

LIVED EXPERIENCES OF WORK IMMERSION STUDENTS IN HOUSEKEEPING

Phoebe Jane Rubillos – Tambis
phoebejane.tambis@deped.gov.ph

Department of Education- Agusan del Norte Division

Ferjilyn L. Matondo
matondo.fl@pnu.edu.ph

Philippine Normal University Mindanao

ABSTRACT

The study analyzed the experiences of ten Grade 12 intern students in housekeeping. Qualitative research methods through in-depth interviews and observations as well as Colaizzi's descriptive phenomenological method were used to analyze the data, focusing on preparation, work immersion environment, relevance, implementation, and overall implementation. The results showed that students were well prepared physically, academically, and morally during the preparation for the internship. During the immersion, the workplace provided relevant skills and training, but also caused frustration and distraction. Problems faced by respondents included inadequate training, lack of equipment and a home lab, work schedule adjustments, mismatched skills, financial difficulties, work-related pressures, academic problems, and poor evaluations. Recommendations for improving the program include phasing in, purchasing necessary equipment, planning, proactively adapting to situations, seeking budget support, standardized grading, and updating teachers' knowledge and skills. Those responsible for implementing Work Immersion should work together to address gaps, seek support, and adapt learning approaches to allow experiences to grow with the demands of the real world.

Keywords: housekeeping, lived experiences, work immersion

INTRODUCTION

While work immersion programs benefit students' practical learning and professional preparation, it also addresses lots of global issues. Some common concerns identified include inadequate supervision, poor industry alignment with students' fields of study, and insufficient training for both students and supervisors. These gaps might prevent students from getting valuable experience and skill development. Students may experience inappropriate expectations, workplace bullying, unwelcoming environments, and safety concerns, particularly when allocated to physically demanding or dangerous responsibilities (Necio et al., 2022).

The Philippine education has designed its curriculum as a learner-centered public institution, where values and competencies allow students to reach their full potential and make a

meaningful contribution to the advancement of the country. The implementation of the K–12 program significantly offers Filipino learners with possibilities for growth based on their abilities, interests, and potential. As mentioned in DepEd Order No. 30 s. of 2017, one of the aims of the K-12 Basic Education Program is to build the learners' skills, work ethic, and values are relevant to continuing their education and/or entering the workforce. To establish better alignment between basic education and the nation's development aims, work immersion, a mandatory subject, has been integrated into the curriculum.

In the Philippines, unemployed youth hinder growth in the economy. The sector's lack of information, skills, and work experience puts it at a disadvantage (The Asia Foundation, 2018). One alternative is to execute the Department of Education's Senior High School (SHS) project, which was introduced as part of the K–12 education reform. One of its components, the work immersion program, gives students a "real workplace" experience and a set of technical-vocational and lifestyle skills that can help them make better career choices and increase their job prospects. The Work Immersion allows learners to (1) obtain practical industrial skills that are relevant pursuant to the supervision of skilled industry experts and personnel; (2) recognize the value as well as practical relevance of the concepts and ideas instructed in the classroom; (3) strengthen their vocational abilities along with expertise; (4) enhance their capacities in collaboration as well as interpersonal interactions; and (5) cultivate positive employment behaviors, practices, affection, and dignity in the workplace (Acut et al., 2021).

In Ampayon National High School (AmNHS), Ampayon, Butuan City, Agusan del Norte, as a secondary school institution, offers the General Academic Strand (GAS) under Academic Track with housekeeping as an elective for work Immersion subject. The track and strand were chosen to not duplicate the offerings in the neighbouring schools. On the other hand, housekeeping is a preferable elective subject because the school is situated in a city with several hotels, and teachers with enough experience are available to handle the subject. Apparently, the school was facing several issues with SHS work immersion. In junior high school (JHS), only exploratory courses were offered which are different every quarter and do not guarantee mastery.

As per the review of the Enhanced Basic Education Information System Report in the school year 2017-2018, none of the 28 students in the pioneering Grade 12 batch of AmNHS are NC II housekeeping holders. The same scenario happened with the second batch of 50 students, were none of them are NC II housekeeping holders, which is supposedly done prior to their graduation to prepare them for employment when one does not want to proceed to college. The data raised curiosity about the lived experiences of work immersion students, the challenges encountered, and the solutions made along the process, specifically during work immersion as implemented in public secondary schools.

Based on the data presented, the challenges encountered by the work immersion students must be addressed immediately. Hence, this study aimed to examine the experiences during the work immersion program in the acquisition and development of skills that will prepare the students for the labour force. Moreover, this research adds to the understanding of whether proper activities are realized as intended, and necessary competencies are accomplished. The outcome of this study hereby provides a supplementary understanding of how the program should be enhanced.

