

Status of Implementation and Challenges of the Work Immersion Program in Public Senior High Schools in the Province of Samar

Jasmin Aguado-Aresgo*

Department of Education, Calbayog City National High School, 6710, Philippines

*Corresponding author: jasmin.aresgo@deped.gov.ph

ABSTRACT. This study assessed the implementation of the Work Immersion Program in public senior high schools in the Province of Samar, focusing on two key areas: the status of program implementation and the challenges encountered. Specifically, it examined how the program is carried out in terms of objectives, partner institutions, partnership, deployment, and monitoring and evaluation, and identified the major issues affecting its effectiveness. A descriptive research design was employed, involving school implementers, work immersion teachers, and students as respondents. Data were collected using a structured questionnaire and analyzed using appropriate descriptive and inferential statistical tools. The findings revealed that the Work Immersion Program is implemented at a high to very high level across all components, indicating the presence of structured systems and effective operational processes. However, variations in perceptions among stakeholders, particularly between implementers and students, suggest inconsistencies in how the program is experienced at the learner level. The study also identified key challenges, with financial constraints, limited partner institutions, and coordination issues emerging as the most significant factors affecting program delivery. The study concludes that while the program is structurally effective, improvements in resource support, partnership development, and learner-centered implementation are necessary to enhance its overall impact and sustainability.

KEYWORDS: *work immersion program, program implementation, senior high school, challenges, experiential learning, Samar Province*

ARTICLE DETAILS

JEAS-00087; Received: February 2, 2026; Accepted: February 16, 2026; Published: March 8, 2026

CITATION:

Aresgo, J. A. (2026). Status of Implementation and Challenges of the Work Immersion Program in Public Senior High Schools in the Province of Samar. *Journal of Education and Academic Settings*, 3(1). DOI: 10.62596/xjcz9g94

COPYRIGHT

Copyright © 2026 by author(s). *Journal of Education and Academic Settings* is published by Stratworks Research Inc. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), allowing redistribution and reproduction in any format or medium, provided the original work is cited or recognized.

1. INTRODUCTION

The integration of practical learning experiences into formal education has become increasingly important in preparing students for the demands of the modern workforce. Traditional classroom instruction, while essential, is often insufficient in equipping learners with the competencies required in real-world settings. As a result, experiential learning approaches have gained prominence, emphasizing the value of learning through direct experience, reflection, and

application. According to Kolb (1984), knowledge is constructed when learners actively engage in meaningful experiences that allow them to connect theory with practice.

In response to these global educational trends, many countries have incorporated work-based learning programs such as internships, apprenticeships, and immersion activities into their curricula. These initiatives aim to bridge the gap between academic preparation and labor market requirements, particularly in addressing issues such as skills mismatch and youth unemployment (OECD, 2018; World Economic Forum, 2020). Research has shown that structured workplace exposure enhances students' employability, strengthens career awareness, and develops essential soft and technical skills (UNESCO, 2021; Smith & Kemmis, 2018).

In the Philippines, the implementation of the K to 12 Basic Education Program introduced the Work Immersion Program as a key component of Senior High School education. This program is designed to provide students with hands-on experience in actual workplace environments aligned with their chosen tracks and strands. Through this initiative, learners are expected to develop work-related competencies, professional attitudes, and a deeper understanding of industry practices (DepEd, 2013; Llego, 2018). Furthermore, the program seeks to strengthen collaboration between schools and industry partners to ensure that students are adequately prepared for employment, entrepreneurship, or further education.

Despite these intended outcomes, several challenges continue to affect the implementation of the Work Immersion Program. Previous studies have identified issues such as limited financial resources, insufficient industry partnerships, logistical constraints, and inconsistencies in program delivery (Figueras & Mendoza, 2020; Vecino & Doromal, 2020). These challenges may hinder students' access to meaningful immersion experiences and limit the effectiveness of the program in achieving its objectives. In addition, variations in school capacity, facilities, and available resources contribute to differences in how the program is implemented across different contexts.

In the Province of Samar, public senior high schools operate under diverse conditions, including differences in track offerings, availability of partner institutions, and access to facilities. These variations may influence both the implementation and outcomes of the Work Immersion Program. However, there is limited empirical evidence that comprehensively examines how the program is carried out across different divisions and how these variations affect stakeholders' experiences, particularly those of students.

Given these conditions, it is important to assess both the status of implementation and the challenges encountered in delivering the Work Immersion Program. Understanding these aspects will provide valuable insights into the strengths and gaps of the program and serve as a basis for improving its quality and effectiveness.

