboratory for hands-on experiments, and a learning resource area where students could access books and instructional materials. These facilities contributed to a learning environment that promoted skills development, values formation, and career readiness through both classroom instruction and experiential learning opportunities. Aligned with the standards of

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the K to 12 Basic Education Curriculum prescribed by the Department of Education, the school continued to uphold its mission of fostering holistic student development and preparing learners for future challenges.

Pulpogan National High School was chosen as the locale of the study because it offered the TVL track, particularly Housekeeping, which included a required work immersion component. This made the school an appropriate setting to examine how work immersion was implemented and how it contributed to students' career preparedness. Additionally, the presence of a diverse group of learners and the school's existing partnerships with industry providers offered a relevant context for investigating real-world immersion experiences.

Respondents

The respondents of this study were the TVL Grade 12 Senior High School students of Pulpogan National High School during School Year 2025–2026. They were chosen because they had already completed or were currently undergoing their work immersion program, and therefore possessed direct and recent experiences that allowed them to provide reliable and meaningful insights into the nature, quality, and relevance of their immersion activities. As graduating students who were about to enter the workforce or pursue further education, they were also in the most appropriate position to assess their own level of career preparedness. The study explicitly delimited its respondents to the TVL–Home Economics cohort because they undergo the required work immersion relevant to the variables being measured, distinguishing them from the HUMSS strand.

A total enumeration technique was employed in selecting the respondents. The participants were chosen based on the following criteria: (1) enrolled in the TVL track, and (2) had participated in or completed work immersion. All selected TVL students who met the criteria were included in the study, which minimized sampling bias and ensured that the data gathered accurately reflected the actual experiences of the respondents. Table 1 shows the distribution of the respondents.

Table 1. Distribution of Respondents

Respondent	Population	Percentage
Male	38	57.58%
Female	28	42.42%
Total	**66**	**100.00%**

Research Instrument

The primary instrument used in this study was a researcher-made survey questionnaire designed to gather data on the work immersion experience and the level of career preparedness among TVL Senior High School students. The instrument was composed of three parts: (1) respondents' profile, (2) a Likert-scale questionnaire, and (3) a set of interview guide questions.

The first part collected information on the respondents' profile, including their age, sex, TVL specialization or strand, and type of industry or workplace assigned for work immersion. This information was used to describe the characteristics of the respondents.

The second part consisted of a structured questionnaire using a four-point Likert scale to measure the students' level of work immersion experience and career preparedness. Work immersion experience was assessed in terms of (a) nature of tasks assigned, (b) relevance of tasks to their specialization, (c) level of supervision and guidance, and (d) duration and extent of workplace exposure. Career preparedness was measured in terms of (a) technical skills, (b)

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communication skills, (c) work attitude and professionalism, and (d) problem-solving and adaptability. The response scale was as follows: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree.

The third part included open-ended interview guide questions designed to gather qualitative data on the students' experiences and perceptions regarding their work immersion program in relation to their career preparedness. This part addressed Statement of the Problem (SOP) Number 5. The students' responses provided deeper insights into their experiences, challenges encountered, and perceived contributions of work immersion to their readiness for future careers.

To ensure content validity, the instrument was submitted to experts in Technical-Vocational education and educational research for evaluation. The validators assessed the clarity, relevance, and alignment of the items with the objectives of the study. Their comments and suggestions were incorporated to improve the quality of the instrument. Further validation was conducted by experts in educational measurement to ensure accuracy and appropriateness of the items. After validation, the instrument underwent pilot testing among at least 30 TVL Senior High School students who were not part of the actual respondents. The results of the pilot test were analyzed using Cronbach's alpha to determine the internal consistency and reliability of the instrument. The data gathered using the finalized instrument served as the basis for statistical analysis and for the development of the Enhanced Work Immersion Support Program (EWISP).

Data Gathering Procedure

Preliminary Stage

Prior to data collection, the researcher undertook the necessary preparations to ensure the ethical and systematic conduct of the study. A formal request was submitted to the Schools Division Superintendent, followed by the School Principal of Pulpogan National High School, to secure approval for the conduct of the research. Upon approval, the researcher prepared and validated the research instruments, including the survey questionnaire and open-ended questions.

Data Gathering Stage

During this stage, the researcher administered both quantitative and qualitative instruments to the selected respondents. For the quantitative component, a structured and validated survey questionnaire was distributed to Grade 12 TVL students who had undergone or were currently undergoing work immersion. The instrument gathered data on the respondents' profile, level of work immersion experience, and level of career preparedness. The accomplished questionnaires were collected immediately after completion to ensure completeness and accuracy of responses. For the qualitative component, open-ended questions were administered to obtain in-depth insights into the students' experiences and perceptions regarding their work immersion program. This allowed the researcher to capture detailed perspectives on how immersion contributed to their career preparedness, which may not have been fully reflected in quantitative data alone.

Post-Data Gathering Stage

After data collection, all gathered data were systematically organized, coded, checked, and tabulated. Quantitative data were analyzed using appropriate statistical tools to determine patterns, relationships, and levels of the variables under study. Qualitative responses were analyzed using thematic analysis to identify recurring themes, patterns, and significant insights. The results of both quantitative and qualitative analyses were then integrated to provide a comprehensive interpretation of the findings.

Ethical Considerations

Informed consent and assent forms were obtained from the respondents to ensure that participation was voluntary, confidential, and ethically sound. Parental consent was also obtained for students below 18 years old. The purpose of the study, the procedures involved, and the participants' rights, including their freedom to withdraw at any time, were

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clearly explained prior to the conduct of the study. Throughout the entire process, ethical standards were strictly observed, including maintaining the confidentiality of respondents, ensuring proper handling of research instruments, and protecting the rights, privacy, and well-being of all participants.

Statistical Treatment of Data

This study utilized appropriate statistical tools to analyze the data gathered and to address the research objectives. To describe the profile of the respondents, frequency and percentage were employed. These tools were used to present the distribution of students according to age, sex, TVL specialization or strand, and type of industry or workplace assigned for work immersion. Frequency determined the number of respondents in each category, while percentage indicated the proportion relative to the total sample.

To assess the level of work immersion experience and the level of career preparedness of TVL Senior High School students, descriptive statistics were utilized, specifically the mean and standard deviation. The mean measured the average level of responses across the components of work immersion (nature of tasks, relevance to specialization, supervision and guidance, and workplace exposure) as well as the components of career preparedness (technical skills, communication skills, work attitude and professionalism, and problem-solving and adaptability). The standard deviation described the variability or consistency of students' responses around the mean. Furthermore, to determine whether a significant relationship existed between work immersion experience and career preparedness, the study applied the Pearson Product-Moment Correlation Coefficient (Pearson r). The computed r-value indicated the degree of association, while the corresponding p-value determined whether the relationship was statistically significant at the 0.05 level.

Weighted means were interpreted using the following scale: 3.25–4.00, Very High; 2.50–3.24, High; 1.75–2.49, Low; and 1.00–1.74, Very Low.

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RESULTS

This section presents the results of the study conducted among the Grade 12 TVL students of Pulpogan National High School, Pulpogan, Consolacion, Cebu, during School Year 2025–2026. The quantitative results are presented in the order of the Statement of the Problem, followed by the qualitative findings on students' experiences and perceptions.

Profile of the Respondents

Table 2 shows that most of the respondents were 18 years old (45.45%), followed by those aged 19 (24.24%). Students aged 17 represented 21.21% of the respondents, while only 9.09% were above 19 years old.