Theoretical Framework

The study on lived experiences during work immersion can be effectively connected to the "Experiential Learning Theory" by David Kolb (1984). Kolb's theory emphasizes the importance of learning through experience and reflection. In this context, students engaging in work immersion programs can actively participate in different tasks, reflect on their experiences, and acquire skills through practical application. By using Kolb's framework, educators can design work immersion programs that facilitate hands-on learning, encourage self-reflection, and promote skill development. This approach aligns well with the study's aim of preparing students for the labor force by ensuring that necessary competencies are achieved through experiential learning opportunities.

METHODOLOGY

A phenomenological design was used in this study, which represents a qualitative, descriptive approach. It is suitable for the present study because it focuses on the students' lived experiences in housekeeping work immersion program, with the goal of understanding how people perceive and make meaning of their experiences. A phenomenological research gathers data using methods such as in-depth interviews or participant observation, focusing on subjective experiences and personal insights. Furthermore, it highlights the need of studying a phenomenon through the participants' perspective to capture their distinct viewpoints and essence (Duffy & Ní Mhuirthile, 2024).

Participants

A convenience sampling was used to select the participants. This method is extremely fast, simple, readily available and inexpensive (Nikolopoulou, 2022). In this study, the main participants were ten Ampayon National High School students who participated in a work-study program during the 2018-2019 school year and were selected for the interview. They were selected because they were the last group of students available and eligible during the implementation of the study. The ten students who were selected to participate in the sample were the easiest for the researcher to reach due to their geographical proximity, their availability at a particular time, or their willingness to participate in the research (Nikolopoulou, 2022). The researcher also considered interviewing other individuals who had conducted the Work Immersion program, including the Work Immersion teacher and the partner hotel managers, to support and corroborate the students' experiences in the Housekeeping Work Immersion program. One Work Immersion teacher and five Housekeeping Directors received a letter of invitation to participate in the study. After taking sufficient time to read and review the information sheet, all Work Immersion implementers gave their consent and signed the consent form. The researcher then made an appointment for an interview to avoid a time conflict.

Table 1*Profile of the participants*

Participants	Gender	Age
Participant 1	Female	19
Participant 2	Male	19
Participant 3	Female	19
Participant 4	Male	20
Participant 5	Female	20
Participant 6	Male	21
Participant 7	Male	20
Participant 8	Female	19
Participant 9	Female	20
Participant 10	Male	25
Supervisor 1	Female	33
Supervisor 2	Male	41
Supervisor 3	Female	36
Supervisor 4	Male	35
Supervisor 5	Male	43
Teacher 1	Male	37

Note: Total number of participants = 16

Data Collection

In conducting this study, the researcher used a questionnaire as an interview guide to accommodate the participants. The interview guide was approved by the panel members. The probing questions were reviewed by the researcher's advisor to ensure their effectiveness. The semi-structured interview guide consists of open-ended questions that allow for some flexibility (George, 2022). This was used to collect data so that participants could freely express their experiences in their own words. The researcher obtained permission from the head teacher to set the schedule for the interviews with the participants. Similarly, the researcher made an appointment with the housekeeping supervisors and went to the different partner establishments of the hotel for the scheduled interview. During the interview appointments, the researcher explained the objectives of the study, its relevance to the K-12 curriculum, and the importance of the comments, feedback, and recommendations to the validity and relevance of the study in improving the housekeeping immersion program. Prior to the interview, the researcher first obtained permission to conduct the study on her own time and to sign the consent form, which allowed the researcher to record the entire interview and discussion. The interviewees were given sufficient time to review and confirm their answers.

After the data were collected, the researcher listened to the audio recordings repeatedly to familiarize herself with the data. The audio recordings were transcribed and coded. The coded data was reviewed again to ensure the appropriateness of the transcripts. Copies of the transcript were

then given to the interviewees by messenger or phone call to confirm the accuracy of the information. The data were then ready for coding and content analysis.

Data Analysis

This section describes and elaborates on the methods used for data analysis based on the type of data collected. In this study, Colaizzi's descriptive phenomenological approach was used. Colaizzi's descriptive phenomenological approach comprised a unique seven-step procedure that gives a rigorous analysis as well as a succinct yet comprehensive account of the phenomena under investigation, which was confirmed by the individuals who developed it. These steps were (1) familiarization; (2) identifying significant statements; (3) formulating meanings; (4) clustering; (5) developing an exhaustive description; (6) producing the fundamental structure; and (7) seeking verification of the fundamental structure (Morrow et al., 2015).

Familiarization. The researcher familiarized herself with the data by listening to each respondent's narrative multiple times. At this point, the researcher transcribed the audio recordings, which took five months to complete. Following that, encoded transcriptions were read and reread to gain a basic understanding of the entire material and phenomena being examined.

Identifying significant statements. The researcher recognized all statements in the stories that are directly related to the phenomena. In this phase, the researcher evaluated each transcript, isolated noteworthy statements, and transcribed them on a separate sheet with page and line numbers.

Formulating meanings. The researcher determined meanings related to the phenomena after carefully considering crucial comments. During this stage, the researcher took notes and determined the meaning of the relevant sentences. Statements that had similar or comparable meanings were highlighted and classified.

