

The Management of Work Immersion Program Compliance and Community Partnerships

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Abstract—This study aims to determine the relationship between the management of Work Immersion (WI) Compliance Level and community partnership in the Schools Division of Laguna. The study addressed several questions, including the level of School Work Immersion Program (WI) Planning and Management, Pre-Work Immersion, Work Immersion, and Post-Immersion compliance level, as well as the significant relationship between these factors and community partnership. The study proposed an action plan to enhance the work immersion program's compliance and community partnership management. The study employed a descriptive survey method, with 113 public senior high school work immersion teachers/implementers and 13 school heads from different schools in the Schools Division Office of Laguna as respondents, selected through a purposive sampling technique. Data were gathered through researcher-made questionnaires. The key findings reveal that the level of School Work Immersion (WI) Planning and Management, Pre-Work Immersion, Work Immersion, and Post-Work Immersion compliance, as well as the level of School Community partnership, were all at a very great extent. However, no significant relationship was found between school work immersion planning and management and community partnership. A significant relationship was found only in the Work Immersion phase, specifically in the Deployment aspect. No significant relationship was found between pre-Work Immersion, and Post-work immersion and community partnership. The study concludes that while school work immersion planning and management can influence community partnerships, their effect is often weak and inconsistent. Objectives and implementation strategies alone are insufficient; resource allocation and preparation are crucial for fostering engagement and mutual benefits. Successful deployment processes are highlighted as pivotal in strengthening trust, engagement, and shared goals, creating long-term benefits for students, schools, and industry partners. The study recommends that schools strengthen industry and community collaboration, improve resource management and expand resource-sharing agreements, optimize deployment and post-immersion engagement, collect feedback, develop sustainable industry-school partnerships, track the impact of partnerships, and establish performance metrics for effective program management.

I. INTRODUCTION

Management is a multifaceted process encompassing planning, organizing, leading, and controlling an institution's resources to efficiently and effectively achieve objectives. This underscores that the management guides institutions toward goals and ensures that resources are utilized optimally to enhance performance and productivity. In educational settings, effective management practices are crucial for navigating the complexities of academic and operational requirements, which help shape students' educational experiences and ensure alignment with institutional missions.

In addition, management ensures that institutions operate smoothly and meet their objectives and standards for fostering partnerships with the community that enhance the learning experience for students.

Moreover, management supports the implementation of educational institutions' curricula, resource allocation, and community partnerships in particular programs, such as the Work Immersion Program, which is essential for preparing students for real-world challenges by bridging the gap between academic theory and practical application. This program emphasizes collaboration with local industries, businesses, and communities, which not only enriches the students' learning experiences but also helps schools fulfill their mission of producing competent and socially responsible graduates. By effectively managing compliance and fostering community partnerships, schools can better equip students with the skills and knowledge necessary to succeed in their future careers.

Work Immersion is implemented as an integral part of the senior high school curriculum, aimed at preparing students for their future careers (Vecino & Doromal, 2020). This emphasizes hands-on experience and work simulation, enabling the learner to learned competencies and skills relevant to their chosen tracks.

Moreover, community partnerships are essential to the success of the Work Immersion program. Collaborations with local industries, businesses, and organizations provide students with valuable exposure to various industries and create a support network that enhances the relevance of their educational experiences. Fostering strong ties between schools and community partners ensures that the work immersion program is aligned with the current labor market needs, benefiting both students and the local economy. Engaging community partnerships in the implementation of the program enriches the learning experience and prepares students to make meaningful contributions to their future workplaces. Collaborating with educational institutions, businesses can identify skill gaps and training requirements, which can then inform curriculum development and program design.

Moreover, collaborations can promote a culture of continuous improvement and adaptation within educational institutions. These partnerships contribute to a more dynamic and responsive educational framework that prepares students for successful careers while supporting the growth and competitiveness of the local economy.

This study explored the management of Work Immersion Program compliance and the significance of community

partnerships in the Schools Division Office of Laguna, enhancing educational outcomes. It examined the strategies employed by schools to ensure adherence to program requirements while simultaneously engaging local communities in meaningful ways. Through this analysis, the study aims to highlight best practices and recommend improvements that can contribute to the overall effectiveness of the Work Immersion Program in an educational context.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aims to determine the relationship between the management of Work Immersion compliance level and Community Partnership in the schools Division of Laguna. This study sought answers, particularly to the following questions:

1. What is the level of Work Immersion (WI) Implementation in terms of School Program Planning and Management with regards to:
 - 1.1 objectives;
 - 1.2 preparation;
 - 1.3 resources;
 - 1.4 implementation; and
 - 1.5 monitoring and feedback?
2. What is the level of Pre-Work Immersion (WI) Program Compliance with regards to:
 - 2.1 Preparation Activities;
 - 2.2 Industry Partnerships, and
 - 2.3 Memorandum of Agreement (MOA)?
3. What is the level of Work Immersion (WI) Program Compliance with regards to:
 - 3.1 Deployment;
 - 3.2 Quality of Supervision;
 - 3.3 Task Relevance; and
 - 3.4 Work Environment.
4. What is the level of Post-Work Immersion (WI) Program Compliance with regards to:
 - 4.1 Reflection activities; and
 - 4.2 Assessment of Learning Outcomes
5. What is the level of Community Partnership in terms of:
 - 5.1 Communication and Trust
 - 5.2 Engagement and Opportunities
 - 5.3 Mutual Benefits
 - 5.4 Program Development
 - 5.5 Resource Sharing
 - 5.6 Shared Goals

6. Is there a significant relationship between the work immersion (WI) implementation in terms of school planning and management to the community partnership?

7. Is there a significant relationship between the school's pre-work immersion (WI) program compliance with community partnership?

8. Is there a significant relationship between the school work immersion (WI) implementation compliance level with the community partnership?

9. Is there a significant relationship between the school post-work immersion (WI) compliance level with the community partnership?

II. METHODOLOGY

The study employed a descriptive co-relational design, with 113 public senior high school work immersion teachers/implementers and 13 school heads from different schools in the Schools Division Office of Laguna as respondents, selected through a purposive sampling technique. Data were gathered through researcher-made questionnaires. Concurrently, this study utilized a teacher-made test in a 7-point Likert Scale format. The results were gathered and then tabulated using a weighted mean, standard deviation and person product correlation coefficient.

III. RESULTS AND DISCUSSION

The following tables show the statement, mean, standard deviation. Remarks and verbal interpretation from the perspectives of respondents.

Table 1 illustrates the School Level of School Work Immersion (WI) Program Planning and Management level in terms of objectives. The mean ($M=6.75$, $SD=0.54$), suggests that collaborative planning is strongly emphasized while the mean ($M = 6.59$, $SD = 0.54$), still received a high rating, indicating consistency in planning efforts.

The weighted mean of 6.67 ($SD = 0.57$) falls under the category of "Very Highly Implemented," signifying strong implementation of well-defined objectives in the program.

TABLE 1. Level of Work Immersion Program (WI) in Planning and Management in terms of Objectives

The School Objectives...	Mean	SD	Remarks
Establish clear and specific objectives that guide the work immersion experience, ensuring it aligns with educational outcomes and student development.	6.64	0.59	Strongly Agree
Align individual goals with the overarching objectives of the work immersion program foster a sense of purpose among participants. Sets are achievable and evidence-based.	6.59	0.54	Strongly Agree
Aligned with the curriculum prescribed by the DepEd.	6.67	0.60	Strongly Agree
Fosters collaboration among school stakeholders in setting objectives.	6.69	0.56	Strongly Agree
Weighted Mean	6.67		
SD	0.57		
Verbal Interpretation	Very Highly Implemented		

The findings anchored to Sanchez & Sarmiento (2020), effective planning that aligns educational goals with industry needs can significantly enhance the relevance and impact of work immersion experiences. By establishing specific, measurable objectives, schools can create meaningful immersion opportunities that not only bolster students' skills but also meet the expectations of partners. This alignment ensures that the work immersion programs contribute to student's professional development and readiness for the workforce.

Management strategies play a critical role in achieving the objectives set for work immersion programs. Barret (2019) highlight that strong management practices, including regular evaluation and feedback mechanisms, are essential for assessing how well the program meets its established goals. By fostering continuous improvement through structured management, educational institutions can ensure that their work immersion programs remain effective and responsive to both student and industry needs. This strategic approach allows for the adaptation of objectives based on feedback, thus enhancing overall program effectiveness.

Table 2 evaluates the level of Work Immersion Program (WI) implementation in Planning and Management in terms of Preparation, with five key indicators assessed based on respondents' perspectives.

TABLE 2. Level of Work Immersion Program (WI) in Planning and Management in terms of Preparation

The Coordinator...	Mean	SD	Remarks
Design work immersion programs that align with specific developmental needs and capabilities at each educational stage, ensuring relevance and effectiveness.	6.70	0.54	Strongly Agree
Organize meetings by employing specific strategies to ensure effective planning and execution of the work immersion plan.	6.57	0.67	Strongly Agree
Prepares a comprehensive budget that allows school management to allocate resources effectively, ensuring that all components of the work immersion program are adequately funded and supported.	6.23	0.88	Strongly Agree
Establish monitoring plans for each aspect of the work immersion program to maintain and ensure that activities run smoothly.	6.52	0.65	Strongly Agree
Recognize potential obstacles and challenges, then devise proactive solutions.	6.47	0.67	Strongly Agree
Weighted Mean	6.50		
SD	0.71		
Verbal Interpretation	Very Implemented		Highly

The mean ($M=6.70$, $SD=0.54$), highlights that schools prioritize curriculum relevance and student-centered program design. While the mean ($M=6.23$, $SD=0.88$), suggests potential funding challenges or gaps in financial

The weighted mean of 6.50 ($SD=0.71$) is classified as "Very Highly Implemented," indicating that respondents strongly affirm the preparation phase's effectiveness.