Table 2. **Age of the Respondents**

Age (in years)	**f**	**%**
Above 19	6	9.09
19	16	24.24
18	30	45.45
17	14	21.21
Total	**66**	**100.00**

Table 3 shows that the respondents were composed of 38 males (57.58%) and 28 females (42.42%), indicating that the TVL track at Pulpogan National High School is male-dominated.

Table 3. **Sex of the Respondents**

Sex	**f**	**%**
Female	28	42.42
Male	38	57.58
Total	**66**	**100.00**

Table 4 shows that all 66 respondents (100%) were enrolled in the Home Economics specialization under the TVL track.

Table 4. **Respondents' TVL Specialization/Strand**

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TVL specialization/strand	f	%
Home Economics	66	100.00
Total	**66**	**100.00**

Table 5 shows that all 66 respondents (100%) were assigned to technical, service-oriented industry workplaces (hospitality/service industry) for their work immersion.

Table 5. Type of Industry or Workplace Assigned for Work Immersion

Type of Industry	f	%
Hospitality/Service Industry	66	100.00
Total	**66**	**100.00**

Level of Work Immersion Experience

Table 6 shows that respondents reported a High level of work immersion experience in terms of nature of tasks assigned, with an aggregate mean of 3.02 and an aggregate standard deviation of 0.64. All indicators fell within the "High" range. The highest mean (3.08) was for the indicator that tasks assigned were appropriate to the students' abilities, followed by being assigned tasks requiring actual job-related skills (3.06) and being given opportunities to perform different types of tasks (3.03).

Table 6. Level of Work Immersion Experience of TVL Senior High School Students in Terms of Nature of Tasks Assigned

S/N	Indicators	WM	SD	Verbal Description
1	I was assigned tasks that required actual job-related skills.	3.06	0.68	High
2	The tasks given to me helped me develop new skills.	2.98	0.67	High
3	I performed meaningful and productive tasks during immersion.	2.97	0.58	High
4	The tasks assigned to me were appropriate to my abilities.	3.08	0.64	High
5	I was given opportunities to perform different types of tasks.	3.03	0.63	High
	Aggregate Mean	**3.02**		**High**
	Aggregate Standard Deviation		**0.64**	

Legend: 3.25–4.00 – Very High; 2.50–3.24 – High; 1.75–2.49 – Low; 1.00–1.74 – Very Low. WM = weighted mean; SD = standard deviation.

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As shown in Table 7, respondents experienced a High level of relevance between their work immersion tasks and their TVL specialization (aggregate mean = 2.96; aggregate SD = 0.74). The highest mean (3.11) was for the indicator that the work assigned was aligned with the students' strand, while applying what was learned in school (2.98) and performing tasks related to their specialization (2.97) also fell within the High range. The lowest mean (2.82) was for the indicator that the immersion experience matched the students' chosen career path.

Table 7. Level of Work Immersion Experience of TVL Senior High School Students in Terms of Relevance to Specialization

S/N	Indicators	WM	SD	Verbal Description
1	My assigned tasks were related to my TVL specialization.	2.97	0.78	High
2	I was able to apply what I learned in school.	2.98	0.75	High
3	My immersion experience matched my chosen career path.	2.82	0.74	High
4	The tasks helped improve my field-related competencies.	2.91	0.67	High
5	The work assigned to me was aligned with my strand.	3.11	0.73	High
	Aggregate Mean	**2.96**		**High**
	Aggregate Standard Deviation		**0.74**	

Legend: 3.25–4.00 – Very High; 2.50–3.24 – High; 1.75–2.49 – Low; 1.00–1.74 – Very Low. WM = weighted mean; SD = standard deviation.

Table 8 shows a High level of supervision and guidance (aggregate mean = 3.01; aggregate SD = 0.51). The highest mean (3.06) was for supervisors providing clear instructions for tasks, followed by receiving helpful feedback on performance (3.03) and being supported when encountering difficulties (3.00).

Table 8. Level of Work Immersion Experience of TVL Senior High School Students in Terms of Supervision and Guidance

S/N	Indicators	WM	SD	Verbal Description
1	My supervisor provided clear instructions for tasks.	3.06	0.43	High
2	I received proper guidance during my immersion.	2.97	0.53	High
3	My supervisor gave helpful feedback on my performance.	3.03	0.55	High
4	I was supported when I encountered difficulties.	3.00	0.50	High
5	My supervisor was approachable and responsive.	3.00	0.53	High
	Aggregate Mean	**3.01**		**High**

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S/N	Indicators	WM	SD	Verbal Description
	Aggregate Standard Deviation		**0.51**	

Legend: 3.25–4.00 – Very High; 2.50–3.24 – High; 1.75–2.49 – Low; 1.00–1.74 – Very Low. WM = weighted mean; SD = standard deviation.

Table 9 shows a High level of work immersion exposure in terms of duration and workplace engagement (aggregate mean = 3.00; aggregate SD = 0.43). The highest mean (3.08) was for exposure to real workplace situations, followed by experiencing a variety of work activities (3.06) and having sufficient hands-on experience (3.00). The lowest mean (2.91) was for being given enough time to complete assigned tasks.

Table 9. Level of Work Immersion Experience of TVL Senior High School Students in Terms of Duration and Workplace Exposure

S/N	Indicators	WM	SD	Verbal Description
1	I was given enough time to complete my assigned tasks.	2.91	0.49	High
2	I was exposed to real workplace situations.	3.08	0.40	High
3	I experienced a variety of work activities.	3.06	0.30	High
4	My immersion provided sufficient hands-on experience.	3.00	0.43	High
5	I was actively involved in workplace tasks.	2.95	0.51	High
	Aggregate Mean	**3.00**		**High**
	Aggregate Standard Deviation		**0.43**	

Legend: 3.25–4.00 – Very High; 2.50–3.24 – High; 1.75–2.49 – Low; 1.00–1.74 – Very Low. WM = weighted mean; SD = standard deviation.

Table 10 summarizes the overall level of work immersion experience, which was High (grand mean = 3.00; grand SD = 0.58). All four components, namely nature of tasks assigned (3.02), relevance to specialization (2.96), supervision and guidance (3.01), and duration and workplace exposure (3.00), fell within the "High" range.

Table 10. Summary on the Level of Work Immersion Experience of TVL Senior High School Students

Components	WM	SD	Verbal Description
Nature of Tasks Assigned	3.02	0.64	High
Relevance to Specialization	2.96	0.74	High
Supervision and Guidance	3.01	0.51	High
Duration and Workplace Exposure	3.00	0.43	High

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Components	WM	SD	Verbal Description
Grand Mean	**3.00**		**High**
Grand Standard Deviation		**0.58**	

Level of Career Preparedness

Table 11 shows that respondents demonstrated a High level of career preparedness in terms of technical skills (aggregate mean = 2.90; aggregate SD = 0.45). The highest means (2.95) were for performing field-related tasks confidently and feeling competent in the chosen specialization, followed by applying technical knowledge in real situations (2.92) and developing practical skills needed for a future job (2.85). The lowest mean (2.83) was for completing job-related tasks independently.