Clustering themes. The researcher groups the found meanings into themes that are similar to all narratives (Morrow et al., 2015). This time, the researcher identified and grouped relevant sentences with comparable concepts and meanings. To offer a more comprehensive picture of the data, they were organized into groups or clusters based on a common theme. The data clustering indicates participants' similar experiences, difficulties encountered, solutions developed, and recommendations for work immersion housekeeping.

Developing an exhaustive description. The researcher wrote the findings of the study, which integrated an exhaustive description of the phenomenon under study. In this study, all emergent themes in each work immersion component were defined in an exhaustive description. After merging all themes, the whole structure of students' experiences in housekeeping has been extracted. An exhaustive description is written in the next chapter, which presents the findings and interpretation of the data.

Producing the fundamental structure. The researcher expanded the extensive explanation into a concise, dense statement that only includes the qualities that are deemed critical to the

structure of the phenomena (Morrow et al., 2015). This stage involved reducing findings by removing duplicated, misused, or overstated descriptions from the general framework. certain changes were made to provide explicit linkages between clusters of topics and their extracted themes, including the elimination of certain unclear structures that undermine the overall description.

Seeking verification of the fundamental structure. The researcher verified the findings with the use of the "member checking" technique. This step was completed by getting back the data collected to the participants and addressing the results with them, as well as whether they captured their experience. Participants' perspectives on the outcomes of the study were acquired directly via calls and messenger. This step was firmly followed during the conduct of content analysis to properly describe the phenomenon in their experiences in the housekeeping work immersion program. Eventually, all participants were satisfied with these results reflecting their feelings and experiences.

Ethical Considerations

The researcher adhered to protecting the privacy rights of all the participants in the study. To make sure the ethics of confidentiality have been followed, the participant's rights to secrecy, privacy, and the freedom to choose how much personal information to share and when are all upheld by the researcher. The school principal, selected students, work immersion teacher, and hotel partner industry supervisors received letters of consent from the researcher before data collection. Upon approval, the researcher scheduled interviews after checking the participants' availability and a convenient time for the interview.

Before beginning the real interview utilizing the described interview guide, the respondents were informed of their rights, namely Republic Act 10173, also known as the Data Privacy Act of 2012. The summary of this Act states that: (1) it safeguards people's confidentiality while ensuring the open exchange of data with the goal of promoting innovation and advancement; (2) it controls the gathering, documenting, organization, storage, modifying or alterations, retrieving, inquiry, utilization, integration, preventing, elimination, or deterioration of personal data; and (3) it guarantees that the Philippines adheres with global privacy regulations set through the National Privacy Act (National Privacy Commission, 2012).

To make the participants feel at ease during the interview, the researcher created a warm atmosphere by appropriately greeting them, asking them about their day, and setting the mood. The research participants were informed of the study's goal, expected duration, and procedures to elucidate the purpose of the study and to ensure with candid interest that there would be no deceptions from the chosen consent of the participants to be a included of the study. Participants were given the option of remaining anonymous by not mentioning their real names or identities. They also have the freedom to refuse to participate, to leave a study once it has begun, to forego expected consequences, to withhold input from the study's final text, to stop participating at any moment, and the right to limit confidentiality in ways including data coding, disposal, sharing, and archiving. Interview questions were checked by the members of the panel to ensure the questions wouldn't harm the participants. Following the interview, the researcher thanked the respondents.

Although company names from the school's partner hotel industries may appear in this study, the researcher certified that they do not have connections or any participation in any organization or company with an economic or non-monetary stake in the topic matter or content presented in this research.