The high mean scores across the preparation indicators suggest that schools effectively organize and manage work immersion programs, ensuring alignment with student needs and workplace expectations. The emphasis on strategic planning and monitoring ($M=6.52$, $SD=0.65$) indicates a structured approach to implementation, reinforcing that school coordinators play a crucial role in ensuring the program's success.

However, the relatively lower rating for budget preparation ($M=6.23$, $SD=0.88$) indicates possible financial constraints or inefficiencies in fund allocation. Previous studies have highlighted that insufficient funding can hinder the quality of work-based learning experiences, limiting students' access to

industry-standard equipment, training resources, and transportation (Billett, 2015).

Furthermore, the rating for recognizing obstacles and devising proactive solutions ($M=6.47$, $SD=0.67$) suggests that while schools actively identify challenges, there may still be gaps in risk mitigation and contingency planning. Effective work immersion programs require adaptive strategies to address unexpected workplace issues

The findings suggest that schools implement strong preparation strategies for the Work Immersion Program, particularly in aligning learning experiences with student needs and industry standards. However, financial planning and resource management remain areas for improvement. In terms of preparation, Effective planning and execution of work immersion programs rely on well-organized meetings.

Table 3 exemplifies Level of School Work Immersion Program (WI) Planning and Management in terms of Resources.

TABLE 3. Level of Work Immersion Program (WI) in Planning and Management in terms of Resources

The School...	Mean	SD	Remarks
Delegates responsibilities and empowers individuals for projects based on skills, experience, availability, and budget constraints.	6.50	0.65	Strongly Agree
Forges strong partnerships/linkages with the community to gather support from various social organizations.	6.57	0.60	Strongly Agree
Effectively managing resources for successful work immersion programs	6.49	0.64	Strongly Agree
Develop a strategic plan for organizing and utilizing school resources effectively.	6.38	0.74	Strongly Agree
Assess, liquidate, and optimize resources for work immersion activities and projects.	6.35	0.73	Strongly Agree
Weighted Mean	6.46		
SD	0.68		
Verbal Interpretation	Very Implemented		Highly

The high mean scores across most indicators suggest that schools effectively delegate responsibilities, manage resources, and establish external partnerships to support work immersion programs. The emphasis on forging community linkages ($M=6.57$, $SD=0.60$) suggests that schools recognize the importance of industry and social partnerships in providing necessary resources and opportunities for students.

However, the lower scores on strategic planning ($M=6.38$, $SD=0.74$) and resource assessment ($M=6.35$, $SD=0.73$) suggest potential weaknesses in systematic resource allocation and monitoring.

The level of School Work Immersion Program (WI) Planning and Management in terms of Resources reached a weighted mean score of ($M=6.46$, $SD=0.68$), which the respondents remarked as a "Very highly Implemented." The findings suggest that schools implement strong resource management strategies by forming partnerships and delegating responsibilities effectively. However, gaps in financial liquidation, strategic planning, and resource optimization indicate that schools may struggle with long-term resource sustainability. This aligns with studies highlighting that

resource mismanagement and lack of financial transparency can hinder the success of work-based learning initiatives.

While community partnerships help support the program, schools should improve internal financial tracking and resource management systems to ensure that immersion activities remain well-funded and efficiently executed. Research suggests that work-based learning programs thrive when institutions implement clear financial policies, periodic audits, and strategic resource allocation frameworks (Samuel, 2024).

Table 4. Level of School Work Immersion Program (WI) Planning and Management in terms of Implementation.

TABLE 4. Level of Work Immersion Program (WI) in Planning and Management in terms of Implementation

Statements	Mean	SD	Remarks
Executes work immersion projects and thoughtfully designed activities to achieve the school's objectives.	6.52	0.81	Strongly Agree
Collaboratively develop projects and activities with input from the school head, faculty, and stakeholders to promote ongoing improvement.	6.35	0.76	Strongly Agree
Offer clear, transparent, and inclusive programs for educators and students.	6.56	0.73	Strongly Agree
Activities are conducted on time to maintain efficiency and achieve the work immersion program's desired outcomes.	6.49	0.68	Strongly Agree
Ensure that activities adhere to the guidelines outlined in DepEd Order No. 30, s. 2017.	6.70	0.51	Strongly Agree
Weighted Mean	6.53		
SD	0.71		
Verbal Interpretation	Very Highly Implemented		

The findings suggest that schools effectively implement work immersion programs, ensuring alignment with DepEd guidelines (M=6.70, SD=0.51). The strong adherence to timely activity execution (M =6.49, SD=0.68) highlights that programs are well-structured to meet learning outcomes efficiently.

However, the relatively lower rating in stakeholder collaboration (M= 6.35, SD=0.76) suggests that schools may not be fully leveraging the expertise and input of faculty, administrators, and industry partners in program development. Research has emphasized that engaging stakeholders in the co-design of work-based learning experiences improves program relevance and long-term sustainability.

The weighted mean of 6.53 (SD=0.71) is categorized as "Very highly Implemented," reflecting effective implementation of work immersion activities across schools.

In addition, this confirms that schools successfully execute work immersion programs, ensuring regulatory compliance and well-structured activity planning. However, the data also suggests opportunities for improvement in community partnership and collaboration to refine program design and ensure greater alignment with both student needs and industry expectations.

While schools demonstrate strong adherence to DepEd standards, the variability in project execution and community involvement suggests the need for more participatory planning mechanisms. Literature supports the idea that collaborative

planning enhances work-integrated learning by ensuring that training aligns with industry demands (Gross, 2015).

Table 5 evaluates the School Work Immersion Program (WI) Planning and Management in terms of Monitoring and Feedback, examining how schools track, assess, and improve work immersion experiences.

The high rating for continuous performance monitoring (M=6.68, SD= 0.55) indicates that schools prioritize ongoing assessment to identify and address gaps in implementation. However, the slightly lower rating for encouraging feedback and constructive criticism (M=6.46, SD=0.67) suggests that while feedback mechanisms exist, there may be cultural or structural barriers preventing open and honest feedback from students, teachers, and industry partners.

TABLE 5. Level of Work Immersion Program (WI) in Planning and Management in terms of Monitoring and Feedback

Statements	Mean	SD	Remarks
Continuously monitor expected and actual performance to address gaps and provide a platform for feedback and resolution.	6.68	0.55	Strongly Agree
Collaboratively addresses common challenges faced within the school, facilitated by the school head or a designated Work Immersion (WI) focal person.	6.49	0.69	Strongly Agree
Encourage feedback and constructive criticism to identify areas for change and improvement.	6.46	0.67	Strongly Agree
Regularly evaluate expected and actual performance to continuously identify and address educational gaps, ensuring a venue for feedback and resolution.	6.52	0.55	Strongly Agree
Provide suggested recommendations to improve the implementation of Work Immersion.	6.58	0.66	Strongly Agree
Weighted Mean	6.55		
SD	0.63		
Verbal Interpretation	Very Highly Implemented		

The weighted mean of (6.55, SD=0.63) is categorized as "Very Highly Implemented," indicating that schools effectively implement monitoring and feedback mechanisms to assess program effectiveness.

The findings confirm that schools effectively implement monitoring and feedback mechanisms, ensuring that work immersion programs remain aligned with educational objectives. However, feedback collection and stakeholder engagement could be further improved to create a more dynamic and responsive system.

Literature suggests that effective monitoring and feedback loops are essential for the continuous improvement of work-integrated learning programs, as they enable institutions to identify strengths, weaknesses, and areas for further development (Stirling et. al, 2020).

The study by Sharma (2022) highlights the critical impact of industry partner feedback on the effectiveness of work immersion programs. This demonstrates that schools that proactively seek and incorporate insights from these partners can significantly enhance their curriculum and better prepare students for real-world challenges.

The following tables show the statement, mean, and standard deviation. Remarks and verbal interpretation from the perspectives of respondents.

Table 6 presents the level of compliance with Pre-Work Immersion (WI) Program Preparation Activities, evaluating how schools prepare students before their work immersion. It includes orientation programs, curriculum alignment, industry-standard preparation, and student skill-building.

TABLE 6. Level of Pre-Work Immersion (WI) Program Compliance in terms of Preparation Activities

The School...	Mean	SD	Remarks
Implement a comprehensive orientation program for both parents and students before the work immersion	6.75	0.53	Strongly Agree
Strategically identifies and prepares courses that align with industry standards and partner needs.	6.63	0.52	Strongly Agree
Conduct assessments to understand students' interests and career aspirations, ensuring that placements align with academic and professional goals.	6.60	0.55	Strongly Agree
Align curriculum with relevant industry standards and the specific needs of potential school partners.	6.67	0.61	Strongly Agree
Enhances students' readiness for their respective placements by providing them with essential skills such as teamwork, communication, and professionalism, which are critical for success in real-world work environments.	6.67	0.50	Strongly Agree
Weighted Mean	6.67		
SD	0.54		
Verbal Interpretation	Very Highly Complied		

This indicates schools are highly complied to preparing students for work immersion, ensuring comprehensive orientation programs (M=6.75,SD=0.53) are well-executed, helping parents and students understand immersion expectations, responsibilities, and objectives while curriculum alignment with industry standards (M=6.67, SD=0.61) is a priority to ensure workplace relevance. Readiness training (M=6.67, SD=0.50) helps students develop soft skills such as teamwork, communication, and professionalism, which are critical for workplace success.