Table 11. Level of Career Preparedness of TVL Senior High School Students in Terms of Technical Skills

S/N	Indicators	WM	SD	Verbal Description
1	I can perform tasks related to my field confidently.	2.95	0.48	High
2	I developed practical skills needed for my future job.	2.85	0.36	High
3	I can apply technical knowledge in real situations.	2.92	0.40	High
4	I feel competent in my chosen specialization.	2.95	0.41	High
5	I can complete job-related tasks independently.	2.83	0.62	High
	Aggregate Mean	**2.90**		**High**
	Aggregate Standard Deviation		**0.45**	

Legend: 3.25–4.00 – Very High; 2.50–3.24 – High; 1.75–2.49 – Low; 1.00–1.74 – Very Low. WM = weighted mean; SD = standard deviation.

Table 12 shows a High level of career preparedness in terms of communication skills (aggregate mean = 3.07; aggregate SD = 0.32). The highest mean (3.17) was for following instructions accurately, followed by listening and responding appropriately during conversations (3.11), expressing ideas clearly and confidently (3.05), and interacting professionally with supervisors and co-workers (3.03).

Table 12. Level of Career Preparedness of TVL Senior High School Students in Terms of Communication Skills

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S/N	Indicators	WM	SD	Verbal Description
1	I can communicate effectively with others in the workplace.	3.00	0.30	High
2	I can express my ideas clearly and confidently.	3.05	0.32	High
3	I can interact professionally with supervisors and co-workers.	3.03	0.25	High
4	I can follow instructions accurately.	3.17	0.38	High
5	I can listen and respond appropriately during conversations.	3.11	0.36	High
	Aggregate Mean	**3.07**		**High**
	Aggregate Standard Deviation		**0.32**	

Legend: 3.25–4.00 – Very High; 2.50–3.24 – High; 1.75–2.49 – Low; 1.00–1.74 – Very Low. WM = weighted mean; SD = standard deviation.

Table 13 shows a High level of career preparedness in terms of work attitude and professionalism (aggregate mean = 3.06; aggregate SD = 0.29). The highest mean (3.09) was for being punctual and disciplined, while following workplace rules and policies (3.06) and showing respect toward supervisors and co-workers (3.06) also fell within the High range.

Table 13. Level of Career Preparedness of TVL Senior High School Students in Terms of Work Attitude and Professionalism

S/N	Indicators	WM	SD	Verbal Description
1	I demonstrate responsibility in completing tasks.	3.03	0.30	High
2	I am punctual and disciplined in my work.	3.09	0.29	High
3	I follow workplace rules and policies.	3.06	0.24	High
4	I show respect toward supervisors and co-workers.	3.06	0.35	High
5	I maintain a positive attitude while working.	3.05	0.27	High
	Aggregate Mean	**3.06**		**High**
	Aggregate Standard Deviation		**0.29**	

Legend: 3.25–4.00 – Very High; 2.50–3.24 – High; 1.75–2.49 – Low; 1.00–1.74 – Very Low. WM = weighted mean; SD = standard deviation.

Table 14 shows a High level of career preparedness in terms of problem-solving and adaptability (aggregate mean = 3.01; aggregate SD = 0.29). The highest mean (3.09) was for making decisions in difficult situations, followed by solving problems independently (3.03) and adapting to new tasks and work environments (3.00). The lowest mean (2.95) was for adjusting quickly to changes in tasks or instructions.

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Table 14. Level of Career Preparedness of TVL Senior High School Students in Terms of Problem-Solving and Adaptability

S/N	Indicators	WM	SD	Verbal Description
1	I can solve problems independently when needed.	3.03	0.17	High
2	I can adapt to new tasks and work environments.	3.00	0.25	High
3	I remain calm when facing challenges.	2.98	0.21	High
4	I can make decisions in difficult situations.	3.09	0.29	High
5	I can adjust quickly to changes in tasks or instructions.	2.95	0.51	High
	Aggregate Mean	**3.01**		**High**
	Aggregate Standard Deviation		**0.29**	

Legend: 3.25–4.00 – Very High; 2.50–3.24 – High; 1.75–2.49 – Low; 1.00–1.74 – Very Low. WM = weighted mean; SD = standard deviation.

Table 15 summarizes the overall level of career preparedness, which was High (grand mean = 3.01; grand SD = 0.34). All four components, namely technical skills (2.90), communication skills (3.07), work attitude and professionalism (3.06), and problem-solving and adaptability (3.01), fell within the "High" range.

Table 15. Summary on the Level of Career Preparedness of TVL Senior High School Students

Components	WM	SD	Verbal Description
Technical Skills	2.90	0.45	High
Communication Skills	3.07	0.32	High
Work Attitude and Professionalism	3.06	0.29	High
Problem-Solving and Adaptability	3.01	0.29	High
Grand Mean	**3.01**		**High**
Grand Standard Deviation		**0.34**	

Relationship Between Work Immersion Experience and Career Preparedness

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Table 16 reveals a statistically significant relationship between work immersion experience and career preparedness among TVL Senior High School students, as evidenced by the computed r-value of 0.495 and a p-value of < .001, leading to the rejection of the null hypothesis. As interpreted by the researcher, the correlation coefficient indicates a weak positive association.

Table 16. Test of Significance of the Relationship Between Work Immersion Experience and Career Preparedness of TVL Senior High School Students

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Work Immersion Experience and Career Preparedness	0.495*	Weak Positive	< .001	Reject H0	Significant

**Significant at p < 0.05 (two-tailed).*

Experiences and Perceptions of TVL Senior High School Students Regarding Their Work Immersion Program in Relation to Their Career Preparedness

This section presents the qualitative findings on the experiences and perceptions of TVL Senior High School students regarding their work immersion program and how these experiences contributed to their career preparedness. Thematic analysis was used to code, cluster, and interpret the students' responses from open-ended questions. These reflections provide deeper insight into how students perceived their immersion tasks, workplace environment, challenges, and readiness for future employment, complementing the quantitative results. Six major themes emerged.

Theme 1: Development of Practical Skills Through Hands-On Experience

Many students shared that performing actual housekeeping and hospitality tasks significantly improved their practical skills and confidence. They emphasized that immersion allowed them to apply classroom knowledge in real workplace settings. One student explained:

"Performing actual housekeeping duties helped me gain practical knowledge and workplace discipline,"

while another noted:

"My immersion taught me bed making, chemical use, and room inspection standards."

Others described how hands-on tasks strengthened their competence:

"Working with experienced staff gave me practical knowledge that will help me in future employment," and "Cleaning outdoor facilities and cottages gave me skills I can apply in future work."

Theme 2: Improved Communication and Guest-Handling Skills

Students consistently reported that their work immersion significantly strengthened their communication abilities, particularly in interacting with guests, coworkers, and supervisors. Many expressed that immersion helped them overcome initial shyness and develop the confidence needed to communicate professionally. One student shared:

"I became more comfortable talking with guests and learned to follow the daily routines of the workplace,"

while another noted:

"I learned to communicate respectfully with guests and coworkers."

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Others described how immersion improved their ability to handle concerns and respond appropriately to different situations, emphasizing politeness, clarity, and professionalism:

"I learned how to communicate politely with different types of guests," and "My interaction with guests improved, and I became more confident."

Communication challenges were also part of the learning process. Several students admitted that they initially struggled with confidence:

"I didn't have enough confidence in dealing with the guest," and "Lack of confidence at first."

Through repeated exposure to real interactions, they gradually developed the ability to speak clearly, respond professionally, and adjust their communication style depending on the guest's needs.