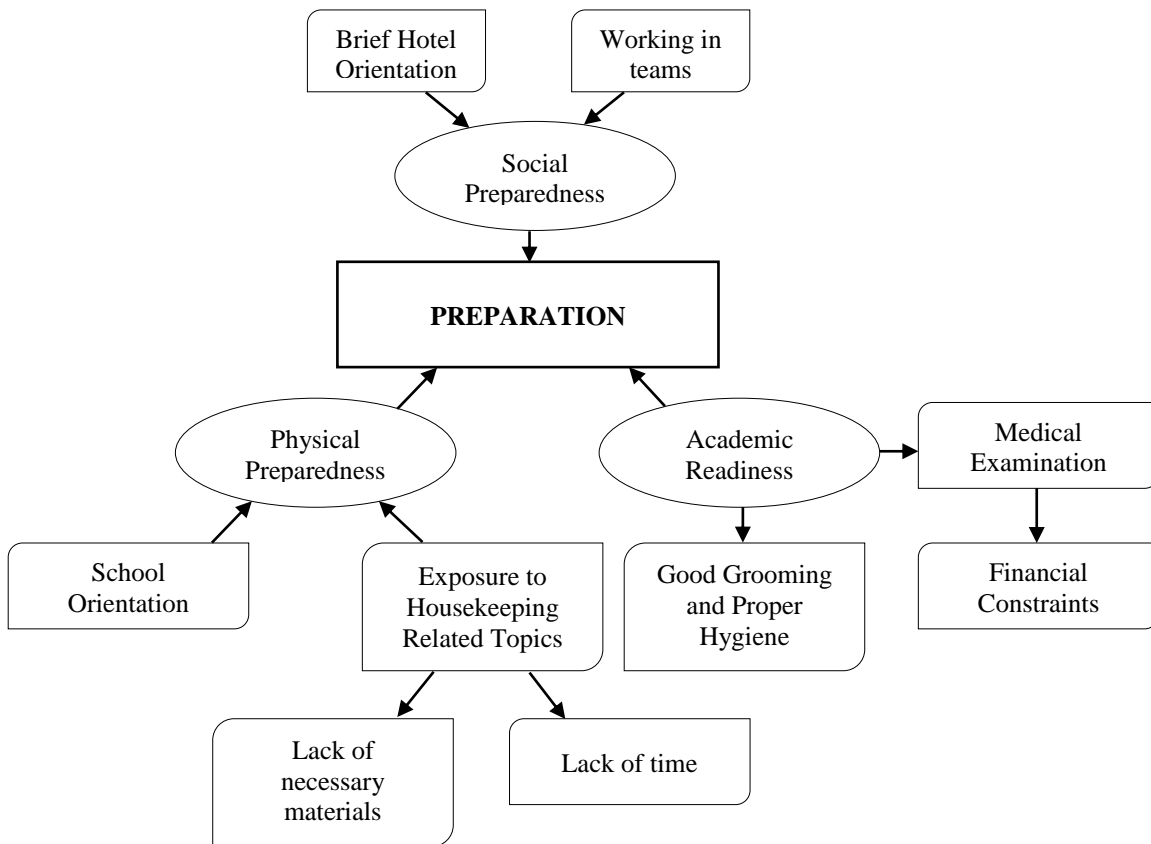
Results and Discussion

Lived Experiences of Work Immersion Students

This section presents the narratives of the experiences of work immersion students were described in terms of five components, which include preparation, work immersion environment, relevance, delivery, and overall implementation of the program. These five components were adapted from DepEd memoranda for Curriculum and Instruction number 2018-00257 with Region Memorandum No. 67, s. 2018 which has the subject Monitoring and Evaluation of Work Immersion in Senior High School.

Figure 1

Lived experiences of work immersion students under preparation



Preparation. Preparation for the work immersion program included pre-immersion, which has an allotment of 18 hours in total in school. Throughout this period, students underwent the pre-

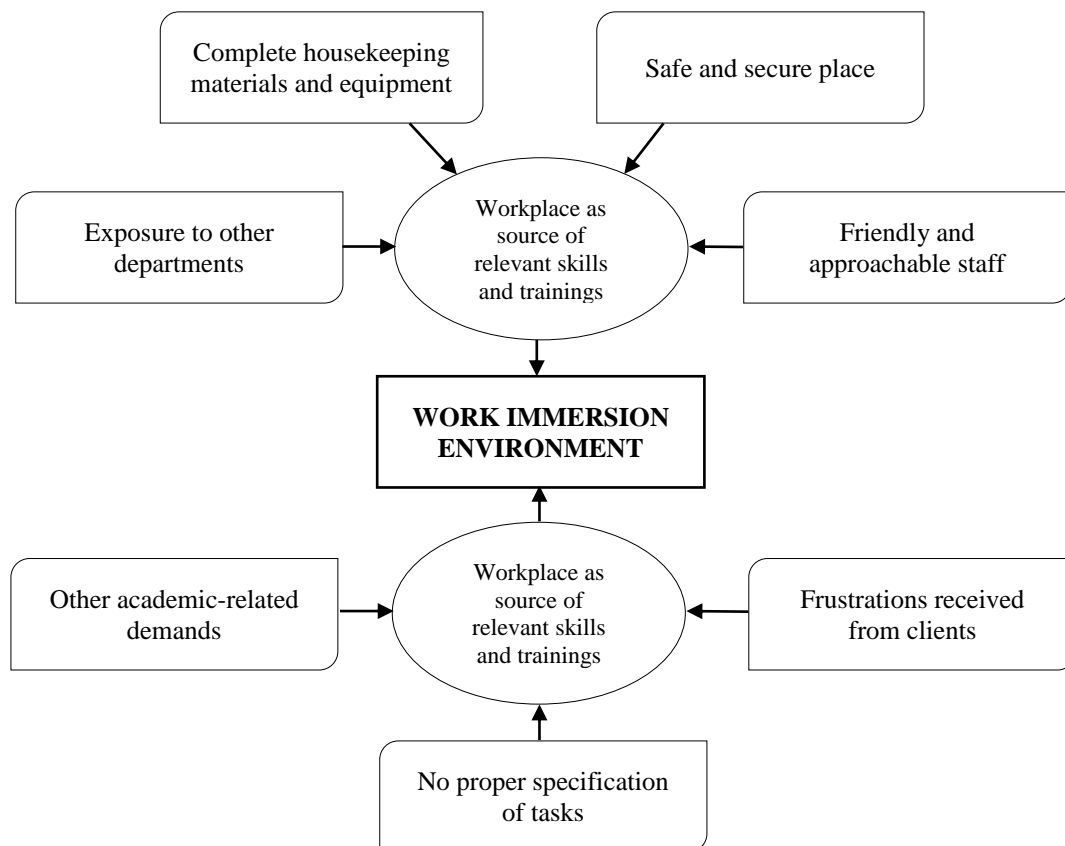
immersion orientation and got ready and acquired the necessary files based on the Work Immersion Curriculum Guide (DepEd Order No. 30, s. 2017). The preparation involved the academic, physical, social, and mental readiness of the participants.