However, the slightly lower rating for career alignment assessments (M=6.60,SD=0.55) suggests that there is room to improve student placement processes to better match individual career goals with immersion opportunities.

The weighted mean of 6.67 (SD=0.54) is categorized as "Very Highly Complied," indicating a strong implementation of pre-work immersion preparation activities.

The findings confirm that schools effectively complied in pre-immersion preparation strategies, ensuring that students receive orientation, industry-aligned curriculum, and soft skills training. However, there is an opportunity to strengthen student career-matching processes to ensure greater alignment between student aspirations and immersion placements.

While curriculum alignment and industry standards are well-addressed, further integrating personalized career assessments and counseling could enhance student readiness.

The findings also relevant to the study of Vanlone et al. (2024), adequate preparation in Work Immersion programs is

essential for equipping with the skills necessary to effectively implement evidence-based practices in real-world settings.

Effective preparation strategies are vital in fields that prioritize performance, as the behavioral and psychological methods employed in work immersion resonate across different professional contexts (Cotterill, 2015). Moreover, Collaborative Professional Activities (CPAs) motivate students to invest more time in pre-immersion preparation, thereby fostering a greater readiness to engage in meaningful workplace experiences (Ewell & Rodgers, 2014).

Table 7 presents the Level of Pre-Work Immersion (WI) Program Compliance in terms of Industry Partnerships.

TABLE 7. Level of Pre-Work Immersion (WI) Program Compliance in terms of Industry Partnerships

Statements	Mean	SD	Remarks
Actively seeks to establish partnerships with local industries by identifying organizations that align with its educational goals.	6.68	0.48	Strongly Agree
Conduct thorough assessments of the operational environments and available placements.	6.62	0.53	Strongly Agree
Ensures that the partner's locations are accessible for learners and conducive to a productive learning experience.	6.60	0.55	Strongly Agree
Engages in ongoing dialogue with industry partners to develop tailored immersion programs.	6.65	0.64	Strongly Agree
Strategic networking events and outreach initiatives are organized by the school to connect students with potential industry partners.	6.61	0.55	Strongly Agree
Weighted Mean	6.63		
SD	0.55		
Verbal Interpretation	Very Highly Complied		

The Level of Pre-Work Immersion (WI) Program Compliance in terms of Industry Partnerships, measuring how schools establish and maintain collaborations with industry partners. This means that schools are actively engaged in securing industry partnerships and ensuring students receive meaningful workplace experiences. The strong rating for actively seeking partnerships (M=6.68, SD=0.48) and engaging in ongoing dialogue with industry partners (M=6.65, SD=0.64) confirms that schools maintain close collaboration with industry stakeholders.

However, the slightly lower rating for ensuring accessibility of partner locations (M=6.60, SD=0.55) suggests that some students may face difficulties in reaching their immersion sites, which could impact participation rates. Additionally, the high rating for strategic networking events (M=6.61, SD=0.55) indicates that schools are proactive in creating industry engagement opportunities, which is crucial for expanding student exposure to potential career paths.

The weighted mean of 6.63 (SD= 0.55) falls under the "Very Highly Complied" category, indicating that schools successfully engage industry partners to support their work immersion programs.

These findings confirm that schools effectively build and sustain industry partnerships, ensuring students have access to quality work immersion experiences aligned with educational objectives. However, logistical barriers related to location

accessibility need to be addressed to maximize student participation.

While strong industry collaboration enhances immersion program quality, ensuring geographical accessibility, equitable placement distribution, and logistical support are critical to improving student engagement. Studies suggest that strategic work immersion planning, including considerations of location and travel support, can significantly enhance student participation and overall program effectiveness.

Bentor (2022), effective partnerships enable schools to gather insights from employers regarding student performance and readiness for the workforce. This collaboration allows school management to adjust the curriculum and training methods based on real-world expectations, ensuring that students are better prepared for their future careers. Regular communication and feedback from industry partners are essential for maintaining the relevance and quality of the Work Immersion experience.

A study by Salvador (2018) highlights the significant benefits of collaborations between schools and local businesses, particularly through work immersion programs. These partnerships provide students with practical experiences that enhance their confidence and employability skills, crucial in today's competitive job market. By engaging directly with industry partners, students not only acquire essential competencies but also gain valuable insights that help them navigate their career paths more effectively. This hands-on approach empowers them to make informed decisions about their futures, ultimately bridging the gap between education and real-world application.

In addition, research by Anca (2024) underscores the importance of work immersion partnerships in enriching students' professional development through real-world experiences and valuable networking opportunities.

TABLE 8. Level of Pre-Work Immersion (WI) Program Compliance in terms of Memorandum of Agreement (MOA)

The School...	Mean	SD	Remarks
Draft a detailed Memorandum of Agreement (MOA) that outlines the objectives, roles, and responsibilities of both the school and the industry partners.	6.69	0.57	Strongly Agree
School engages in discussions with industry representatives to negotiate terms and address concerns, promoting cooperation and commitment to enhancing the student's educational experience.	6.55	0.55	Strongly Agree
Outlines specific terms including placement duration, student activities, and support services from industry partners, thereby establishing a comprehensive partnership framework.	6.67	0.56	Strongly Agree
The formal signing of the MOA is consistently followed, symbolizing the commitment of the school and industry partners to ensure win-win outcomes and results for both parties.	6.65	0.62	Strongly Agree
Maintains ongoing communication with industry partners to ensure that the terms of the MOA are implemented effectively.	6.63	0.56	Strongly Agree
Weighted Mean	6.64		
SD	0.57		
Verbal Interpretation	Very Highly Complied		

Table 8 evaluates the level of compliance with Pre-Work Immersion (WI) Program in terms of a Memorandum of Agreement (MOA), measuring how well schools formalize partnerships with industry stakeholders to support work immersion programs indicate that schools effectively establish formal agreements with industry partners, ensuring that work immersion programs are well-structured, clearly defined, and beneficial for both students and stakeholders.

The strong rating for drafting detailed MOAs ($M=6.69$, $SD=0.57$) suggests that schools recognize the importance of clarity and legal documentation in sustaining work immersion partnerships.

However, the slightly lower rating for negotiation and discussion processes ($M=6.55$, $SD=0.55$) suggests that while agreements are effectively drafted and signed, there may be areas for improvement in industry-school collaboration during the planning stages. Additionally, the rating for maintaining ongoing communication ($M=6.63$, $SD=0.56$) suggests that schools make efforts to ensure MOA terms are followed, but continuous engagement with industry partners could be enhanced to improve long-term sustainability and collaboration.

The weighted mean of 6.64 ($SD = 0.57$) is categorized as “”, indicating that schools effectively implement MOA agreements to establish structured, well-documented industry partnerships.

The findings confirm that schools successfully implement MOA agreements, ensuring clear, structured partnerships with industry stakeholders. However, further efforts in negotiation, collaboration, and ongoing communication could strengthen these agreements.

While MOAs provide a strong legal framework, their effectiveness depends on active participation from industry partners beyond just signing agreements. Studies emphasize that sustainable industry-school partnerships require ongoing dialogue, shared decision-making, and continuous evaluation of MOA effectiveness (Billett, 2015).

The findings also connect the study of Wu (2024) argue that these agreements provide a structured framework that facilitates communication and resource sharing. This reveals that schools that invest time in preparing and negotiating MOAs are better positioned to create meaningful work immersion experiences for students. The authors note that the preparation process allows both parties to articulate their expectations and desired outcomes, which ultimately leads to more effective collaboration and enhanced student learning experiences.

The following tables show the statement, mean, and standard deviation. Comments and verbal interpretations based on respondents' viewpoints.

Table 9 proves Work Immersion (WI) Program Compliance in Deployment, measuring how well schools facilitate student placement, coordination, and monitoring during the immersion period.

This confirms that schools strongly comply with deployment protocols, ensuring students are well-informed, placed in appropriate industries, and closely monitored throughout immersion ($M=6.79$, $SD=0.43$). In addition,

schools prioritize clear pre-immersion briefings, ensuring that students understand their roles, expected behavior, and work environment expectations.

TABLE 9. Level of Work Immersion (WI) Program Compliance in terms of Deployment

The School...	Mean	SD	Remarks
Informs students on the expectations, roles, and responsibilities they will have during their work immersion.	6.79	0.43	Strongly Agree
Confirm placement details, schedules, and specific tasks that students will undertake, ensuring that both parties are aligned on the immersion experience's objectives.	6.67	0.52	Strongly Agree
Ensures that company protocols are strictly followed and implemented.	6.71	0.49	Strongly Agree
Meets with the immersion teacher, industry partner, and learners to build rapport and understand the workplace culture, aiding students in acclimating to their new environment.	6.70	0.60	Strongly Agree
Regularly communicates with both students and industry supervisors.	6.71	0.51	Strongly Agree
Weighted Mean	6.72		
SD	0.51		
Verbal Interpretation	Very Highly Complied		

It also found that there is a strong Industry Collaboration in Ensuring Workplace Protocols (M=6.71, SD=0.49) meaning schools successfully coordinate with industry partners to ensure students comply with workplace policies and safety regulations. In Regular Communication with Industry Supervisors and Students (M=6.71, SD=0.51) means that schools maintain consistent interactions with students and industry partners, ensuring feedback mechanisms and issue resolution.