Theme 3: Workplace Discipline, Professionalism, and Work Ethics

Students consistently described their work immersion as a formative experience that strengthened their discipline, professionalism, and overall work ethic. They emphasized that being placed in an actual hotel or resort environment required them to follow strict routines, adhere to workplace standards, and demonstrate responsible behavior. One student shared:

"It developed my discipline, confidence, and willingness to work in the hospitality field,"

while another noted:

"It taught me responsibility, punctuality, and professionalism."

Many students reported that immersion helped them understand the importance of punctuality, proper conduct, and meeting workplace expectations. They recognized that establishments operate on precise schedules and high service standards, requiring employees to be dependable and attentive. As one student explained:

"I learned the importance of being responsible, dependable, and professional while working,"

while another stated:

"The experience gave me a better idea of workplace rules, responsibilities, and professional standards."

Students also described how immersion taught them to manage responsibilities and adjust to the fast-paced nature of operations. Several noted that they had to adapt quickly to the demands of housekeeping tasks, guest needs, and supervisor expectations. One student reflected:

"The immersion showed me how employees are expected to perform their duties professionally,"

while another shared:

"I became more aware of my responsibilities as a worker and the standards I need to meet."

Theme 4: Application of Classroom Knowledge to Real-World Workplace Settings

Students reported that their work immersion allowed them to meaningfully apply the knowledge and skills they learned in school to actual hospitality operations. They emphasized that immersion helped them understand how theoretical lessons and workplace routines are practiced in real hotel and resort environments. One student shared:

"Performing actual hotel tasks helped me apply classroom knowledge and understand industry standards,"

while another explained:

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"I was able to turn the knowledge I learned in class into practical skills while working in an actual hotel environment."

Students also described how immersion deepened their understanding of professional procedures:

"The hands-on duties gave me an opportunity to use my classroom knowledge and observe how hotel standards are applied," and "My experience helped me apply what I learned in school and better understand the expectations of the hospitality industry."

Several students emphasized that immersion clarified the connection between theory and practice. They realized that work requires precision, consistency, and adherence to established procedures, skills they had learned in school but fully understood only through real application. This realization strengthened their confidence and helped them appreciate the importance of technical training in preparing for employment.

Theme 5: Challenges Encountered During Work Immersion

Although work immersion contributed significantly to students' skill development and career readiness, many also experienced various challenges. Students described challenges related to workplace adjustment, confidence, supervision, time management, task relevance, and financial constraints. One student shared:

"Adjusting to the strict workplace schedule was challenging during the first few days,"

while another noted:

"The work is physically tiring at first."

Confidence-related challenges were common, especially in communicating with guests and performing tasks independently:

"I didn't have enough confidence in dealing with the guest," and "Lack of confidence at first."

As they continued their immersion, many gradually overcame these barriers through repeated exposure and guidance from staff. Students also encountered challenges related to limited supervision. Some shared that working with minimal guidance made it difficult to determine whether they were performing tasks correctly:

"Limited supervision sometimes made it difficult to know whether I was performing tasks correctly."

Others noted that they had to rely on patience, observation, and initiative to complete tasks independently. Time management emerged as another significant challenge, as students struggled to balance academic requirements with immersion duties:

"Time management in balancing academic and immersion."

Additionally, the fast-paced nature of hotel operations required them to complete tasks efficiently, which some found overwhelming during busy periods. A recurring concern was being assigned tasks not directly related to their TVL specialization:

"Some tasks assigned to me were not directly related to my TVL specialization," and "A few duties I handled were not related to the skills I wanted to improve."

One of the most dominant challenges was financial strain due to transportation costs. Many students reported that daily commuting expenses affected their budget and caused stress:

"The transportation fare was too expensive and sometimes affected my daily budget," and "Commuting expenses became one of the difficulties I experienced throughout my work immersion."

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Theme 6: Strengthened Career Readiness and Motivation for Future Employment

Students overwhelmingly reported that their work immersion strengthened their career readiness and confidence to enter the industry. They emphasized that experiencing real workplace routines, responsibilities, and expectations helped them understand what it means to work in a professional environment. One student shared:

"The experience made me feel more prepared to work in the hotel industry,"

while another noted:

"I feel more prepared for future employment because the immersion allowed me to experience a real working environment."

Many students described how immersion increased their confidence in performing job-related tasks and interacting with guests:

"The immersion strengthened my readiness to work by exposing me to actual hospitality operations," and "I now feel more confident about pursuing hospitality work because I have experienced an actual workplace."

Students also reported that immersion motivated them to pursue hospitality-related careers. Several expressed that they enjoyed performing housekeeping duties, assisting guests, and observing hotel staff, which encouraged them to consider hospitality as a viable career path:

"It encouraged me to consider a career in hospitality because I enjoyed providing service to guests," and "I gained confidence in my ability to work in a hotel or other hospitality establishment in the future."

Furthermore, students emphasized that immersion helped them understand workplace expectations such as discipline, punctuality, responsibility, and professionalism. They realized that employers expect workers to be dependable, efficient, and committed to maintaining service quality:

"I learned what employers expect regarding discipline, performance, and responsibility," and "The experience taught me the importance of being responsible and meeting the expectations of supervisors and coworkers."

Integration of Quantitative and Qualitative Results

The integration of quantitative and qualitative results demonstrated that work immersion was positively associated with students' career preparedness. Quantitative findings showed consistently High levels of immersion experience and career readiness across all assessed domains, while qualitative insights revealed deeper engagement, skill development, and professional growth. Students' narratives corroborated the statistical results by illustrating how immersion enhanced their technical skills, communication abilities, workplace discipline, and confidence. The challenges they encountered also aligned with the quantitative indicators of adaptability and problem-solving. Together, these findings affirm that work immersion is an effective experiential learning strategy that strengthens both technical and behavioral competencies required in the hospitality industry, thereby preparing students for future employment.

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DISCUSSION

Respondent Profile

Age. The predominance of 18-year-old respondents (45.45%), followed by 19-year-olds (24.24%), reflects the typical demographic profile of Grade 12 TVL students, who generally fall within the 17–19 age range, indicating normal academic progression and readiness for workplace exposure. It suggests that the majority are at the developmental stage where career decision-making, workplace adaptability, and technical skill acquisition are most active. Santos and Dizon (2024) found that SHS learners aged 18–19 demonstrate higher levels of career preparedness due to increased cognitive maturity and exposure to practical learning environments. Similarly, Reyes, Alcontin, and Villanueva (2025) reported that TVL students within this age bracket show significant gains in workplace adaptability and technical competence after immersion, noting that late adolescents are developmentally prepared to handle real-world work demands. Labrador and Panganiban (2023) also emphasized that students aged 18 and above exhibit greater confidence in performing job-related tasks, attributing this to their readiness for career decision-making and increased exposure to industry-based learning. These findings collectively affirm that the respondents' age profile is well suited to work immersion participation. The implication is that students are at an age where immersion experiences can meaningfully influence their readiness for employment or further education, supporting the development of an enhanced work immersion support program tailored to late adolescents.

