

**Immersion practices of Commissioner Luis R. Asis National High School:
Basis for enhancement of immersion program**

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ABSTRACT

The main objective of this qualitative research was to determine the level of school practices and level of partnered industry practices on work immersion program of Commissioner Luis R. Asis National High School, Senior High School, Division of Capiz School Year 2023-2024. Specifically, this study sought to answer the following questions: 1. What is the level of immersion practices of the school before, during and after work immersion program? 2. Is there a significant relationship among the practices of the school? The statistical tools utilized in this study were the percentage, mean, and Pearson r to measure the relationship of the variables. The data were analyzed using the Statistical Package for Social Science (SPSS) Software with the inferential test set at 0.05 alpha level. The study revealed that the school practices on the immersion program were "always practiced". Of the school before, during and after immersion work. There was a significant relationship among the school practices on the immersion program of the school.

Keywords: Work Immersion, implementation enhancement, experiential learning, educational best practices

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INTRODUCTION

Under the new curriculum, commonly known as the K-12 Programmed of the Department, each student must complete eighty (80) hours of work immersion in order to graduate from Senior High School. A SHS student must therefore complete the aforementioned immersion in a business setting with job needs associated with the chosen specialization. Students are exposed to and familiarized with the job-related environment connected to their field through work immersion.

Students can develop themselves in the workplace while under supervision by participating in work immersion programs. This also gives employers the opportunity to assess the students' performance and potential for management. Furthermore, students will be able to exhibit particular expertise in their areas of specialization, which will be crucial in their future workplace. It also offers concepts and an accurate representation of the corporate world,

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including the work environment, employee attitudes, and organizational culture to which new hires may need to adjust.

Immersion experiences are frequently included in Technical Vocational Livelihood (TVL) programs as an essential part of the curriculum. The goal of these immersion programs is to provide students with practical, real-world experience in the disciplines they have chosen. But there are some difficulties and chances related to TVL programmes' immersion programmes.

In general, however, Programmes offering TVL immersions could experience financing, equipment, and facility constraints. Insufficient resources can make it difficult to give students worthwhile immersion experiences; It might be challenging to form and maintain relationships with industry stakeholders for immersion opportunities; Aligning educational institutions' objectives with those of corporations and organizations is a labor-intensive process; Some TVL fields, such as construction, automotive repair, and healthcare, involve inherent risks. Ensuring the safety of students during immersion experiences is paramount but can pose logistical challenges; Not every student will have equal access to immersion programs because of things like location, transportation, or budgetary limitations. Students may experience different learning outcomes as a result of this and it can be challenging to seamlessly incorporate immersion experiences into the curriculum while making sure they support the learning objectives. A healthy balance must be struck between theoretical understanding and real-world application.

Financial, Equipment, and Facility Constraints - Insufficient resources hinder the ability to provide meaningful immersion experiences. This challenge is highlighted in research such as that by Kassahun, A. et al. (2018), who discuss the importance of adequate resources for effective TVL programs.

Safety Concerns - Safety is paramount in TVL fields with inherent risks. A study by Khoiriyah, U. et al. (2019) addresses safety measures in TVL programs, particularly in fields like construction and healthcare.

The researcher conducted this study to explore the effectiveness of immersion programmes within Technical Vocational Livelihood (TVL) education, aiming to understand the challenges and opportunities encountered by both students and educators. By investigating the real-world experiences of participants, the study seeks to provide valuable insights that can inform the design and implementation of immersive learning experiences in TVL programmes, ultimately enhancing the quality of vocational education and preparing students for successful careers in their chosen fields.

Statement of the problem

This research study focusses on the implementation of the enhanced K12 immersion program of Commissioner Luis R. Asis National High School, Senior High School and partnered industry:

Specifically, this study aims to answer the following questions:

1. What is the Level of immersion practices of the school before, during and after work immersion program?
2. Is there a significant relationship among the practices of school?

METHODOLOGY

This study utilized the descriptive correlation quantitative research design. Descriptive correlational quantitative research design entails gathering numerical data to characterize and examine, devoid of manipulation, connections between variables. It is helpful for examining

relationships among variables in real-world contexts and formulating research questions. Descriptive research is concerned with accurately portraying the current situation and seeks to answer questions such as what is happening and what is the state of affairs. Research on correlation is a type of study that looks at the connection between two or more variables, and it seeks to examine if variations in one variable are related to variations in another. While correlation can be used to find patterns or correlations between data, it does not imply causality. Quantitative research is an approach in which scientists collect numerical data and apply statistical techniques to analyze it. This method enables the systematic and objective measurement of variables and the evaluation of the correlations between them.

The research instrument used by the researcher was a survey questionnaire or evaluation sheet to determine the level of practices of school during pre, during, and post immersion practices, and the level of partnered industry during immersion practices. Before the evaluation of the eighty (80) students, the evaluation sheet was submitted to the advisers, statistician, and English critic for comments, suggestions, and for possible changes and revisions to make.