The weighted mean of 6.72 (SD = 0.51) falls under the "Very Highly Complied" category, indicating that schools effectively deploy students to work immersion placements with strong coordination, industry collaboration, and monitoring.

The findings confirm that schools effectively deploy students for work immersion, ensuring strong compliance with placement processes, workplace protocols, and communication strategies. However, there may be opportunities to further improve placement alignment with career goals and industry expectations. While students receive thorough orientation and continuous monitoring, ensuring role alignment with long-term career pathways could enhance immersion effectiveness. While schools successfully confirm placements, schedules, and tasks, some challenges may arise in fully aligning student roles with career aspirations and industry needs.

Research suggests that work-integrated learning is most effective when placements are tailored to students' professional interests and skill levels (Rouvrais et al., 2018).

In light of the findings, research conducted by Goncalves and Bautista (2016) indicates that the deployment of well-structured work immersion programs significantly influences students' work-related self-efficacy. When students are placed in relevant work environments, they report higher levels of confidence in their abilities and feel better prepared for future

employment opportunities. This increase in confidence is vital for both academic success and professional growth, as it encourages students to engage more deeply with their learning experiences

Table 10 explains presents the level of compliance with Work Immersion (WI) Program in terms of Quality of Supervision, assessing how supervisors support, guide, and evaluate students during immersion.

TABLE 10. Level of Work Immersion (WI) Program Compliance in terms of Quality of Supervision

The Supervisors...	Mean	SD	Remarks
Create an open communication environment, allowing students to share challenges and successes, which leads to timely feedback and support.	6.72	0.55	Strongly Agree
Identify strengths and weaknesses, enabling them to assign relevant tasks that enhance critical skills.	6.60	0.57	Strongly Agree
Conducts ongoing evaluations to track student progress, helping to adjust training and provide necessary support for improvement.	6.69	0.56	Strongly Agree
Encourages students to seek guidance from experienced professionals, enriching their industry understanding and career navigation.	6.60	0.66	Strongly Agree
Facilitates industry exposure by allowing students to gain firsthand insights into various career paths and workplace cultures.	6.62	0.56	Strongly Agree
Weighted Mean	6.65		
SD	0.58		
Verbal Interpretation	Very Highly Complied		

The mean (M = 6.72, SD = 0.55) proved that supervisors successfully foster an open environment where students can discuss challenges and receive support. There were ongoing Evaluations and Performance Tracking (M=6.69, SD=0.56) indicating that supervisors conduct periodic assessments to ensure students are progressing and adapting well to their work roles, while workplace Exposure and Professional Mentorship (M=6.60–6.62, SD=0.56–0.66) posits that supervisors encourage students to seek guidance from industry professionals and gain firsthand exposure to different workplace environments.

However, the slightly lower scores indicate room for improvement in assigning tasks that fully match student skills and fostering deeper mentor-student engagement.

The weighted mean of 6.65 (SD = 0.58) falls under "Very Highly Complied", demonstrating that work immersion supervisors provide strong mentorship, monitoring, and professional exposure for students."

This means that effective supervision provides students with the necessary guidance and support to navigate real-world challenges, allowing them to apply theoretical knowledge in practical settings, Fujio et al. (2023) This structured oversight not only helps students gain confidence and competence in their roles but also leads to improved performance and satisfaction in their work immersion experiences.

Studies suggest that ongoing performance monitoring helps tailor training experiences, making them more relevant

and beneficial for students. In addition, studies suggest that ongoing performance monitoring helps tailor training experiences, making them more relevant and beneficial for students.

Table 11 evaluates Work Immersion (WI) Program Compliance in terms of Task Relevance, measuring how well tasks during the immersion period align with students' academic specializations and professional development.

TABLE 11. Level of Work Immersion (WI) Program Compliance in terms of Task Relevance

Statements	Mean	SD	Remarks
Ensures that the work Immersion venue is appropriate for the specialization of the learner.	6.63	0.58	Strongly Agree
Prioritizes the learner's working conditions as Pleasants as the other trainees' doing the same type of work.	6.70	0.53	Strongly Agree
Consistently checks the trainers act professionally and teach learners according to what they need to learn.	6.59	0.60	Strongly Agree
Adheres to the health and safety standards being followed in the immersion conditions of the learners.	6.66	0.61	Strongly Agree
Conduct reflection sessions for learners to share their task experiences and gain insights from peers and faculty.	6.57	0.56	Strongly Agree
Weighted Mean	6.63		
SD	0.57		
Verbal Interpretation	Very Highly Complied		

The findings suggest that schools effectively ensure that the tasks performed during work immersion are relevant and aligned with student specializations, academic goals, and professional development.

The mean ($M=6.70$, $SD=0.53$) proves that schools prioritize fairness in working conditions, ensuring that students have similar experiences to other trainees, which is essential for maintaining equality and motivation in the learning environment.

In terms of Health and Safety Standards ($M=6.66$, $SD=0.61$) Supervisors ensure that health and safety regulations are adhered to, creating a safe learning environment for students while the professionalism of Trainers ($M=6.59$, $SD=0.60$) shows that trainers ensure that trainers maintain professionalism and focus on imparting necessary industry knowledge and skills. The ($M=6.57$, $SD=0.56$) schools conduct reflection sessions where students can share their experiences, though there is potential to increase the frequency or depth of these sessions facilitate learning.

The weighted mean of 6.63 ($SD=0.57$) is categorized as "Very Highly Complied", indicating that schools are generally successful in ensuring that immersion tasks are aligned with student needs and learning outcomes.

The influence of task relevance on learning outcomes is further examined by Fantinelli (2024), who discuss how tasks that connect theoretical knowledge to practical application can significantly enhance students' understanding and retention of information. Their literature review suggests that when students are assigned relevant tasks during work immersion, they are more likely to integrate their academic learning with

real-world applications, leading to improved educational outcomes.

Overall, task relevance plays a pivotal role in enhancing student engagement, skill acquisition, and learning outcomes in work immersion programs.

Table 12 evaluates Work Immersion (WI) Program Compliance in terms of Work Environment, focusing on how well schools and industry partners create a supportive, safe, and productive workplace for students.

TABLE 12. Level of Work Immersion (WI) Program Compliance in terms of Work Environment

Statements	Mean	SD	Remarks
Ensures learners understand workplace expectations, safety protocols, and the resources available to support their integration into the work environment.	6.60	0.67	Strongly Agree
Collaborates closely with industry partners to select placements for a positive work culture.	6.48	0.75	Strongly Agree
Ensures that the environments are conducive to learning and that learners feel welcomed and valued.	6.49	0.67	Strongly Agree
Emphasizes the importance of building professional relationships within the workplace, equipping learners with communication skills and strategies to foster positive interactions with colleagues and supervisors.	6.61	0.67	Strongly Agree
Facilitates timely interventions and promoting continuous improvement in placement conditions.	6.58	0.64	Strongly Agree
Weighted Mean	6.55		
SD	0.68		
Verbal Interpretation	Very Highly Complied		

The mean ($M=6.61$, $SD=0.67$) shows the schools equipped students with communication skills, emphasizing workplace etiquette, collaboration, and teamwork while the mean ($M=6.60$, $SD=0.67$) schools ensure that students are well-informed about company policies, safety standards, and available workplace resources. In addition ($M=6.58$, $SD=0.64$) indicates that schools regularly assess placement conditions and intervene if necessary to maintain a safe and effective learning environment.

However, challenges in Selecting Work Placements with a Positive Work Culture ($M=6.48$, $SD=0.75$). While schools collaborate with industry partners to ensure a healthy work culture, the higher variability ($SD=0.75$) suggests that some placements may not fully align with best practices in workplace culture.

The weighted mean of 6.55 ($SD=0.68$) is categorized as "Very Highly Complied", signifying that schools and industry partners effectively maintain a work environment that fosters student learning and professional development.

Studies emphasize that ensuring industry partners uphold inclusive, student-friendly work environments is critical for immersion success (Rouvrais, 2018).

Overall, the findings are anchored to the study of, Fantinelli (2024) who analyze the significant impact of the work environment on student learning outcomes during work immersion programs. Their review emphasizes that a

supportive and positive work environment is crucial for fostering student

The following tables show the statement, mean, standard deviation. Remarks and verbal interpretation from the perspectives of respondents.

Table 13 evaluates Post-Work Immersion (WI) Program Compliance regarding Reflection Activities. It assesses how schools support students in processing their experiences, consolidating learning, and integrating industry exposure into their future career paths.