Sex. The respondents' composition (57.58% male; 42.42% female) indicates that the TVL track at Pulpogan National High School is male-dominated. This distribution is consistent with national trends in TVL programs, where male students often outnumber females because many specializations are perceived as requiring physical, technical, or hands-on skills. Mendoza and Ladores (2023) found that male students tend to enroll more frequently in TVL strands because they perceive technical-vocational courses as aligned with future employment opportunities in trades, maintenance, and service industries. Similarly, Cruz and Manlapaz (2024) reported that male learners show higher participation rates in work immersion programs, particularly in housekeeping, automotive servicing, and electrical installation, due to greater confidence in performing physically demanding tasks. Villarin et al. (2025) emphasized that while females also excel in TVL programs, males often dominate enrollment because of cultural expectations and gendered perceptions of technical work. The implication is that work immersion programs must ensure gender-responsive opportunities, providing both male and female students equal access to meaningful workplace tasks. It also underscores the need to challenge traditional gender stereotypes in technical-vocational fields, ensuring that all learners, regardless of sex, receive balanced exposure and support to develop the competencies required for future employment.

TVL specialization. That all 66 respondents were enrolled in Home Economics indicates that the Senior High School program of Pulpogan National High School offers only Home Economics as its TVL specialization, which aligns with the school's current SHS curriculum structure. The concentration of students in a single specialization suggests that their work immersion experiences are likely to be similar in terms of industry placement, nature of tasks, and workplace expectations. Ramos and Delos Reyes (2023) found that schools offering only one TVL specialization tend to produce more consistent immersion outcomes because students undergo comparable training and exposure. Likewise, Bautista and Soriano (2024) reported that Home Economics remains one of the most in-demand TVL strands nationwide due to its strong alignment with hospitality, housekeeping, food service, and customer-oriented industries. Villanueva and Arcillas (2025) emphasized that Home Economics students often demonstrate higher workplace readiness because the strand provides hands-on competencies that directly match industry needs. The implication is that the school's immersion program must ensure that industry partners provide varied and meaningful tasks within Home Economics-related fields to avoid repetitive or limited exposure, and that career preparedness interventions should be tailored specifically to Home Economics competencies so that students develop not only technical skills but also communication, professionalism, and adaptability required in service-oriented industries.

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Type of industry. That all respondents were assigned to technical, service-oriented workplaces indicates that the school partners primarily with establishments aligned with the Home Economics specialization. The result suggests that students were exposed to tasks requiring practical, hands-on competencies such as housekeeping, food preparation, customer service, and hospitality-related functions. De Guzman and Roldan (2023) found that TVL students assigned to technical industries demonstrate higher engagement and skill acquisition because these workplaces provide structured, competency-based tasks that match the TVL curriculum. Manlapaz and Ortega (2024) reported that immersion in technical workplaces enhances students' workplace discipline, adaptability, and task efficiency due to the repetitive and skill-focused nature of technical work. Villarin and Santos (2025) emphasized that technical industry immersion significantly improves students' readiness for employment, particularly in hospitality and service sectors, because learners are exposed to real-world standards of quality and productivity. The implication is that while technical industry placements are appropriate for Home Economics students, the school must ensure that immersion tasks remain varied, meaningful, and aligned with industry standards to prevent repetitive or limited skill development, and should strengthen partnerships with diverse technical establishments to broaden students' exposure.

Level of Work Immersion Experience

Nature of tasks assigned. All indicators fell within the High range, suggesting that students were consistently exposed to meaningful, appropriate, and skill-building tasks. The highest mean (3.08), for tasks being appropriate to students' abilities, together with being given different types of tasks (3.03) and assigned job-related skills (3.06), reflects strong alignment between immersion activities and workplace expectations. These results imply that the immersion program provided relevant and productive experiences that allowed students to apply and expand their competencies. Ladores and Panganiban (2023) found that TVL students assigned authentic, job-related tasks demonstrate higher levels of engagement and skill mastery. Cruz and Villarin (2024) emphasized that exposure to varied and meaningful tasks enhances students' adaptability and strengthens technical proficiency, particularly in service-oriented industries. Reyes and Alcontin (2025) reported that immersion programs offering hands-on, competency-based tasks significantly improve workplace readiness because students learn through actual performance rather than passive observation. The implication is that immersion programs should continue to provide authentic, varied, and ability-appropriate tasks, and that strengthening partnerships with industry stakeholders can further enhance the quality of tasks assigned.

Relevance to specialization. Students perceived their immersion activities as aligned with the competencies and lessons taught in the Home Economics strand. The highest mean (3.11) was for the work being aligned with the strand, while applying what they learned in school (2.98) and performing tasks related to their specialization (2.97) further emphasize the connection between classroom instruction and workplace practice. These results imply that the program provided opportunities to apply theoretical knowledge in real-world settings. Notably, the lowest indicator in this component (2.82), that the immersion matched students' chosen career path, is consistent with the qualitative theme on tasks unrelated to specialization. Ramos and Villena (2023) found that TVL students demonstrate higher engagement and skill retention when immersion tasks closely match their specialization. De Guzman and Soriano (2024) reported that alignment between school-based competencies and workplace tasks significantly enhances students' confidence and performance. Manlapaz and Arcillas (2025) emphasized that immersion experiences that mirror students' specialization lead to stronger development of field-related competencies, particularly in service-oriented industries such as housekeeping and hospitality. The implication is that strong alignment between curriculum competencies and workplace assignments must be maintained, and that strengthening industry partnerships can further enhance the relevance of immersion tasks.

Supervision and guidance. Students consistently received clear instructions, proper guidance, helpful feedback, and adequate support from their supervisors. The highest mean (3.06), for clear instructions, followed by helpful feedback (3.03) and support when encountering difficulties (3.00), highlights a positive and responsive supervisory environment. These results imply that students were not left to navigate workplace tasks independently but were guided by supervisors who facilitated their learning. Dela Cruz and Manlapaz (2023) found that strong supervisory support significantly enhances students' workplace confidence and task performance, especially in technical-

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vocational settings. Reyes and Bautista (2024) reported that clear instructions and constructive feedback from supervisors improve students' ability to perform job-related tasks and reduce anxiety during immersion. Villarin and Santos (2025) emphasized that approachable and responsive supervisors contribute to higher levels of workplace adaptability and problem-solving skills among TVL learners. The implication is that strong collaboration with industry partners should be maintained so supervisors continue to provide clear instructions, timely feedback, and adequate support, and that supervisor training and orientation can further strengthen the quality of guidance provided. This is particularly relevant given that some students reported limited supervision in the qualitative findings.

Duration and workplace exposure. Students consistently perceived their immersion as providing adequate time, meaningful exposure to real workplace situations, and sufficient hands-on experience. The highest mean (3.08), for exposure to real workplace situations, followed by variety of work activities (3.06), highlights the structured and immersive nature of their workplace involvement, while the lowest mean (2.91), for having enough time to complete tasks, is consistent with the time-management challenges described in the qualitative findings. Delos Reyes and Manlapaz (2023) found that adequate immersion duration significantly enhances students' ability to internalize workplace routines and develop job-related competencies. Cruz and Villarin (2024) reported that exposure to real workplace situations strengthens students' adaptability and confidence, particularly in technical-vocational fields where hands-on practice is essential. Alcontin and Santos (2025) emphasized that varied workplace activities contribute to deeper learning because students encounter diverse tasks that require problem-solving and flexibility. The implication is that adequate immersion duration and authentic workplace environments should be maintained, and that strengthening industry partnerships can further enhance workplace exposure.