To ensure that the participants were physically prepared, they groomed themselves with proper haircuts, maintained good hygiene, and dressed according to the prescribed uniform. With this, students looked professional like the employees in the hotel industry. To add, students took their medical examination requirement to see if they were physically fit to work in the partner industry. Once given the medical certification to work, they compiled all the necessary requirements for work immersion, passed it to the work immersion teacher, and the teacher endorsed it to their assigned partner industries.

The study analyzed students' experiences under the work immersion program on preparation, focusing on physical preparation, academic readiness, and social preparation. Physical preparation involved grooming and hygiene, medical examinations, and exposure to housekeeping tools and equipment. Academic readiness involved attending orientation programs and classes, but inadequacy was noted due to a lack of resources and time. Social preparation involved working in pairs or groups, and hotel orientation introduced participants to staff.

Figure 2

Lived experiences of work immersion students in a work immersion environment



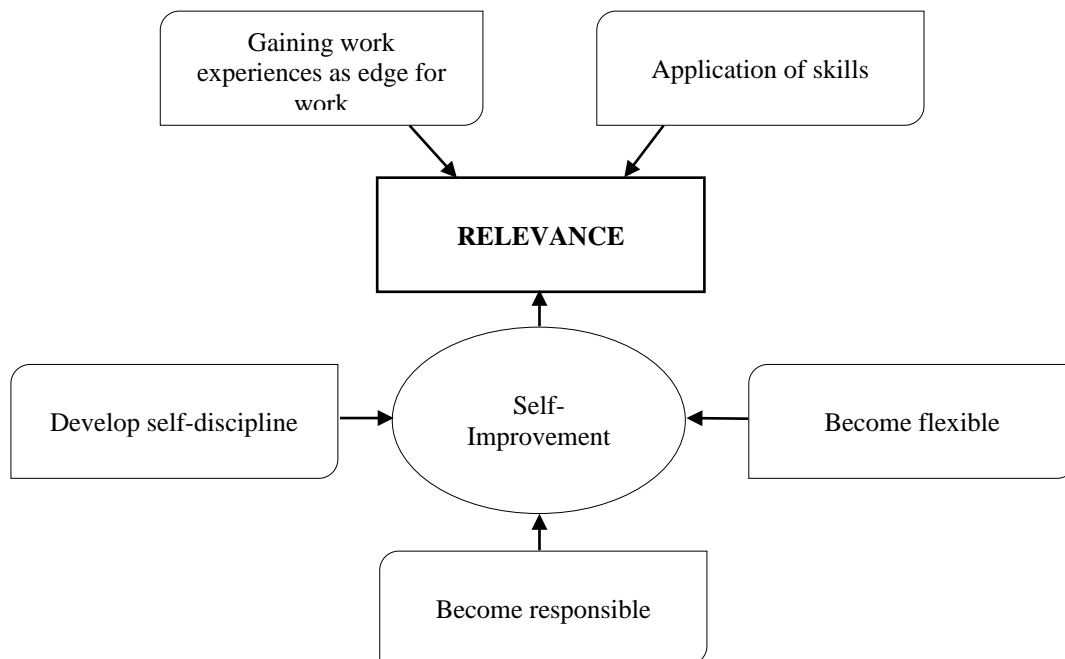
Work immersion environment. According to a Memorandum of Agreement (MOA) between the school and the partner industry, DepEd believes that in order to effectively deliver SHS instruction, school-industry partnerships are required, which will provide the school with the necessary expertise and venue for SHS students to receive practical, on-the-job, enterprise-based training. Furthermore, DepEd intended to adopt RA 10533, commonly known as the "Enhanced Basic Education Act of 2013" Implementing Rules and Regulations (IRR), as part of enhanced community participation in the learner's experience. The Work Immersion Partnership has two of four goals: to build knowledge and skills in SHS students that are relevant to the demands of the local labor market, and to offer SHS students with relevant learning experiences by exposing them to a real-world work environment.

The work immersion environment, or the real-life work setting, was one of the things students were so excited about. In the conduct of the study, important themes emerged from the interviews of the participants. The participant's significant statements revealed that their work immersion environment was a workplace that was a source of relevant skills and training and, at the same time, a source of frustration and distraction.