TABLE 13. Level of Post-Work Immersion (WI) Program Compliance in terms of Reflection activities

The Students...	Mean	SD	Remarks
Encourage them to develop professional portfolios that compile their work, reflections, and achievements during immersion, offering a comprehensive overview of their learning journey.	6.71	0.47	Strongly Agree
Assign mentors to help students reflect on their work immersion experiences, analyze them critically, draw conclusions, and apply their learning to future situations.	6.48	0.62	Strongly Agree
Assign project integration that requires students to apply the skills and knowledge gained during their work immersion.	6.53	0.63	Strongly Agree
Establishes mentorship programs that connect students with industry professionals they encountered during their immersion.	6.47	0.68	Strongly Agree
Encourages students to articulate what they learned, the challenges they faced, and how these experiences relate to their academic studies.	6.60	0.62	Strongly Agree
Weighted Mean	6.56		
SD	0.61		
Verbal Interpretation	Very highly Complied		

The mean ($M=6.71$, $SD=0.47$) reveals that schools successfully promote portfolio-building as a structured reflection tool, helping students consolidate learning and showcase achievements. Schools encourage students to articulate learning outcomes and challenges, fostering self-awareness and continuous professional development ($M=6.60$, $SD=0.62$), while shows ($M=6.48$, $SD=0.62$) schools assign mentors to facilitate student reflections, though there is room for improvement in ensuring that reflections are critically analyzed and applied to real-world contexts. On the other hand ($M=6.53$, $SD=0.63$)

Signifies that schools provide structured project-based activities to help students apply what they learned. However, ($M=6.47$, $SD=0.68$) means that there slightly lower rating for industry mentorship programs post-immersion suggesting that long-term engagement with professionals could be improved.

The weighted mean of 6.56 ($SD=0.61$) falls under “Very Highly Complied”, demonstrating that post-immersion reflection activities are well-integrated into the program. Literature emphasizes that structured reflection improves knowledge retention and enhances decision-making skills (Kolb, 2014).

According to UNSW Sydney (2023), aligning assessments with the intended learning outcomes of a course is essential for effective assessment as learning. These learning objectives define the knowledge and skills students are expected to

demonstrate, while the evaluation strategy outlines how students can showcase their understanding.

Research suggests that maintaining professional relationships with industry mentors can provide students with valuable career guidance, networking opportunities, and job market insights (Stirling, 2020).

Table 14 evaluates Post-Work Immersion (WI) Program Compliance in terms of Assessment of Learning Outcomes, examining how well schools assess students' immersion experiences and measure their professional growth.

TABLE 14. Level of Post-Work Immersion (WI) Program Compliance in terms of Assessment of Learning Outcomes

Statements	Mean	SD	Remarks
Utilizes performance appraisals conducted by supervisors at the work immersion sites.	6.65	0.56	Strongly Agree
Encourages students to participate in community service or engagement activities related to their immersion experiences.	6.47	0.67	Strongly Agree
Requires students to create portfolios that showcase their work immersion experiences.	6.76	0.53	Strongly Agree
Incorporates peer evaluations are incorporated, where students assess each other's contributions and skills during work immersion.	6.49	0.67	Strongly Agree
Encourages students to keep journals or reflect on their work immersion experiences to express their thoughts and ideas, fostering critical thinking and supporting personal growth.	6.62	0.69	Strongly Agree
Weighted Mean	6.60		
SD	0.63		
Verbal Interpretation	Very Highly Complied		

The findings confirm that schools effectively implement post-immersion reflection activities, allowing students to document, analyze, and apply their learning ($M=6.76$, $SD=0.56$). However, enhancing mentorship continuity and industry engagement post-immersion could further support students' career development.

The weighted mean of 6.60 ($SD=0.63$) falls under “Very Highly Complied”, demonstrating that post-immersion assessments are well-integrated into the program.

While portfolios, structured reflection, and project-based learning provide meaningful post-immersion consolidation, establishing long-term mentor connections with industry professionals could significantly enhance students' career readiness.

While students are given opportunities to document and reflect on their immersion experiences, expanding community-based applications of immersion learning can provide additional real-world value. Research suggests that service-learning integrated with work-based education strengthens students' professional and civic competencies.

Literature highlights that reflective practice fosters critical thinking and self-awareness, both essential for professional development (Kolb, 2014). The statement, mean, and standard deviation are displayed in the following tables. Comments and verbal interpretations based on respondents' viewpoints.

Table 15 evaluates Community Partnership in Terms of Communication and Trust, assessing how well schools and community partners collaborate in implementing work immersion programs.

TABLE 15. Level of Community Partnership in terms of Communication and Trust

The School...	Mean	SD	Remarks
Fosters' work immersion programs foster increased communication and trust between schools and local businesses/organizations.	6.59	0.70	Strongly Agree
Help build bridges between schools and community partners for collaborative partnerships.	6.60	0.57	Strongly Agree
Strengthen trust through transparency and shared understanding in co-developing work immersion programs to strengthen trust for long-term partnerships	6.66	0.57	Strongly Agree
Ensures that work immersion programs with ongoing dialogue and collaboration serve as a model for developing robust, sustainable, trust-based partnerships	6.46	0.69	Strongly Agree
Employs schools and community partners can employ various strategies to effectively overcome communication and trust challenges when establishing successful work immersion programs.	6.48	0.63	Strongly Agree
Weighted Mean	6.56		
SD	0.63		
Verbal Interpretation	Very Highly Extended		

The findings confirm that schools and community partners effectively collaborate to develop and sustain work immersion programs (M=6.60, SD=0.57), fostering strong communication and trust (M=6.59, SD=0.70). However, (M=6.46, SD=0.69) ensuring long-term sustainability of partnerships and addressing communication barriers remain areas for improvement.

While schools and businesses engage in trust-building activities, (M=6.66, SD=0.5700, variations in sustaining partnerships and overcoming communication challenges suggest the need for more structured approaches.

The weighted mean of 6.56 (SD = 0.63) falls under "Very Great Extent", demonstrating that schools actively build strong, trust-based relationships with businesses and community organizations.

The findings confirm that schools and community partners effectively collaborate to develop and sustain work immersion programs, fostering strong communication and trust. However, ensuring the long-term sustainability of partnerships and addressing communication barriers remain areas for improvement.

While schools and businesses engage in trust-building activities, variations in sustaining partnerships and overcoming communication challenges suggest the need for more structured approaches. Research supports that long-term partnerships thrive when both parties engage in regular dialogue, shared goal-setting, and structured feedback mechanisms (Jackson, 2019).

Literature suggests that successful long-term partnerships require consistent engagement, role clarity, and aligned expectations (Billett, 2015).

Table 16 shows Community Partnership in Terms of Engagement and Opportunities, assessing how well the work immersion program enhances collaboration between schools, students, and community partners.

TABLE 16. Level of Community Partnership in terms of Engagement and Opportunities

The Work Immersion Program...	Mean	SD	Remarks
Enhances student engagement with the local community and provide valuable opportunities for students and community partners.	6.66	0.54	Strongly Agree
Fosters stronger, reciprocal partnerships that benefit all stakeholders.	6.61	0.59	Strongly Agree
Engages community and expand opportunities for students, thereby strengthening school-community partnerships.	6.61	0.64	Strongly Agree
Maximize student engagement and create meaningful opportunities for community partners to collaborate with schools.	6.52	0.63	Strongly Agree
Prioritize mutually beneficial experiences and co-create opportunities between schools and the community can serve as a model for developing robust, sustainable partnerships.	6.56	0.61	Strongly Agree
Weighted Mean	6.59		
SD	0.61		
Verbal Interpretation	Very Highly Extended		

The mean (M=6.66, SD=0.54) highlights that work immersion programs successfully engage students with the community and provide valuable opportunities for professional growth. However, (M=6.52, SD=0.63) shows that maximizing collaboration and ensuring the sustainability of the partnerships remain areas for enhancement. While schools foster student involvement in community projects (M=6.61, SD=0.64) reveal that variation exist in how effectively the partnerships were maintained and expanded.

The weighted mean of 6.59 (SD = 0.61) falls under "Very Highly Extended", demonstrating that community partnerships play a crucial role in providing engagement and professional opportunities for students.

The findings confirm that work immersion programs successfully engage students with the community and provide valuable opportunities for professional growth. However, maximizing collaboration and ensuring sustainability of these partnerships remain areas for enhancement.

While schools foster student involvement in community projects, variations exist in how effectively these partnerships are maintained and expanded. Research suggests that work-based learning programs are most effective when engagement strategies are structured, long-term, and mutually beneficial (Billett, 2015).

Table 17 evaluates Community Partnership in Terms of Mutual Benefits, assessing how well schools and community partners create equitable and sustainable engagement opportunities for students.

Results indicate that schools and community partners (M=6.67, SD=0.52) successfully create work immersion opportunities that benefit all stakeholders, ensuring that students gain hands-on experience while businesses and organizations receive valuable contributions from student trainees. However, strengthening collaboration mutually beneficial and problem-solving could enhance long-term sustainability (M=6.65, OSD=0.65).

While students and industry partners benefit from engagement, co-creation of programs (M=6.55, SD=0.65), shared problem-solving, and structured collaboration need further development.

TABLE 17. Level of Community Partnership in terms of Mutual benefits

The School...	Mean	SD	Remarks
Creates mutually beneficial outcomes for both students and community partners involved.	6.65	0.65	Strongly Agree
Foster collaborative problem-solving and the co-creation of value between schools and local organizations lead to stronger, more sustainable partnerships.	6.55	0.65	Strongly Agree
Enhances the mutual understanding and appreciation between schools and community stakeholders, strengthening their partnership.	6.60	0.58	Strongly Agree
Ensures equitable and reciprocal benefits for students and community partners involved in the initiatives.	6.63	0.60	Strongly Agree
Focus on creating mutually beneficial experiences and collaboratively developing opportunities between schools and the community.	6.67	0.52	Strongly Agree
Weighted Mean	6.62		
SD	0.60		
Verbal Interpretation	Very Highly Extended		

The weighted mean of 6.62 (SD = 0.60) falls under “Very Highly Extended”, indicating that schools are highly successful in building partnerships that benefit both students and the broader community.