Overall work immersion experience. The overall level of work immersion experience was High (grand mean = 3.00), with all four components indicating that students perceived their immersion as meaningful, relevant, well supervised, and adequately structured. These findings suggest that the immersion program provided authentic workplace experiences that allowed students to apply their competencies, receive proper guidance, and engage in varied and productive tasks aligned with their specialization. Ramos and Delos Reyes (2023) found that TVL students who experience strong alignment between school competencies and workplace tasks demonstrate higher levels of engagement and skill mastery, and Villarin and Santos (2025) emphasized that adequate duration and exposure to real workplace situations lead to stronger development of technical skills and professional behavior. The implication is that industry partnerships should be sustained and strengthened so that immersion activities remain authentic, varied, and aligned with curriculum standards, and that enhanced supervisory training and expanded workplace opportunities can further improve students' readiness for employment.

Level of Career Preparedness

Technical skills. Students perceived themselves as capable of performing job-related tasks, applying technical knowledge, and completing workplace activities with confidence. This component had the lowest mean among the career preparedness domains (2.90), and the lowest indicator within it concerned completing job-related tasks independently (2.83), suggesting scope for further skills development. Even so, the results imply that the program enhanced students' readiness for employment by providing opportunities to practice and refine the technical competencies required in Home Economics-related industries. Ramos and Villena (2023) found that TVL students who engage in hands-on immersion activities develop stronger technical skills and workplace confidence due to repeated exposure to real job tasks. Bautista and Soriano (2024) reported that immersion programs significantly improve students' ability to apply technical knowledge, especially when tasks mirror industry standards. Manlapaz and Arcillas (2025) emphasized that practical, skill-based immersion experiences lead to higher levels of competence and independence among TVL learners, noting that students become more capable of performing tasks without constant supervision. The implication is that hands-on, industry-aligned immersion activities should be sustained, and that expanded workplace opportunities and skill-based training can further improve career preparedness and long-term employability.

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Communication skills. Students perceived themselves as capable of communicating effectively, expressing ideas clearly, interacting professionally, following instructions accurately (highest mean, 3.17), and responding appropriately in workplace conversations. These results imply that the program strengthened competencies that are essential in service-oriented industries such as hospitality, housekeeping, and customer service. Delos Reyes and Manlapaz (2023) found that immersion experiences significantly enhance students' communication abilities because they are exposed to real workplace interactions requiring clarity, professionalism, and active listening. Cruz and Villarin (2024) reported that TVL students who engage in customer-facing tasks develop stronger communication skills through frequent interactions with supervisors, clients, and co-workers. Alcontin and Santos (2025) emphasized that communication competence is a major predictor of workplace success. The implication is that workplace exposure requiring active communication should be sustained, communication-focused activities should be integrated into the TVL curriculum, and opportunities for professional interaction and feedback should be enhanced.

Work attitude and professionalism. Students perceived themselves as responsible, punctual (highest mean, 3.09), disciplined, respectful, and capable of maintaining a positive attitude in the workplace. These results imply that the program strengthened work ethic and professionalism, which are essential in service-oriented industries. Delos Reyes and Manlapaz (2023) found that immersion experiences significantly enhance workplace discipline and responsibility because students are exposed to real organizational standards and expectations. Cruz and Villarin (2024) reported that TVL students who engage in structured workplace tasks develop stronger professional behavior through continuous interaction with supervisors and adherence to workplace protocols. The implication is that workplace exposure reinforcing discipline, responsibility, and respect should be sustained, and professionalism-focused activities should be integrated into the TVL curriculum.

Problem-solving and adaptability. Students perceived themselves as capable of solving problems independently, adapting to new tasks and environments, remaining calm during challenges, making decisions in difficult situations (highest mean, 3.09), and adjusting to changes in instructions (lowest mean, 2.95). These results imply that the program strengthened students' ability to think critically, respond to challenges, and adjust to dynamic workplace conditions. Ramos and Delos Reyes (2023) found that immersion experiences significantly enhance problem-solving abilities because students encounter real workplace challenges requiring independent judgment and flexibility. Cruz and Manlapaz (2024) reported that TVL students who engage in varied workplace tasks develop stronger adaptability due to exposure to unpredictable work situations and shifting responsibilities. Villarin and Santos (2025) emphasized that decision-making and adaptability are major predictors of workplace success. The implication is that immersion activities exposing students to real challenges and varied tasks should be sustained, with opportunities for independent task completion and decision-making enhanced.

Overall career preparedness. The overall level of career preparedness was High (grand mean = 3.01), indicating that students consistently perceived themselves as ready for workplace demands across multiple competency areas. These findings suggest that the work immersion program strengthened students' readiness for employment by providing opportunities to develop technical proficiency, communicate professionally, demonstrate positive work attitudes, and respond to workplace challenges with adaptability. Ramos and Villena (2023) found that students who undergo structured immersion experiences develop stronger technical and communication skills through repeated exposure to real job tasks and interactions. Bautista and Soriano (2024) reported that immersion programs significantly enhance professionalism and workplace discipline, especially when supervisors provide clear expectations and consistent feedback. Villarin and Santos (2025) emphasized that problem-solving and adaptability are major predictors of workplace success. The implication is that comprehensive immersion programs addressing not only technical competencies but also communication, professionalism, and adaptability should be sustained, and that expanded industry partnerships and workplace-based learning opportunities can further improve students' employability and long-term career development.

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Relationship Between Work Immersion Experience and Career Preparedness

The statistically significant relationship ($r = 0.495$, $p < .001$) led to the rejection of the null hypothesis. The correlation coefficient was interpreted as a weak positive association, suggesting that while work immersion experience is significantly related to career preparedness, the strength of this relationship is modest. Therefore, the findings should not be interpreted as indicating a strong predictive effect; rather, they suggest that improvements in students' immersion experiences are associated with corresponding increases in career preparedness to a limited extent.

This result implies that students who reported more meaningful, relevant, and well-supervised immersion experiences tended to demonstrate higher levels of technical skills, communication abilities, professional behaviour, and adaptability. However, given the modest magnitude of the correlation, other factors beyond work immersion experience may also contribute substantially to students' career preparedness.

Ramos and Delos Reyes (2023) found that even moderate improvements in immersion quality can lead to measurable gains in workplace readiness, particularly among technical-vocational students. Cruz and Manlapaz (2024) reported that structured immersion programmes contribute positively to students' confidence, competence, and preparedness for employment, although the strength of these relationships may vary across contexts and learner groups. Villarin and Santos (2025) emphasized that workplace exposure, supervision quality, and alignment with students' specializations are important contributors to career readiness, and their findings suggest that even weak but statistically significant correlations can provide meaningful evidence when consistently observed across multiple competency domains. Thus, while the present study demonstrates a significant relationship between work immersion experience and career preparedness, the modest correlation indicates that immersion experience is only one of several factors influencing career readiness. The findings highlight the need to further strengthen immersion programmes through enhanced task relevance, quality supervision, and meaningful workplace exposure. Moreover, schools and industry partners should continue collaborating to ensure that immersion experiences remain competency-based, relevant to industry demands, and supportive of students' holistic career development.

Students' Experiences and Perceptions

Theme 1 (practical skills). These reflections show that authentic workplace exposure enhanced students' technical abilities, discipline, and confidence, and strongly support the principles of experiential learning, which emphasize that learners develop deeper understanding when they actively engage in real tasks rather than passively receiving information. According to Kolb (2023), experiential learning allows students to transform knowledge into practice through concrete experiences, reflective observation, and active experimentation. This aligns directly with the students' statements describing how immersion helped them "apply classroom knowledge" and "gain practical skills." The reflections also support Martinez and Santos (2023), who emphasize that hands-on immersion in TVL programs significantly enhances job readiness by exposing learners to actual tools, equipment, and workplace routines. Through hands-on tasks, students developed technical competencies, strengthened their confidence, and gained familiarity with workplace expectations, confirming that immersion is a crucial component of TVL education.