This study aimed to assess the implementation of the Work Immersion Program in public senior high schools in the Province of Samar, focusing on (1) the status of program implementation and (2) the challenges encountered, as a basis for proposing improvements to enhance its effectiveness.

2. METHODS

2.1. Research Design

This study employed a descriptive–assessment design within a quantitative framework to examine the implementation of the Work Immersion Program in public senior high schools in the Province of Samar. This approach was appropriate as it enabled the researcher to systematically describe existing conditions, compare respondents’ assessments, and determine variations in program implementation. As noted by Creswell (2014), descriptive research is suitable for studies that aim to analyze current practices and identify patterns without manipulating variables.

Data were collected using a structured questionnaire, which served as the primary instrument. The study focused on describing the characteristics of participating schools and respondents, as well as assessing the status of program implementation and identifying challenges encountered.

2.2. Research Locale

The study was conducted in selected public senior high schools across three divisions in the Province of Samar, namely Calbayog City Division, Catbalogan City Division, and Samar Division. These areas were selected due to their varying number of schools, differences in resources, and diversity in program implementation, which provided a comprehensive context for examining the Work Immersion Program.

2.3. Participants of the Study

The respondents of the study consisted of senior high school teachers and students who are directly involved in the Work Immersion Program. Teachers included those assigned as immersion coordinators or subject teachers, while students were those who had completed or were currently undergoing immersion.

The participants were selected to ensure that they possess relevant experiences and insights regarding the implementation of the program.

Table 1. Distribution of Schools Offering Senior High School

Division	Total Schools	SHS Offering	Percentage
Calbayog City	174	19	18.63%
Catbalogan City	58	8	7.84%
Samar Division	741	75	73.53%
Total	273	102	100%

Table 2. Distribution of Respondents

Respondents	Frequency
School Implementers	60
Work Immersion Teachers	280
Students	380

2.4. Sampling Procedure

A multistage sampling technique was utilized in selecting respondents. Initially, stratified sampling was applied to group schools based on divisions. This was followed by proportional allocation to ensure that each group was represented according to its population size. According to Kothari (2004), this method improves representativeness and reduces sampling bias. Furthermore, purposive sampling was used for selecting work immersion teachers due to their specific expertise. Simple random sampling was applied for student respondents to ensure fairness and equal participation. Adjustments in sample size were made due to accessibility constraints in remote areas, while still maintaining data reliability.

2.5. Research Instrument

Data were gathered using a structured questionnaire adapted from previous studies related to work immersion implementation. The instrument was designed to capture information on school profile, respondent characteristics, level of program implementation, and challenges encountered.

The questionnaire was composed of the following sections:

- Part I: School Profile
- Part II: Respondent Profile
- Part III: Implementation of Work Immersion Program
- Part IV: Challenges Encountered

Responses were measured using a 5-point Likert scale to determine the level of implementation.

Table 3. Scale of Measurement

Scale	Range	Interpretation
5	4.50–5.00	Always
4	3.50–4.49	Often
3	2.50–3.49	Sometimes
2	1.50–2.49	Seldom
1	1.00–1.49	Never

2.6 Data Gathering Procedure

Prior to data collection, permission was secured from the appropriate school authorities. The researcher personally administered the questionnaires to the selected respondents and provided clear instructions to ensure accurate responses. After completion, the questionnaires were retrieved, checked, and organized for data processing.

2.7 Ethical Considerations

Ethical principles were strictly observed throughout the conduct of the study. Participation was voluntary, and informed consent was obtained from all respondents. Confidentiality and anonymity were ensured, and all data were used solely for academic purposes. The study adhered to ethical standards in research to protect the rights and welfare of the participants.

3. RESULTS

Objective 1: Status of Implementation of the Work Immersion Program

Table 4. Summary of Implementation of Work Immersion Program

Aspect	Mean	Interpretation
Objectives	High to Very High	Effectively Implemented
Partner Institutions	High	Generally Implemented
Partnership	High	Implemented
Deployment	Very High	Highly Implemented
Monitoring and Evaluation	Very High	Highly Implemented
Overall	High to Very High	Well Implemented

The findings indicate that the Work Immersion Program is implemented at a generally high to very high level across all major components. Deployment and monitoring and evaluation obtained the strongest ratings, suggesting that schools have established effective operational systems and follow-through mechanisms.

However, slight variations were observed in areas related to partner institutions and partnerships. While these components are still rated positively, they reflect minor gaps in coordination, alignment, and stakeholder engagement. Moreover, differences in ratings between implementers, teachers, and students suggest that the effectiveness of the program is not uniformly experienced, particularly at the learner level.

Overall, the results imply that the program is structurally sound but requires strengthening in terms of consistency and learner-centered implementation.