While students and industry partners benefit from engagement, co-creation of programs, shared problem-solving and structured collaboration need further development. Research suggests that work immersion programs are most effective when students, educators, and industry professionals collaborate on program design, skill-building activities, and continuous improvement initiatives (Anderson et al., 2022).

Table 18 explains Community Partnership in Terms of Program Development, assessing how well work immersion programs contribute to co-created, sustainable, and impactful initiatives that address local needs.

TABLE 18. Level of Community Partnership in terms of Program Development

The Work Immersion Program...	Mean	SD	Remarks
Facilitates the co-creation of community-driven initiatives that address local needs.	6.52	0.64	Strongly Agree
Ensures that collaborative partnerships formed through work immersion programs enable the development of sustainable, long-term community programs.	6.49	0.60	Strongly Agree
Strengthen the bond between organizations and community stakeholders, leading to more impactful program design.	6.58	0.72	Strongly Agree
Fosters mutual understanding and trust between partners, resulting in program development that is responsive to community priorities.	6.46	0.76	Strongly Agree
Ensures that the exchange of knowledge and resources during work immersion enhances the capacity of both organizations and communities to develop effective, collaborative programs.	6.60	0.62	Strongly Agree
Weighted Mean	6.53		
SD	0.67		
Verbal Interpretation	Very Highly Extended		

The results demonstrate how well schools and community partners work together to create organized, significant, and long-lasting work immersion programs (M= 6.60, SD=0.62). However, challenges remain in ensuring long-term trust and

responsiveness to evolving community needs (M=6.46, SD=0.76).

The weighted mean of 6.53 (SD=0.67) falls under “Very Highly Extended”, demonstrating that schools actively engage in program development with community partners, though there is room to enhance collaboration and long-term sustainability.

While schools and organizations exchange knowledge and resources, variations in stakeholder trust and program responsiveness suggest the need for more structured engagement strategies.

This proves in the readings of Wright (2024) emphasizes the significance of Community Research Liaisons in fostering partnership development. These liaisons play a pivotal role in bridging the gap between academic institutions and community organizations, enabling high-quality research endeavors and sustainable collaborations. Their contributions align with the toolkit's emphasis on dedicated roles, as both focus on the importance of creating positions specifically designed to facilitate long-term, impactful partnerships that support program development.

These readings demonstrated fostering impactful program development.

Table 19 proves Community Partnership in Terms of Resource Sharing, assessing how effectively work immersion programs facilitate the exchange of resources, knowledge, and expertise between schools and community partners.

TABLE 19. Level of Community Partnership in terms of Resource Sharing

The Work Immersion Program...	Mean	SD	Remarks
Facilitates resource sharing between schools and community partners to enhance the effectiveness of educational initiatives.	6.48	0.65	Strongly Agree
Ensures that sharing of schools and community organizations enriches work immersion experiences for students and strengthens community ties.	6.58	0.66	
Engage in resource sharing with local businesses and nonprofits through work immersion programs creates a supportive environment for student learning and development.	6.54	0.71	Very Good
Allows effective resource sharing in work immersion programs and allows schools to access community expertise and tools, improving the overall quality of educational experiences.	6.37	0.75	Very Good
Prioritizes initiatives that prioritize resource sharing foster a sense of collaboration and mutual support between schools and community partners.	6.48	0.71	Very Good
Weighted Mean	6.49		
SD	0.70		
Verbal Interpretation	Very Great Extent		

The weighted mean of 6.49 (SD = 0.70) falls under “Very Great Extent”, indicating that schools and community partners engage in active resource-sharing, though there is room for further optimization.

The findings confirm that schools and community partners actively engage in resource-sharing to support work immersion programs (M=6.58, SD=0.66), but improvements

can be made in accessing external expertise and specialized tools ($M=6.37$, $SD=0.75$).

While students benefit from shared infrastructure, mentorship, and business involvement, some schools may need additional support in integrating specialized resources, such as industry-specific equipment or expert mentorship. Research suggests that effective resource-sharing agreements between schools and industry partners enhance student exposure to modern workplace tools, practices, and innovations (Nyamari 2024).

TABLE 20. Level of Community Partnership in terms of Shared Goals

The Partnerships...	Mean	SD	Remarks
Establishes shared goals between schools and community partners in work immersion programs enhances collaboration and aligns efforts towards common educational outcomes.	6.56	0.71	Very Good
Prioritize shared objectives foster a sense of unity and purpose among students, educators, and community stakeholders.	6.60	0.63	Very Good
Ensures the alignment of shared goals in work immersion programs facilitates more effective resource allocation and maximizes the impact of community partnerships.	6.63	0.55	Very Good
Engage community partners in defining shared goals for work immersion programs create a more inclusive and supportive learning environment for students.	6.53	0.67	Very Good
Emphasize shared goals between educational institutions and community organizations lead to stronger, more sustainable partnerships that benefit all parties involved.	6.60	0.58	Very Good
Weighted Mean	6.59		
SD	0.63		
Verbal Interpretation	Very Great Extent		

Table 20 examines Community Partnership in Terms of Shared Goals, measuring how effectively schools and community partners align their objectives to support collaboration, resource allocation, and sustainable partnerships.

The findings confirm that schools and community partners align their goals effectively ($M=6.63$, $SD=0.55$), leading to improved collaboration, resource-sharing, and partnership sustainability. However, ($M=6.53$, $SD=0.67$) reveals more effort is needed to engage community partners in defining these shared goals.

The weighted mean of 6.59 ($SD = 0.63$) falls under “Very Highly Extended”, indicating that schools and community partners effectively align their objectives to enhance work immersion programs and create a sense of unity.

While goal alignment ensures resource optimization and sustainability, some institutions may need to strengthen their collaborative decision-making processes with external stakeholders. Research supports that work-based learning programs are most successful when goals are clearly defined, co-developed, and aligned with industry trends and community priorities. (Exemeyer, 2025).

This indicates that stronger partnerships are built when educational institutions and industry leaders co-develop long-term strategies for student training (Rouvrais, 2018).

Table 21 examines the correlation between the School Work Immersion Program (WI) Planning and Management and Community Partnership by utilizing Pearson’s correlation coefficient (r) to assess the strength and significance of relationships across six key dimensions: Objectives, Preparation, Resources, Implementation, and Monitoring & Feedback.

TABLE 21. Significant Relationship between the School Work Immersion Program (WI) Planning and Management and the Community Partnership

School Work Immersion Program (WI) Planning and Management		Community Partnership					
		Communication and Trust	Engagement and Opportunities	Mutual benefits	Program Development	Resource Sharing	Shared Goals
Objectives	Pearson Correlation	0.1989	0.1836	0.2155	0.0823*	0.0018	0.1083
	Significance (2-Tailed)	0.546	0.1620	0.3583	0.0275	0.094	0.1624
	N	125	125	125	125	125	125
	Analysis	NS	NS	NS	S	NS	NS
Preparation	Pearson Correlation	0.2487	0.2699	0.2988*	0.1269	0.1768	0.2080
	Significance (2-Tailed)	0.3117	0.0997	0.0271	0.5989	0.9227	0.1384
	N	125	125	125	125	125	125
	Analysis	NS	NS	S	NS	NS	NS
Resources	Pearson Correlation	0.2832	0.1589*	0.2293*	0.1094	0.1325	0.2071*
	Significance (2-Tailed)	0.0899	0.0301	0.0055	0.2615	0.6341	0.0337
	N	125	125	125	125	125	125
	Analysis	NS	S	S	NS	NS	S
Implementation	Pearson Correlation	0.1971	0.2117	0.1773	0.1299	0.2338	0.0959
	Significance (2-Tailed)	0.5978	0.2573	0.1066	0.9385	0.5726	0.3336
	N	125	125	125	125	125	125
	Analysis	NS	NS	NS	NS	NS	NS
Monitoring and Feedback	Pearson Correlation	0.3260	0.2778	0.3576	0.1724	0.0652	0.2337
	Significance (2-Tailed)	0.8418	0.4234	0.1589	0.7942	0.4204	0.4937
	N	125	125	125	125	125	125
	Analysis	NS	NS	NS	NS	NS	NS

*Significant (S) Not Significant (NS)

The analysis revealed several significant relationships, including a very weak correlation between Program Development and Objectives ($r=0.0823$, $p=0.0275$). While setting objectives is essential, it does not strongly influence

the actual development of community programs, suggesting that other external factors (e.g., industry needs, government policies) may have a greater role in shaping program outcomes. Research supports that clear, structured objectives

improve planning, but successful implementation depends on partnerships, funding, and real-world application (Curaraton., 2019).

A weak but significant correlation between Mutual Benefits and Preparation ($r=0.2988$, $p=0.0271$). Schools that invest in preparation (meetings, training, curriculum alignment) tend to foster more mutually beneficial partnerships.

Studies highlight that structured work immersion planning helps align student training with industry expectations, improving outcomes for both students and business partners (Billett, 2015).