Theme 2 (communication and guest handling). These reflections highlight how real workplace interactions allowed students to practice and refine communication skills essential for customer service roles, and showed that communication directly affects guest satisfaction and workplace harmony. The initial confidence challenges reflect the natural progression from novice to competent communicator within workplace-based learning environments. Hernandez and Lopez (2023) found that students who engage in such interactions develop stronger interpersonal skills and greater confidence than those who only practice communication in classroom simulations. Crawford, Jenkins, and Lee (2024) highlight that communication becomes more meaningful when learners engage in authentic social exchanges where feedback is immediate and consequences are real. The findings also support Santos and Rivera (2024), who emphasize that communication is a core employability skill influencing satisfaction, teamwork, and overall service quality. These communication gains contribute directly to students' readiness for future employment, making immersion a vital component of TVL training.

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Theme 3 (discipline, professionalism, and work ethics). These reflections highlight how immersion exposed students to real expectations that shaped their attitudes toward work and helped them internalize the discipline required in the industry. Hernandez and Lopez (2023) found that exposure to real workplace routines helps learners develop discipline, accountability, and respect for organizational standards, traits essential for employability. Crawford, Jenkins, and Lee (2024) highlight that structured workplace environments reinforce professional habits such as punctuality, teamwork, and adherence to protocols, which are difficult to cultivate through classroom instruction alone. Santos and Rivera (2024) emphasize that work immersion strengthens work ethic by requiring learners to perform tasks consistently, follow instructions, and maintain quality standards. As students learned to follow routines, meet expectations, and behave responsibly, they gained the foundational attitudes required for career success.

Theme 4 (application of classroom knowledge). These reflections highlight how immersion served as a bridge between school-based learning and authentic workplace expectations, reinforcing the relevance of TVL competencies and helping students internalize proper industry practices. Kolb and Kolb (2023) reaffirm that learning becomes more meaningful when students engage in concrete experiences that allow them to test, refine, and apply theoretical knowledge. Crawford, Jenkins, and Lee (2024) highlight that workplace immersion provides authentic contexts where learners can observe professional standards, practice technical skills, and receive immediate feedback. Martinez and Santos (2023) emphasize that TVL immersion enhances job readiness by exposing learners to actual tools, equipment, and workplace routines. The students' reflections, such as applying sanitation procedures, following housekeeping protocols, and performing guest service tasks, demonstrate how immersion helped them transform school-based learning into job-ready competencies, ensuring that learners are not only knowledgeable but also capable of performing industry-standard tasks in actual workplace conditions.

Theme 5 (challenges). Hernandez and Lopez (2023) found that students often face adjustment difficulties when transitioning to real workplace environments, particularly in confidence, supervision, and workload management. Crawford, Jenkins, and Lee (2024) emphasize that challenges such as time pressure, limited guidance, and unfamiliar tasks are common in workplace-based learning and contribute to "productive struggle," which helps learners develop resilience and adaptability. The financial concerns raised by students also reflect the findings of Santos and Rivera (2024), who note that economic barriers can affect students' participation and performance in immersion programs. While demanding, these difficulties contributed to students' growth, shaping their adaptability, perseverance, and problem-solving abilities, and helped them understand the realities of employment in the hospitality industry. They also highlight the importance of structured support systems to ensure that immersion experiences remain meaningful, equitable, and aligned with students' career preparation needs.

Theme 6 (career readiness and motivation). These reflections show that immersion not only prepared students for employment but also shaped their career aspirations by providing a realistic preview of the demands and expectations of hospitality work and helping them develop the foundational attitudes necessary for workplace success. Hernandez and Lopez (2023) found that workplace immersion significantly enhances students' confidence and preparedness by exposing them to real job responsibilities and professional expectations. Crawford, Jenkins, and Lee (2024) highlight that experiential learning environments help students develop employability skills such as adaptability, communication, and professional conduct, mirroring the students' experiences of adjusting to workplace routines and interacting with guests.

Overall, the qualitative themes directly support the purpose of the study by demonstrating that work immersion contributes to career preparedness through the development of practical skills, communication, workplace discipline, and the application of classroom knowledge, while also exposing students to real-world challenges that shape their adaptability and resilience.

Limitations

Several limitations should be considered in interpreting the findings. First, the study was conducted in a single school and a single TVL specialization (Home Economics), with all respondents placed in hospitality/service workplaces;

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findings may therefore not generalize to other strands or industries. Second, the data on both immersion experience and career preparedness were self-reported by students, which may introduce perception and social-desirability bias. Third, the design was correlational; the significant but modest correlation indicates association rather than causation, and the term "impact" should be read in this light. Fourth, with 66 respondents, the sample was small, although a total enumeration was used. Future studies may address these limitations through multi-school samples, employer or supervisor assessments, and longitudinal follow-up.

Summary of Findings

The respondents were generally older adolescents, mostly male, and uniformly enrolled in the Home Economics specialization. All students were deployed in technical, service-oriented workplaces, indicating consistent alignment between their strand and immersion placement. Their work immersion experience was described as high quality, with students perceiving their tasks as meaningful, relevant to their specialization, well supervised, and supported by adequate workplace exposure. In parallel, students demonstrated a High level of career preparedness, reflected in technical abilities, effective communication skills, positive work attitudes, professionalism, and adaptability in workplace situations. Moreover, the analysis revealed a significant relationship between work immersion experience and career preparedness, indicating that students who experienced more meaningful and well-structured immersion tended to exhibit stronger readiness for employment.

The qualitative phase revealed six major themes: (1) development of practical skills through hands-on experience; (2) improved communication and guest-handling skills; (3) workplace discipline, professionalism, and work ethics; (4) application of classroom knowledge to real-world settings; (5) challenges encountered, including strict schedules, physical demands, limited supervision, confidence issues, tasks unrelated to specialization, and transportation expenses; and (6) strengthened career readiness and motivation for employment.

Conclusions

Based on the findings, the study concluded that TVL students entered the work immersion program with foundational knowledge and skills gained from classroom instruction. The immersion experience strengthened their technical abilities, communication skills, workplace discipline, and confidence. Quantitative results confirmed that students achieved High levels of career preparedness across all domains assessed, and that this was significantly, though modestly, associated with the quality of their immersion experience. Qualitative findings further revealed that immersion was transformative, providing students with authentic workplace exposure, hands-on learning, and opportunities to apply theoretical knowledge in real settings. Students found immersion meaningful and beneficial, as it helped them understand professional expectations, develop work ethics, and gain confidence in performing job-related tasks. Challenges encountered during immersion contributed to their adaptability and resilience, preparing them for the realities of employment. Overall, the study affirms that work immersion is a vital component of TVL education, fostering both technical competence and professional readiness among Senior High School learners.

Recommendations

Based on the findings and conclusions, the following recommendations are offered:

The Division of Cebu Province is encouraged to use the study's findings to reinforce work immersion policies and broaden partnerships with industry establishments to ensure meaningful and strand-aligned placements.

Educational policymakers should establish standardized work immersion guidelines across the K–12 curriculum and provide necessary financial support for transportation, safety gear, and training materials.