The work immersion environment provided students with relevant skills and training, especially housekeeping skills. The safe and secure environment with friendly staff-guided tasks was enjoyable. However, frustrations and distractions were experienced due to negative experiences with clients, lack of specific tasks, and being divided in attention due to other school-related requirements. Overall, the work immersion environment offered a valuable learning experience for students.

Figure 3

Lived experiences of work immersion students under relevance



Relevance. This component is manifested in its helpfulness in developing skills or the immediate use of what was learned. One of the main goals of a work immersion program is to provide students with relevant work experiences. Having practical experience is essential for going beyond just education, demonstrating competence in real-world situations, gaining an edge in the competitive job market, getting noticed by employers who value experience, and allowing for personal development.

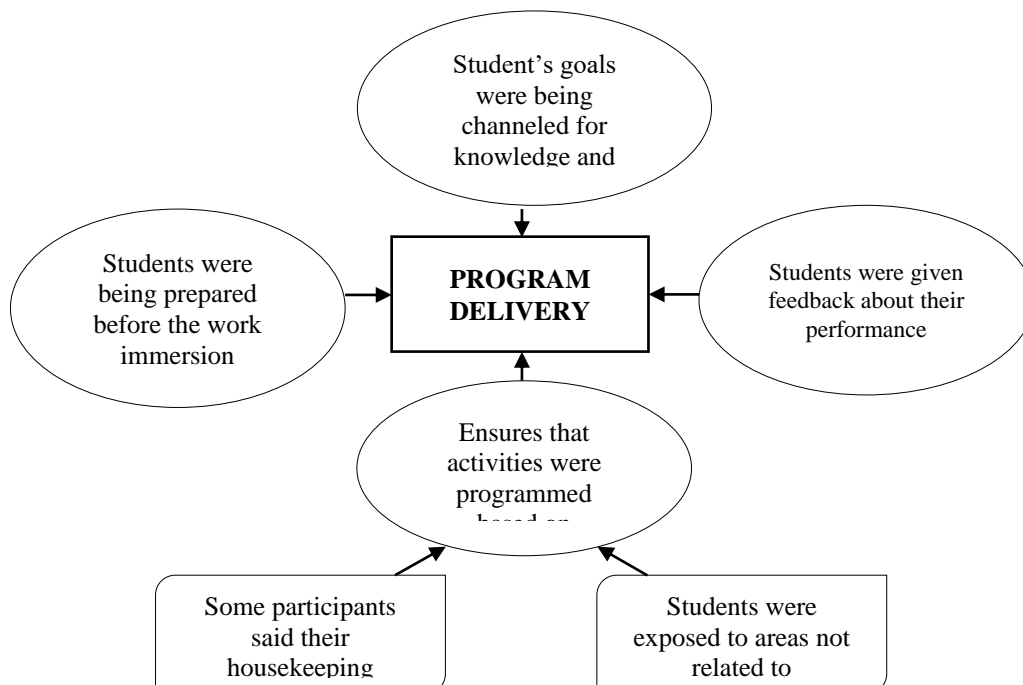
Participants have highlighted several important themes, including the application of skills, self-improvement, and gaining work experience. The application of skills involves participants learning or developing skills in cleaning, doing household chores, and making the bed, which are essential everyday tasks at home.

Through work immersion, participants become more aware of their abilities and develop traits such as flexibility, responsibility, and discipline by experiencing the real-life circumstances and responsibilities of a worker. Ultimately, gaining work experience makes the participants proud of their accomplishments and the knowledge they have gained, giving them an edge over others who have not undergone the same training.

Students' lived experiences under relevance highlighted the significance of a work immersion program in enhancing skills like housekeeping, self-improvement, and gaining experiences for the workplace. Participants reported applying their experiences in daily life, adopting good cleaning habits, and adapting to different personalities. The program also provided opportunities for self-improvement, increasing self-awareness, and job market advantage.

Figure 4

Lived experiences of work immersion students under delivery



Delivery. Work immersion delivery processes ensure that (1) students' activities have been planned according to qualifications; (2) learners are ready prior to the real-world work immersion; (3) students receive feedback on their performance in work immersion; and (4) students' goals and objectives are utilized for their understanding, abilities, and principles of enhancement during work immersion (DepEd Order No. 30, s. 2017).

In the conduct of this study, the goal under delivery was to immerse the students to be well-engaged in hands-on practice and to identify if tasks guided their learning or were provided ample chance to gain the necessary competencies. The significant themes that were found in the in-depth interview were adequate experience following housekeeping competencies, actual work ethics, feedback about participant's performance, and how their experiences channel personal goals. Exposure to other aspects not related to housekeeping.