Additionally, Engagement & Opportunities and Resources showed a significant but weak correlation ($r = 0.1589$, $p = 0.0301$), as did Mutual Benefits and Resources ($r=0.2293$, $p=0.0055$) and Shared Goals and Resources ($r=0.2071$, $p=0.0337$). Schools that effectively allocate resources (e.g., funding, personnel, technology) tend to develop stronger partnerships in terms of engagement, mutual benefits, and shared goals.

Literature suggests that resource accessibility is a key enabler of work-integrated learning success (Bhrati, 2023).

Conversely, most correlations between WI Planning & Management indicators and Community Partnership dimensions were found to be non-significant ($p > 0.05$), with Implementation and Monitoring & Feedback showing no significant correlations with any community partnership factors. This suggests that effective implementation and monitoring alone do not directly influence community partnership strength.

Research indicates that successful community engagement depends more on long-term relationship-building and alignment of interests rather than day-to-day program execution (Rouvrais, 2018).

The findings indicate that while some aspects of WI Planning and Management have a weak but significant relationship with Community Partnership dimensions, most correlations were not significant.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*There is no significant relationship between the School Work Immersion Program (WI) Planning and Management and the Community Partnership*” is accepted, which incites that there is no

significant relationship between them. This result implies that the school work immersion program's planning and management, as assessed by the respondents, are not directly or significantly related to the level of community partnership. In other words, the effectiveness of the program's planning and management does not necessarily translate into stronger community partnerships.

The findings may indicate that the school's primary focus is on the internal planning and management of the Work Immersion Program, without a strong emphasis on actively engaging and collaborating with the community. This could suggest a need to strengthen the integration of community partnerships into the program's design and implementation.

The lack of a significant relationship between program planning/management and community partnerships may point to challenges in effectively engaging and sustaining meaningful partnerships with local organizations, businesses, and other community stakeholders.

The planning and management of the Work Immersion Program may be influenced by internal factors, such as resource allocation, administrative priorities, or institutional policies, which may not directly correlate with the level of community involvement.

The non-significant relationship suggests that there is room for improvement in aligning the program's planning and management with the development and maintenance of strong community partnerships. Enhancing this connection could lead to more comprehensive and impactful work immersion experiences for students.

This suggests that effective implementation and monitoring alone do not directly influence community partnership strength.

Research indicates that successful community engagement depends more on long-term relationship-building and alignment of interests rather than day-to-day program execution (Madhavan et al., 2021).

Table 22 evaluates the correlation between Pre-Work Immersion (WI) Program Compliance and Community Partnership, using Pearson's correlation coefficient (r) to measure the strength and significance of relationships across three key dimensions: Preparation Activities, Industry Partnerships, and Memorandum of Agreement (MOA).

TABLE 22. Significant Relationship between the Pre-Work Immersion (WI) Program Compliance and the Community Partnership

Pre-Work Immersion (WI) Program Compliance		Community Partnership					
		Communication and Trust	Engagement and Opportunities	Mutual benefits	Program Development	Resource Sharing	Shared Goals
Preparation activities	Pearson Correlation	0.2746*	0.2175	0.2935	0.0718*	0.0969*	0.2277
	Significance (2-Tailed)	0.0395	0.1467	0.3365	0.0201	0.0051	0.1276
	N	125	125	125	125	125	125
	Analysis	S	NS	NS	S	S	NS
Industry Partnerships	Pearson Correlation	0.3374	0.2723	0.1621	0.1621	0.1180*	0.2327
	Significance (2-Tailed)	0.1414	0.7782	0.0718	0.0718	0.0245	0.3772
	N	125	125	125	125	125	125
	Analysis	NS	NS	NS	NS	S	NS
Memorandum of Agreement (MOA)	Pearson Correlation	0.3236	0.3444	0.3734	0.1586	0.1762*	0.2518
	Significance (2-Tailed)	0.1197	0.3228	0.6660	0.0602	0.0166	0.3180
	N	125	125	125	125	125	125
	Analysis	NS	NS	NS	NS	S	NS

*Significant (S) Not Significant (NS)

The findings highlight several significant relationships, though most were weak or very weak in strength.

A weak but significant correlation was observed between Communication & Trust and Preparation Activities ($r=0.2746$, $p=0.0395$), suggesting that better communication and trust-building practices are moderately associated with more effective preparation activities in the pre-work immersion program. This implies that schools that conduct structured orientation programs and curriculum alignment tend to develop better trust and communication with community partners.

Research suggests that early collaboration and stakeholder engagement improve industry-school relationships and student transition into work immersion (Abella., 2024).

Similarly, a very weak but significant correlation was identified between Program Development and Preparation Activities ($r=0.0718$, $p=0.0201$), indicating that while program development slightly benefits from preparation activities, other factors may play a more substantial role. While preparation contributes to structured program development, the correlation is very weak, indicating that other factors (such as community involvement and long-term planning) play a more significant role. This is anchored to the Study highlight that program success depends on continuous feedback, industry participation, and structured implementation, rather than just initial preparation efforts (Adlaw, 2024).

The study revealed that resource sharing was a recurrent component, exhibiting several weak but significant relationships. A very weak correlation was found between Resource Sharing and Preparation Activities ($r=0.0969$, $p=0.0051$), as well as between Resource Sharing and Industry Partnerships ($r=0.1180$, $p=0.0245$). These results suggest that the allocation and sharing of resources marginally contribute to the establishment of partnerships and preparation processes. Additionally, Resource Sharing demonstrated a weak but

significant correlation with the Memorandum of Agreement (MOA) ($r=0.1762$, $p=0.0166$), implying that collaborative sharing of resources may strengthen agreements between schools and industry partners. These suggest that Schools that engage in better pre-immersion preparation, industry partnerships, and MOA agreements tend to benefit more from shared community resources. This concludes the literature suggests that formalized agreements, clear partnership guidelines, and financial/resource commitments from industry partners enhance sustainability in work-based learning (Billett, 2015). While the correlations identified are significant, their weak to very weak strength indicates that the relationships between Pre-Work Immersion Program Compliance and Community Partnership dimensions are limited, and other external factors may have a more prominent influence on these outcomes.

From the findings above, we can infer that at the 0.05 level of significance, the null hypothesis “*There is no significant relationship between the Pre-Work Immersion (WI) Program Compliance and the Community Partnership*” is accepted, which incites that there is no significant relationship between them. This suggests that having formal industry partnerships does not automatically translate to stronger engagement, mutual benefits, or shared goals.

This indicates in the study by Bernales., (2023) that industry partnerships must be structured, active, and continuously developed to impact student learning and community collaboration effectively.

To test the significant relationship between the Work Immersion (WI) Program Compliance and the Community Partnership in terms of Communication and Trust, Engagement and Opportunities, Mutual benefits, Program Development, Resource Sharing, and Shared Goals, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product-moment correlation coefficient.

TABLE 23. Significant Relationship between the Work Immersion (WI) Program Compliance and the Community Partnership

Work Immersion (WI) Program Compliance		Community Partnership					
		Communication and Trust	Engagement and Opportunities	Mutual benefits	Program Development	Resource Sharing	Shared Goals
Deployment	Pearson Correlation	0.3470*	0.2934*	0.3030*	0.2223*	0.1616*	0.2728*
	Significance (2-Tailed)	0.0020	0.0127	0.0475	0.0007	0.0003	0.0123
	N	125	125	125	125	125	125
Quality of Supervision	Analysis	S	S	S	S	S	S
	Pearson Correlation	0.2871	0.3310	0.3545	0.2509*	0.0926*	0.2691
	Significance (2-Tailed)	0.0962	0.2551	0.5554	0.0328	0.0159	0.2461
Task Relevance	N	125	125	125	125	125	125
	Analysis	NS	NS	NS	S	S	NS
	Pearson Correlation	0.3186	0.2796	0.3104	0.2581	0.1476*	0.2650
Work Environment	Significance (2-Tailed)	0.1729	0.4572	0.8467	0.0678	0.0268	0.4159
	N	125	125	125	125	125	125
	Analysis	NS	NS	NS	NS	S	NS
Work Environment	Pearson Correlation	0.3298	0.3487	0.3689	0.2779	0.1261	0.2065
	Significance (2-Tailed)	0.9332	0.4817	0.2067	0.7029	0.3636	0.5816
	N	125	125	125	125	125	125
Work Environment	Analysis	NS	NS	NS	NS	NS	NS

*Significant (S) Not Significant (NS)

Table 23 presents the relationship between Work Immersion (WI) Program Compliance and Community Partnership using Pearson's correlation coefficient (r) to determine the strength and significance of relationships across four key WI dimensions: Deployment, Quality of Supervision, Task Relevance, and Work Environment.

This reveals that the Deployment of students in Work Immersion (WI) programs plays a significant role in strengthening community partnerships, while the Quality of Supervision and Task Relevance have weaker influences, and the Work Environment does not show any significant impact. Deployment demonstrated weak but significant correlations across all community partnership dimensions, including Communication & Trust ($r=0.3470$, $p=0.0020$), Engagement & Opportunities ($r=0.2934$, $p=0.0127$), and Program Development ($r=0.2223$, $p=0.0007$). These results suggest that schools that effectively communicate expectations, align placements with student career goals, and ensure smooth deployment processes are more likely to build stronger relationships with industry partners and local communities. Supporting literature highlights that structured work immersion placement programs improve employer satisfaction, increase student retention, and foster long-term community engagement, as noted by Curaraton (2019). This underscores the importance of strategic deployment in enhancing trust, engagement, and program development.