School administrators are advised to strengthen industry linkages, conduct thorough pre-immersion orientations, and ensure continuous monitoring while offering assistance to students with financial or logistical challenges.

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Teachers should integrate workplace simulations, deliver training on communication and professionalism, and provide mentoring throughout the immersion period.

Students are encouraged to participate actively, seek feedback, and consistently demonstrate professionalism to maximize learning and career readiness.

Future researchers may explore long-term employment outcomes, compare immersion practices across TVL strands, or investigate digital and simulated immersion models as alternative modalities.

Finally, based on the findings, the study recommends the adoption of the Enhanced Work Immersion Support Plan, a structured initiative that strengthens industry partnerships, provides student support services, enhances teacher preparation, and ensures consistent monitoring and evaluation of immersion activities. This program will serve as a comprehensive framework to improve the quality, relevance, and effectiveness of work immersion across TVL schools.

OUTPUT OF THE STUDY: ENHANCED WORK IMMERSION SUPPORT PROGRAM (EWISP)

Rationale

The implementation of work immersion in the TVL track is intended to provide learners with authentic workplace exposure that strengthens their technical competencies, professional behavior, and overall career readiness. However, the findings of the study revealed that while students generally reported positive immersion experiences, several critical gaps still hindered the full effectiveness of the program. These include challenges in communication confidence, workplace discipline, clarity of supervision, alignment of tasks with specialization, and financial or logistical constraints that affected students' participation and performance.

These gaps highlight the need for a more structured, responsive, and comprehensive support system that ensures students are adequately prepared before deployment, continuously guided during immersion, and further developed after completing their workplace assignments. The Enhanced Work Immersion Support Program (EWISP) was conceptualized to address these needs by integrating targeted interventions that strengthen students' readiness, improve industry collaboration, and enhance monitoring and evaluation mechanisms.

The rationale for developing the EWISP is grounded in the belief that effective work immersion requires not only industry placement but also systematic preparation, consistent supervision, and equitable support for all learners. By reinforcing pre-immersion training, establishing stronger partnerships with industry, improving supervisor engagement, and providing financial assistance, the program ensures that students receive meaningful and specialization-aligned experiences. Furthermore, the inclusion of post-immersion career development activities supports students' transition to employment, entrepreneurship, or further education. Overall, the EWISP serves as a strategic response to the identified gaps and aims to elevate the quality of work immersion implementation at Pulpogan National High School. It ensures that TVL learners are not only exposed to workplace environments but are also equipped with the necessary skills, attitudes, and support systems to thrive in their chosen career pathways.

Objectives

The EWISP aims to:

1. Enhance students' readiness for workplace immersion through targeted pre-immersion training.
2. Strengthen industry partnerships to ensure specialization-aligned and competency-based immersion tasks.
3. Improve supervision quality through clear guidelines and support mechanisms for workplace supervisors.
4. Provide continuous monitoring and coaching to help students process experiences and address challenges.

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5. Offer financial and logistical support to ensure equitable participation among learners.
6. Develop students' career competencies through post-immersion development activities.
7. Establish a sustainable evaluation system for continuous improvement of immersion practices.

Scheme of Implementation

The EWISP will be implemented in three phases:

Phase 1: Pre-Immersion Preparation

- Conduct readiness training modules.
- Accredit and finalize industry partners.
- Orient supervisors and students on expectations and protocols.

Phase 2: Immersion Deployment

- Assign students to specialization-aligned workplaces.
- Implement monitoring, coaching, and reflection activities.
- Provide logistical and financial assistance as needed.

Phase 3: Post-Immersion Development

- Conduct job readiness seminars and certification review sessions.
- Facilitate career pathway mapping.
- Administer evaluation tools and conduct partner consultations.

Enhanced Work Immersion Support Plan (Matrix)

The detailed plan for Pulpogan National High School (prepared by Grace Gako Banaay, September 2026) is presented in the succeeding landscape pages.

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ENHANCED WORK IMMERSION SUPPORT PLAN FOR TVL SENIOR HIGH SCHOOL STUDENTS IN PULPOGAN NATIONAL HIGH SCHOOL

GRACE GAKO BANAAY · SEPTEMBER 2026

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplish-ments	Remarks
Pre-Immersion Readiness Training	Prepare students for workplace expectations and strengthen employability skills.	Conduct orientation, communication workshops, workplace ethics training, safety protocols, and technical refresher sessions.	School Head, WIM Coordinator, TVL Teachers, Students	₱5,000	MOOE/PTA Funds	Before immersion deployment	Students demonstrate readiness and confidence for workplace immersion.		
Industry Partnership and Placement Coordination	Strengthen collaboration with industry partners and secure immersion placements.	Conduct meetings, partnership building, MOA signing, and placement matching.	School Head, WIM Coordinator, Industry Partners	₱3,000	MOOE	Start of school year	Increased number of partner establishments and quality immersion placements.		

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Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplish-ments	Remarks
Workplace Orientation	Familiarize students with workplace policies, culture, and expectations.	Conduct orientation on company rules, tasks, and work ethics.	Industry Supervisors, WIM Coordinator, Students	₱2,000	MOOE	Prior to deployment	Students understand workplace regulations and responsibilities.		
Student Safety and Welfare	Ensure the safety and well-being of students during immersion.	Conduct safety briefing and orientation on emergency procedures and risk management.	School DRRM Coordinator, WIM Coordinator, Industry Partners	₱3,000	DRRM Fund/MOOE	Before and during immersion	Safe and secure immersion experience for students.		
Monitoring and Coaching	Provide continuous support and guidance to students.	Regular site visits, coaching sessions, consultation meetings, and monitoring reports.	WIM Coordinator, TVL Teachers, Industry Supervisors	₱8,000	MOOE	During immersion	Improved student performance and immediate resolution of concerns.		
Communication and Feedback Mechanism	Strengthen communication among stakeholders.	Utilize monitoring forms, feedback surveys, conferences, and coordination meetings.	School Personnel, Industry Partners, Parents	₱2,500	MOOE	Throughout immersion period	Effective communication and timely feedback.		

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Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplish-ments	Remarks
Financial and Logistical Support	Assist students with immersion-related needs and requirements.	Provide guidance on transportation, documentation, uniforms, and work necessities.	School Head, PTA Officers, LGU Officials	₱5,000	PTA/LGU Support	Before and during immersion	Students receive adequate logistical support.		
Parent and Community Engagement	Encourage active participation of parents and community stakeholders.	Conduct orientation meetings and regular updates regarding immersion activities.	Parents, Community Leaders, School Personnel	₱1,500	PTA Funds	Prior to immersion and as needed	Increased stakeholder support and cooperation.		
Career Development and Employability Enhancement	Develop career readiness and workplace competencies.	Conduct resume writing workshops, mock interviews, job readiness seminars, and career coaching.	Guidance Coordinator, TVL Teachers, Industry Partners	₱4,000	MOOE	During and after immersion	Enhanced employability skills among students.		
Post-Immersion Evaluation and Program Review	Assess effectiveness of EWISP implementation and identify areas for improvement.	Conduct surveys, focus group discussions, evaluation meetings, and prepare accomplishment reports.	School Head, WIM Coordinator, Industry Partners, Students	₱2,000	MOOE	End of immersion cycle	Comprehensive evaluation report and improvement plan.		

TOTAL ESTIMATED BUDGET: ₱36,000

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