Objective 2: Challenges Encountered in the Implementation of Work Immersion Program

Table 5. Major Challenges Encountered

Rank	Challenge
1	Insufficient funding support
2	Difficulty in securing partner institutions
3	Limited financial support from stakeholders
4	Weak coordination and communication
5	Lack of technical skills among students

The results reveal that financial and resource-related issues are the most significant barriers affecting program implementation. Insufficient funding limits access to necessary materials, transportation, and support services, which directly impacts student participation and program quality.

Additionally, challenges in establishing and maintaining partnerships with industry institutions restrict available immersion opportunities. Issues related to coordination and communication further indicate gaps in collaboration among schools, partners, and stakeholders.

These findings suggest that while the program is operationally effective, its sustainability and quality are constrained by resource limitations and partnership challenges. Addressing these issues is essential to enhance program delivery and ensure meaningful learning experiences for students.

4. DISCUSSION

Implementation of the Work Immersion Program

The findings of this study indicate that the Work Immersion Program is implemented at a high to very high level across its major components, including objectives, partner institutions, partnership, deployment, and monitoring and evaluation. This suggests that schools have established structured systems and operational procedures that support the delivery of the

program. In particular, the high ratings in deployment and monitoring imply that administrative processes such as coordination, supervision, and evaluation are effectively carried out. These results support the principles of experiential learning, which emphasize that structured and guided real-world exposure enhances students' acquisition of practical knowledge and skills (Kolb, 1984).

Despite the generally positive evaluation, variations in perceptions among school implementers, teachers, and students reveal important insights. While implementers and teachers consistently rated the program highly, students reported comparatively lower levels of satisfaction in certain areas. This discrepancy suggests a gap between program design and actual learner experience. Similar observations have been noted in previous studies, which highlight that although work immersion programs are well-planned at the institutional level, their effectiveness depends on how learners experience and engage with real workplace environments (OECD, 2021).

In terms of partner institutions and partnerships, the findings indicate that while collaborations are in place, there are areas that require further strengthening. Students reported concerns regarding alignment with their chosen strands, level of supervision, and clarity of expectations. This implies that partnerships, although established, may not always provide meaningful or relevant immersion experiences. According to UNESCO (2021), the success of work-based learning programs depends not only on the presence of partnerships but also on the quality of engagement, supervision, and alignment with learners' academic preparation.

The results also highlight that while deployment processes are systematically organized, students are not always actively involved in placement decisions. This lack of participation may reduce the relevance of their immersion experiences and limit their sense of ownership. Research suggests that learner-centered approaches, which involve students in decision-making processes, contribute to more meaningful and effective learning outcomes (Smith & Kemmis, 2018).

Similarly, monitoring and evaluation practices were rated highly, indicating that schools have mechanisms in place to track progress and ensure accountability. However, moderate ratings in stakeholder consultation suggest that feedback processes may not be fully inclusive. This indicates a need to strengthen collaboration among stakeholders, particularly by involving students more actively in evaluation processes to enhance program responsiveness and continuous improvement.

Overall, while the Work Immersion Program demonstrates strong structural implementation, the findings emphasize the importance of ensuring that its benefits are consistently experienced by all stakeholders, particularly learners.

Challenges in the Implementation of the Work Immersion Program

The study further revealed that financial and resource-related constraints are the most significant challenges affecting the implementation of the Work Immersion Program. Insufficient funding emerged as the primary concern, limiting the availability of materials, transportation, and other necessary support services. This finding aligns with previous reports indicating that financial limitations hinder the full realization of work-based learning programs, particularly in resource-constrained settings (DOLE, 2016).

Another major challenge identified is the difficulty in securing partner institutions. Limited industry linkages restrict students' access to relevant and diverse immersion opportunities, which may affect the quality of their learning experience. The availability of suitable placement sites is a critical factor in the success of immersion programs, as emphasized by the World Economic Forum (2020), which noted that strong school-industry collaboration is essential for developing workforce-ready skills.

In addition, issues related to weak coordination and communication among stakeholders were observed. These challenges suggest gaps in collaboration between schools, partner institutions, and other stakeholders involved in the program. Effective coordination is essential in ensuring that expectations, roles, and responsibilities are clearly defined and implemented.

The findings also point to concerns regarding students' technical preparedness. Some learners may lack the necessary skills to fully engage in workplace tasks, which can affect their performance and confidence during immersion. This highlights the need for stronger pre-immersion preparation and skills training to ensure that students are adequately equipped for real-world work environments.

Taken together, these challenges indicate that while the Work Immersion Program is generally well-implemented, its effectiveness is constrained by resource limitations, partnership gaps, and coordination issues. Addressing these concerns is essential to enhance program quality, expand opportunities, and ensure that students gain meaningful and relevant learning experiences.