Quality of Supervision showed limited significant relationships, with weak correlations observed with Program Development ($r=0.2509$, $p=0.0328$) and Resource Sharing ($r=0.0926$, $p=0.0159$). While good supervision helps students adjust to work environments, it does not directly influence community engagement, trust, or mutual benefits. This aligns with findings in the literature, which emphasize that supervision is critical for student development but that industry-school relationships are more dependent on long-term collaboration and structured agreements Brown (2017). These results suggest that while supervision is important for individual student outcomes, its impact on broader community partnerships is limited.

Task Relevance also showed a very weak but significant correlation with Resource Sharing ($r=0.1476$, $p=0.0268$). This indicates that aligning student tasks with real-world industry needs marginally contributes to better resource-sharing agreements, such as shared tools, funding, and expertise. Studies by Billett (2015) support this finding, emphasizing that resource-sharing agreements improve when industry partners perceive tangible benefits from work immersion programs, such as skilled interns and potential future employees. This highlights the importance of task alignment in fostering mutually beneficial partnerships.

In contrast, the Work Environment did not show significant relationships with community partnership dimensions, as all p -values were greater than 0.05. This suggests that workplace conditions, culture, and learning environments have little impact on community engagement. Research by Madhavan et al. (2021) supports this finding, indicating that community partnerships are built through

active collaboration and shared goals rather than workplace conditions alone. This underscores the idea that while a conducive work environment is important for student learning, it does not directly influence the strength of community partnerships.

The findings emphasize the critical role of Deployment in fostering community partnerships, while Quality of Supervision and Task Relevance play more limited roles. The lack of significant impact from the Work Environment suggests that community engagement is driven more by strategic collaboration and alignment of goals than by workplace conditions. These insights provide valuable guidance for schools and industry partners in designing and implementing effective work immersion programs.

Despite the findings that deployment is the strongest factor influencing community partnerships, followed by Supervision and Task Relevance, while Work Environment does not play a significant role⁴ We can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the Work Immersion (WI) Program Compliance and the Community Partnership*" is accepted, which implies that there is no significant relationship between them, While Work immersion program improves the student experience, they do not significantly impact community collaboration.

Work immersion programs should prioritize structured deployment strategies, industry-driven training models, and sustainable resource-sharing agreements to maximize community partnership benefits (Smith, R., Ferns, S., & Russell, L. 2020).

To test the significant relationship between the Post-Work Immersion (WI) Program Compliance and the Community Partnership in terms of Communication and Trust, Engagement and Opportunities, Mutual benefits, Program Development, Resource Sharing, and Shared Goals they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product-moment correlation coefficient.

Table 24 presents the Significant Relationship between the Post-Work Immersion (WI) Program Compliance and the Community Partnership.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the Post-Work Immersion (WI) Program Compliance and the Community Partnership*" is accepted, which implies that there is no significant relationship between. Reflection activities, while valuable for enhancing students' learning retention and career planning, do not directly impact communication, engagement, or shared goals with community partners. This aligns with research by Bentor et al. (2022), which highlights that reflection primarily benefits students' internal growth rather than fostering external partnerships. Reflection is recognized as a critical component of experiential learning, helping students connect their experiences to broader academic and personal goals.

However, its direct influence on strengthening community partnerships remains limited.

TABLE 24. Significant Relationship between the Post-Work Immersion (WI) Program Compliance and the Community Partnership

Post-Work Immersion (WI) Program Compliance		Community Partnership					
		Communication and Trust	Engagement and Opportunities	Mutual benefits	Program Development	Resource Sharing	Shared Goals
Reflection activities	Pearson Correlation	0.3611	0.3628	0.4365	0.2937	0.1243	0.2947
	Significance (2-Tailed)	0.9508	0.5395	0.1983	0.5714	0.2733	0.6292
	N	125	125	125	125	125	125
	Analysis	NS	NS	NS	NS	NS	NS
Assessment of Learning Outcomes	Pearson Correlation	0.3510	0.3228	0.3780	0.2853	0.1361	0.2478
	Significance (2-Tailed)	0.4344	0.8778	0.6721	0.2118	0.0942	0.8083
	N	125	125	125	125	125	125
	Analysis	NS	NS	NS	NS	NS	NS

*Significant (S) Not Significant (NS)

Similarly, the assessment of learning outcomes, such as performance evaluations and academic assessments, does not appear to strengthen community partnerships. These assessments are primarily used for academic purposes and do not directly contribute to building trust or mutual benefits with industry partners. Literature suggests that employer satisfaction and workforce readiness are stronger indicators of partnership success than formal student assessments (Bentor, 2022). This finding underscores the need for schools to focus on aligning their programs with industry expectations rather than relying solely on academic evaluations to foster partnerships.

The study also reveals limited community engagement in post-immersion activities, such as student reflection and learning assessments. Community stakeholders, including industry partners, are not heavily involved in these processes, which may limit their potential to enhance long-term engagement. Research by Billett (2015) emphasizes that employer involvement in post-internship feedback and evaluation processes can improve program outcomes and foster stronger partnerships. This suggests that schools could benefit from actively involving community partners in post-immersion activities to strengthen collaboration and program improvement.

Finally, the lack of significant relationships between post-immersion compliance and community partnerships suggests that other factors, such as program planning, deployment, and supervision, may play a more critical role in shaping these partnerships. Bernales. (2023) support this perspective, noting that industry collaboration during student placement and training has a more substantial impact on community engagement than post-immersion activities. This finding highlights the importance of focusing on the earlier stages of the work immersion process to build and sustain meaningful partnerships with community stakeholders. Overall, while post-immersion activities are valuable for student development, their influence on community partnerships is limited, and greater emphasis should be placed on collaborative efforts during the planning and implementation phases of work immersion programs.

IV. CONCLUSION AND RECOMMENDATIONS

The following conclusions were reached in light of the previously mentioned findings.

Community collaboration and School Work Immersion (WI) Planning and Management do not significantly correlate. Thus, the null hypothesis “There is no significant relationship between the School Work Immersion Program (WI) Planning and Management and the Community Partnership” is accepted. While school work immersion planning and management can influence community partnerships, their impact is often weak and inconsistent. Objectives and implementation strategies alone are insufficient; instead, resource allocation and preparation are crucial for fostering engagement and mutual benefits. Monitoring and feedback processes, while important for program quality, do not directly strengthen community partnerships.

Meanwhile, “There is no significant relationship between the Pre-Work Immersion (WI), Work Immersion and Post-Work Immersion Program Compliance and the Community Partnership” is accepted. While preparation activities and resource sharing are essential for fostering communication and securing external resources, they are insufficient on their own to drive engagement and shared goals within community partnerships. Meaningful collaboration requires ongoing relationships and continuous engagement beyond formal agreements. Successful deployment processes are highlighted as pivotal in strengthening trust, engagement, and shared goals, creating long-term benefits for students, schools, and industry partners.

Based on the drawn conclusions resulted in the following recommendations:

The school may emphasize the need to strengthen industry and community collaboration by establishing a long-term advisory board involving key stakeholders, organizing structured networking events, and co-developing pre-immersion orientation programs to enhance student readiness and engagement. To formalize resource management, schools should create co-funded resource-sharing agreements with industry and government partners while leveraging corporate social responsibility initiatives for additional funding. Optimizing deployment involves matching students with industry partners based on skills and career goals, conducting pre-deployment training, and facilitating reflection sessions post-immersion to gather valuable feedback for program improvement. The plan also advocates for developing sustainable industry-school partnerships that extend initial agreements, tracking partnership impacts through performance

indicators, and establishing key performance metrics to evaluate program effectiveness. Finally, implementing regular monitoring and feedback processes, including quarterly reviews, stakeholder feedback collection, and annual reporting, will ensure continuous improvement and transparency in program management.

The School Heads may facilitate post-immersion reflection sessions, implement career mentorship programs, and organize alumni-employer networking events. These initiatives will not only strengthen connections between students and industry partners but also promote continuous program improvement. Collecting feedback through surveys and focus groups will provide valuable insights into the impact of partnerships on student learning, job placements, and community development, utilizing performance indicators for assessment. Additionally, establishing Key Performance Indicators (KPIs) will allow for the measurement of community engagement, workforce alignment, and student employability. Developing joint evaluation frameworks for student assessments will ensure alignment with workplace expectations by integrating feedback from both academic faculties.

School partners may actively utilize industry standards and workforce trends as guiding principles for goal development. This approach will facilitate the establishment of objectives that accurately reflect the current demands of the job market. Furthermore, developing industry-driven planning models that align both school and industry objectives will create a cohesive strategy that effectively meets workforce requirements. By integrating these elements into the planning process, school partners can enhance educational offerings and better prepare students for successful careers in an ever-evolving job landscape.

Future researchers may conduct a comparative analysis of work immersion implementation and community partnerships between City Division Offices and Schools Division Offices. Addressing this gap will provide valuable insights into the differences in implementation strategies and partnership models, which could inform policy and program improvements. Additionally, further research should evaluate the performance and alignment of work immersion programs with employability outcomes across various divisions. Investigating the role of school-community partnerships in enhancing the effectiveness of work immersion programs will also contribute to a deeper understanding of how these collaborations can optimize student outcomes and better prepare them for the workforce.

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