The work immersion program's delivery involved the program's effectiveness, from preparation to performance. Participants gained valuable experience in housekeeping, resulting in high involvement and learning satisfaction. However, some tasks were unrelated to housekeeping, leading to reduced engagement. To ensure proper delivery, activities should be planned based on competencies, preparation should be done before immersion, and feedback should be given before training concludes. Participants can evaluate their growth based on personal goals for cognitive skills, psychomotor skills, and affective skills development.

Lived experiences of work immersion students of the overall implementation of the program

Overall implementation of the program. This part summarized the student-participants experiences of the execution and operation of work immersion. It is stipulated in this category that the only core idea is how well the students perceive the program in general. Students gave very positive feedback about their experiences during the work immersion program. The majority of participants rated their overall experience as nine out of 10. They found the experience unforgettable and enjoyable even if it was tiring or done for a short time. Aside from enjoying their stay and the experiences in the partner industries, the participants most valued the learnings gained from those experiences.

Problems Met and Solutions Made

Table 2

Problems met and solutions made

Category	Problems Met	Solutions Made
Pre-Immersion	Inadequacy of training in school	Observe and learn from staff in the partner industry
	Lack of materials, equipment, and housekeeping laboratory	
During Immersion	Adjustment to Schedule	Students extend their services to complete the time needed
	Mismatched competencies	Seek advice and proactively adapt and adjust.
	Financial Difficulties	Being frugal, seek help from family and relatives, and find a side hustle.
	Work-related and academic pressure and problems	Be strategic, endure persevere and just get through it.
Post-immersion	Low ratings	The grading system is standardized in school

Table 2 illustrates the problems met and solutions made by the students before, during, and after the work immersion program. During the pre-immersion phase, the table's main issue was the inadequate preparation of students in school, which included a lack of time for training and a lack of materials and equipment for the housekeeping laboratory. These problems were solved when the participants started to be immersed in the work immersion program. In the partner industries, participants observed, saw, and touched the materials and equipment used in housekeeping and began their first-hand learning experience.

During the immersion phase, the first problem was an adjustment to the schedule, which was solved by extending the hours of services to meet the required time in the work immersion program. The second problem was mismatched competencies, which were solved by seeking advice and proactively adapting and adjusting to the competencies that were not practiced in school. The third problem was financial difficulties. This problem was solved by participants by being frugal, seeking help from family members or relatives, and finding a side hustle to get through the day. The last problem was the work-related and academic pressures, which were solved by being strategic in overcoming problems and by enduring and persevering to get through the week. Meanwhile, during the post-immersion, the only issue identified was the low ratings given by the partner industry supervisor, but this was not a big concern as the grading system was standardized by DepEd.

Addressing all these challenges requires a comprehensive approach that combines effective curriculum design in educational institutions, practical training opportunities, ongoing professional development, and collaboration between academia and partner industries to ensure that students are adequately prepared for the complexities of the real world. These can be duly achieved if all the work immersion implementers exert effort to work together to take proactive

actions in addressing gaps, seek support, and adapt approaches to learning and professional development. Through this, there would be a wide opportunity for growth, reflection, and alignment of educational experiences with real-world demands.

Recommendations to Improve the Implementation of the Program

Table 3

Problems met and recommendations to improve the implementation of the program

Category	Problems Met	Recommendations Made
Pre-Immersion	Inadequacy of training in school	Gradual Induction of Students
	Lack of materials, equipment, and housekeeping laboratory	Need for housekeeping laboratory, materials, and equipment compliant with the minimum standard
During Immersion	Adjustment to Schedule	Planning ahead
	Mismatched competencies	Proactively adapt and adjust.
	Financial Difficulties	Budget Support
Post-immersion	Work-related and academic pressure and problems	Flexibility and Resiliency
	Low ratings	Refer to the Grading system Updating of skills and relevant knowledge for teachers.

Table 3 presents the problems and recommendations for improving the work immersion program. Pre-implementation, students faced inadequacy of school training, and a lack of materials, equipment, and a housekeeping laboratory. During the program, students faced schedule adjustments due to transportation issues and a distant workplace. To overcome these issues, planning, matching attitudes and work mindsets, and utilizing budget support from family, relatives, school administrators, and local government units were recommended. Flexibility and resiliency were also suggested for work-related pressure and academic problems. Post-implementation, standardized grading systems and updated teaching skills were recommended.

CONCLUSION

Based on the findings, experiential learning states that students learn efficiently by participating directly in real-life situations, which is in line with Kolb's theory, which emphasizes the need of active involvement for deeper comprehension and skill development. The positive feedback on students' self-efficacy and professional attitudes indicate that work immersion strengthens their

confidence and independence, both of which are necessary for effective learning. This supports the idea that educational programs should include hands-on, situational learning experiences to help students develop self-sufficiency and job-ready abilities. Moreover, it highlights the need for more study into the alignment of vocational education curriculum with industry demands. This study provides the foundation for future research into how different forms of work immersion affect student success and adaptation in various industries. Furthermore, this study concludes that vocational and technical education curriculum are extremely beneficial when they include realistic job experiences, providing students with both technical skills and professional characteristics such as discipline and confidence. However, the problems that students encounter, such as adapting to industry standards and comprehending workplace norms, emphasize the importance of comprehensive support systems in educational practice. Schools could consider providing organized assistance to students throughout their immersion, such as preparation seminars, mentoring programs, and monthly check-ins to address challenges. Collaborating with industry partners to guarantee alignment in expectations and training can help lessen some of these challenges, allowing students to move more smoothly into the workforce.