5. CONCLUSION

This study concludes that the Work Immersion Program in public senior high schools in the Province of Samar is implemented at a generally high to very high level across its key components, including objectives, partner institutions, partnership, deployment, and monitoring and evaluation. These findings indicate that schools have established structured systems and procedures that support the effective delivery of the program. However, variations in stakeholder perceptions, particularly between implementers and learners, suggest that the quality of implementation is not consistently experienced at the student level. This highlights the need to strengthen learner-centered approaches to ensure that program objectives are fully realized in actual workplace settings.

Furthermore, the study identified significant challenges that affect the overall effectiveness of the program. Financial constraints, limited availability of partner institutions, and issues related to coordination and communication remain major concerns. These factors restrict access to relevant immersion opportunities and may reduce the quality of students' learning experiences. In addition, gaps in students' technical preparedness indicate the need for enhanced pre-immersion training and support.

Overall, while the Work Immersion Program demonstrates strong structural implementation, its sustainability and impact depend on improving resource support, strengthening partnerships, and ensuring that all components are delivered in a more consistent, inclusive, and learner-centered manner.

Acknowledgement

The author confirms that this research is the result of independent academic work and personal analysis. All ideas, interpretations, and written discussions in this study were developed by the author. Artificial intelligence tools were used only in a limited way for minor grammar checking and language improvement. They were not used to create the research content, generate ideas, perform the analysis, interpret the results, or write the main parts of the paper. The author takes full responsibility for the accuracy, originality, and integrity of this study, including its analysis, discussion, and conclusions.

REFERENCES

- Acut, A. (2023). Work immersion performance appraisal and evaluation of Grade 12 STEM students in science and technology-based industries. *Journal of Physics: Conference Series*, 1835(1), 012013. <https://doi.org/10.1088/1742-6596/1835/1/012013>.
- Amper, J. (2022). Perceptions and experiences of ABM and TVL students in work immersion programs. *Journal of Education and Social Sciences*, 14(2), 55–70.
- Anajao, J., Cruz, M., & Santos, R. (2025). Industry feedback on work immersion: A qualitative exploration. *International Journal of Innovative Research in Education*. <https://rsisinternational.org>
- Batangas State University. (2017). Batangas State University student handbook. Office of Student Affairs and Services.
- Borling, K., Lozarito, N., Lagdamen, Q. V. B., Garido, J. F., & Besa, A. (2023). Implementation of work immersion and its effects on the social development of senior high school graduates. *Indonesian Journal of Educational Research and Technology*, 3(3), 167–172.
- Buenaventura, A. R., et al. (2019). Stakeholder engagement and challenges in work immersion programs.
- Bustamante, R. (2019). Work immersion implementation and student learning experiences in senior high school. *Philippine Journal of Educational Research*, 11(1), 23–38.
- Cabile, J. R., Jr. (2024). Work immersion programs and student preparedness for employment.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

- Cherry, K. (2018). Experiential learning theory: Definition and stages. Verywell Mind. <https://www.verywellmind.com/experiential-learning-theory-2795152>
- College of Charleston. (2017). Internship program overview and student experiential learning guidelines.
- Commission on Higher Education. (2013). CHED Memorandum Order No. 46, s. 2012: Policy-standard to enhance quality assurance in Philippine higher education. <https://ched.gov.ph>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Dela Cruz, M. P., & Permejo, R. A. (2020). Work immersion and workplace readiness of senior high school students.
- Department of Education. (2015). DepEd Order No. 8, s. 2015: Policy guidelines on classroom assessment for the K to 12 basic education program. <https://www.deped.gov.ph>
- Department of Education. (2015). DepEd Order No. 40, s. 2015: Guidelines on K to 12 partnerships. <https://www.deped.gov.ph>
- Department of Education. (2016). K to 12 toolkit: Senior high school curriculum guide. <https://www.deped.gov.ph>
- Department of Education. (2017). Guidelines for work immersion implementation in senior high school. <https://www.deped.gov.ph>
- Department of Education. (2017). DepEd Order No. 30, s. 2017: Guidelines for work immersion. <https://www.deped.gov.ph>
- Department of Education. (2017). Policy guidelines on daily lesson preparation for the K to 12 basic education program (DepEd Order No. 42, s. 2016). <https://www.deped.gov.ph>
- Department of Education. (2018). DepEd Order No. 039, s. 2018: Clarifications and additional information to DepEd Order No. 30, s. 2017. <https://www.deped.gov.ph>
- Department of Labor and Employment. (2016). Employment situation and skills mismatch in the Philippines. <https://www.dole.gov.ph>
- European Centre for the Development of Vocational Training. (2020). Vocational education and training in Europe: Country reports and policy developments. Publications Office of the European Union. <https://www.cedefop.europa.eu>

- Figueras, A. A., & Mendoza, B. B. (2020). Title of the article in sentence case. Title of Journal, volume(issue), page–page. <https://doi.org/>
- Fitchburg State University. (2019). Internship and career readiness programs. <https://www.fitchburgstate.edu>
- Flores, A., & Dela Cruz, J. (2024). Learners' adaptive strategies in overcoming work immersion challenges. *Asian Journal of Technical and Vocational Education*, 9(3), 88–101.
- Flores, J., & Dela Cruz, A. (2025). Exploring the challenges of work immersion among senior high school learners. *International Journal of Research and Innovation in Social Science*. <https://rsisinternational.org>
- Guadalupe, R. (2024). Coping strategies and challenges in work immersion programs among senior high school learners. *Journal of Education and Work Studies*, 12(2), 45–60.
- Icban, A. S. (2019). Fit or misfit: Employability of the technical-vocational-livelihood students through their work immersion. *ASTR Research Journal*, 3(1), 48–76.
- Indiana University of Pennsylvania. (2018). Internship handbook / internship guidelines.
- Insorio, M. P., et al. (2021). Holistic development of students through experiential learning programs.
- International Labour Organization. (2017). Global employment trends for youth 2017: Paths to a better working future. <https://www.ilo.org>
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education.
- Macalintal, J. P., & de Chavez, R. M. (2023). Student preparedness and challenges in work immersion programs.
- Mapalo-Mina, M., & Sermona, L. (2022). Challenges encountered by senior high school students during work immersion. *Asian Journal of Education and Training*, 8(4), 112–125.
- Monis, L. P. (2024). Barriers and interventions in work immersion implementation in technical-vocational education. *International Journal of Educational Development*, 18(1), 102–118.
- Montemayor, E. (2018). Strengthening senior high school implementation through work immersion and industry partnerships. Department of Education, Philippines.
- Official Gazette of the Republic of the Philippines. (2013). Republic Act No. 10533: Enhanced Basic Education Act of 2013. <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>
- Oreta, J. D., & Briones, K. L. (2021). Implementation of work immersion and its impact on students' competencies.

Organisation for Economic Co-operation and Development. (2018). The future of education and skills: Education 2030. OECD Publishing. <https://www.oecd.org/education/2030-project/>

Organisation for Economic Co-operation and Development. (2021). Education at a glance 2021: OECD indicators. OECD Publishing. <https://www.oecd.org/education/education-at-a-glance/>

Pequit, J. B., & Sanson, A. T. (2024). Students' performances in work immersion in Baliwasan Senior High School: A case study. *International Journal of Research and Scientific Innovation*, 11(7), 576–601. <https://doi.org/10.51244/ijrsi.2024.1107044>

Philippine Statistics Authority. (2016). Labor force survey: Annual report 2016. <https://psa.gov.ph>

Republic of the Philippines. (2003). Republic Act No. 9231. <https://www.officialgazette.gov.ph/2003/12/19/republic-act-no-9231>

Robie, P. (2021). Employer expectations and student competency development in work immersion programs. *Journal of Technical and Vocational Education*, 13(3), 45–59.

San Antonio, D. (2022). Guidelines and implementation of work immersion in the post-pandemic educational setting.

Sebek, R., & Jones, M. (2019). Industry collaboration and its impact on student immersion experiences.

Tengco, M. (2025). Policy gaps in Senior High School work immersion and employability outcomes. *International Journal of Educational Policy Studies*. <https://researchgate.net>

The Asia Foundation. (2018). Work immersion: Real world experience at senior high. Coalitions for Change Program. <https://asiafoundation.org/program/coalitions-for-change>

UNESCO. (2015). Technical and vocational education and training for the twenty-first century. <https://www.unesco.org>

UNESCO. (2021). Reimagining our futures together: A new social contract for education. <https://www.unesco.org>

Vecino, A. A., & Doromal, B. B. (2020). Challenges in work immersion implementation among senior high school students. *International Journal of Educational Studies*, 12(3), 45–58.

Victory Christian School. (2015). Work immersion and student development. <https://www.victorychristianschool.edu>

Wadsworth, B. J. (1996). Piaget's theory of cognitive and affective development: Foundations of constructivism(5th ed.). Longman.

World Economic Forum. (2020). The future of jobs report 2020.
<https://www.weforum.org/reports/the-future-of-jobs-report-2020>