RECOMMENDATIONS

Based on the study's results and findings, the following recommendations are made:

Government. The absence of needed materials, tools, and equipment was one of the primary obstacles that the work implementers fell into throughout the implementation of the work immersion program. To overcome this, the government in coordination with TESDA needs to allocate a larger budget for work immersion programs in senior high schools. This includes increased funding for materials and laboratories, grants and subsidies for their development, and collaboration with private companies. Donations and sponsorships can also be encouraged. Standardized equipment and materials may be developed, and bulk purchasing agreements can be implemented. Infrastructure development may include dedicated laboratories and training centers, and facility upgrades to meet urgent needs and demands in school laboratories.

Department of Education. To promote curriculum alignment and continuity, it is recommended that there is proper monitoring and evaluation of schools offering middle-level skills, not only in the Technical-Vocational and Livelihood track (TVL) but also in schools offering the General Academic Strand (GAS). Schools must be assessed to see if proper facilities, textbooks, and other resources are available that will comply with the performance, competencies, and 21st-century skills demanded from students.

School Administrators. The administrators are encouraged to be well-informed and aware of the curriculum and instruction. The curriculum should be resource-integrated, and the curriculum should be updated to align with industry standards. Teacher training may be provided, and quality assurance mechanisms are encouraged to be established. Policies should support continuous improvement and a regulatory framework. This study may also be disseminated to help work immersion teachers, program coordinators, school heads, and school administrators improve

instruction and standardize facilities for work immersion laboratories and programs. This will give students an edge and an advantage in being more prepared before working in a real setting.

Work immersion teachers. Work immersion teachers are encouraged to review the curriculum guide and work immersion guidelines to plan lessons effectively that will encourage more participation from students. They are also challenged to produce their own contextualized program, which will comprise all the competencies needed to satisfy the necessity of the learners. Moreover, it is recommended that there be regular monitoring of learners, proper communication, and coordination with partner industries focal persons to discuss matters regarding work immersion, which will ensure full engagement and participation of students.

Researchers. Researchers may produce policy and strategic planning innovations for a continuous improvement strategy to integrate work immersion in schools. Other schools can utilize it as a foundation for providing information that will assist immersion instructors, program coordinators, school heads, and administrators in improving students' work ethics, capabilities, school instruction, and facilities.

REFERENCES

- Acut, D. P., Curaraton, E. P., Latonio, G. C., & Latonio, R. A. C. (2021). Work immersion performance Appraisal and evaluation of Grade 12 STEM students in science and technology-based industries. *Journal of Physics: Conference Series, 2nd International Annual Meeting on STEM education (I AM STEM) 2019*, 1835. <https://doi.org/10.1088/1742-6596/1835/1/012013>
- Department of Education. (2017, June 05). *Department order No. 30, s. 2017 – Guidelines for work immersion*. <https://www.deped.gov.ph/2017/06/05/do-30-s-2017-guidelines-for-work-immersion/>
- Duffy, M., & Ní Mhuirthile, Tanya. (2024). The power of phenomenology. *Social Sciences*, 13(9), 1-13. <https://doi.org/10.3390/socsci13090442>
- George, T. (2022, January 27). *Semi-structured interview | definition, guide & examples*. Scribbr. <https://www.scribbr.com/methodology/semi-structured-interview/>
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education, Inc. <https://experientiallearninginstitute.org/what-is-experiential-learning/>
- Morrow, R., Rodriguez, A., & King, N. (2015). Colaizzi's descriptive phenomenological method. *The psychologist*, 28 (8), 643-644. <https://eprints.hud.ac.uk/id/eprint/26984/>

National Privacy Commission. (2012, August 15). *Republic Act No. 10173 also known as Data Privacy Act of 2012*. <https://privacy.gov.ph/data-privacy-act/>

Necio, C., Acosta, N., Lourdes, M., Arzaga, Joyce, C., & Buhalog, E. (2022). Challenges encountered and level of satisfaction of work immersion students and partners: Basis for school policy work immersion plan. *International Journal of Multidisciplinary Research and Growth Evaluation*, 3 (4), 434-440.
https://www.allmultidisciplinaryjournal.com/uploads/archives/20220822110952_D-22-115.1.pdf

Nikolopoulou, K. (2022, August 9). *What is convenience sampling?* Scribbr.
<https://www.scribbr.com/methodology/convenience-sampling/>

The Asia Foundation (2018, October 16). *Work immersion: Real world experience at senior high*.
<https://asiafoundation.org/publication/work-immersion-real-world-experience-at-senior-high/>