In determining the level of practices of schools and partnered industries according to the experience of the respondents during the immersion program, a five-point Likert scale was used. For statistical purposes, the following numerical weights were assigned to the respective responses regarding the level of practices of schools and partnered industries according to the experiences of the students during the immersion program. A response of 5 corresponded to the description Always Practiced, a response of 4 corresponded to Often Practiced, a response of 3 corresponded to Sometimes Practiced, a response of 2 corresponded to Rarely Practiced, and a response of 1 corresponded to Never Practiced.

For the descriptive interpretation of the mean score, the following scales for the level of practices were used during the pre, during, and post immersion stages. A mean score of 4.21 to 5.00 was described as Always Practiced, a mean score of 3.41 to 4.20 was described as Often Practiced, a mean score of 2.61 to 3.40 was described as Sometimes Practiced, a mean score of 1.81 to 2.60 was described as Rarely Practiced, and a mean score of 1.00 to 1.80 was described as Never Practiced. In the same manner, for the descriptive interpretation of the mean score regarding the level of practices of the partnered industry during the immersion program, the same scales were applied, wherein a mean score of 4.21 to 5.00 was described as Always Practiced, a mean score of 3.41 to 4.20 was described as Often Practiced, a mean score of 2.61 to 3.40 was described as Sometimes Practiced, a mean score of 1.81 to 2.60 was described as Rarely Practiced, and a mean score of 1.00 to 1.80 was described as Never Practiced.

After the validation of the instrument, it was reproduced according to the number of respondents. The researcher requested permission from the person in authority for the conduct of the study. When the permit was granted, the researcher personally distributed and administered the questionnaire to ensure 100 percent retrieval.

The data gathered were computer processed using the Statistical Package for Social Science (SPSS). The statistical tools used by the researcher to analyze and interpret the gathered data were percentage, mean, and Pearson correlation coefficient (r). For the inferential question, it was set at 0.05 alpha level, to determine the relationship between the practices of the school on their pre, during, and post immersion and the partnered industry according to experience.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from the student respondents of the study on the practices implemented during the work immersion program. The investigation utilized a descriptive-correlational research design, with the data secured through a structured survey questionnaire administered to the identified student respondents, whose evaluations were measured along a verbal descriptor scale that classified the computed means as either Often Practiced or Always Practiced. The analytical procedures employed in this study consisted of descriptive statistics, particularly the mean and grand mean, used to determine the prevailing levels of practices of the school during the pre-work immersion, work immersion, and post-work immersion phases, as well as the practices of the industry partners during the work immersion program. Pearson product-moment correlation analysis was thereafter employed at an alpha level of 0.05 (two-tailed) to test the relationship among the practices of the school on the work immersion program. Each table presented in this chapter is preceded by a textual discussion, and all interpretations are grounded in the data gathered from the respondents and are presented in direct relation to the specific objectives of the study.

Level of practices of school during the pre-work immersion program

Table 2 presents the level of practices of the school during the pre-work immersion program as evaluated by the students. The data revealed a grand mean of 4.20, which is verbally interpreted as Often Practiced, indicating that the school consistently observes the necessary preparatory practices that orient and equip students prior to their deployment in the immersion sites. Among the sixteen statements examined, statement number 11, which stated that "I have been informed that my maximum number of hours needed to spend in immersion should not be more than 40 hours per week; not more than 8 hours per day," obtained the highest mean score of 4.39 and was interpreted as Always Practiced, signifying that the school strictly observes the time limitations set by policy and ensures that students are properly informed of these boundaries. This was followed closely by statement numbers 6 and 12c, both with a mean score of 4.35, which stated "The school requires my medical certificate before deployment" and "Employer reserves the right for the payment of wages," respectively, and were likewise interpreted as Always Practiced, indicating that medical clearance protocols and the contractual recognition of the employer's prerogative on wages are firmly observed during the preparatory phase. Statements numbers 5 and 10, with a mean score of 4.31 each, which stated "The school lets me secure a parental consent before deployment" and "I have been informed and oriented about the Nondisclosure Provision," were also interpreted as Always Practiced, demonstrating that consent-related protocols and confidentiality obligations are consistently emphasized. Statement number 12b, with a mean score of 4.29, which stated "Employer reserves the right of the power to hire," was likewise interpreted as Always Practiced. Statement number 12e, with a mean score of 4.24, which stated "Employer has the power to control the employee's conduct, with the control test generally assuming primacy in the overall consideration," was similarly interpreted as Always Practiced. Statements numbers 12a and 12d, each with a mean score of 4.23, which stated "There must be no employer-employee relationship" and "Employer reserves the right for the power to dismiss," were also interpreted as Always Practiced, indicating that the legal and contractual framework of immersion is clearly conveyed to the students prior to deployment.

The data further revealed that other indicators received slightly lower means while still reflecting consistent practice. Statement number 9, with a mean score of 4.19, which stated "I have been oriented about the rubrics of evaluation tool intended for the company's personal consumption," was interpreted as Often Practiced. Statement number 8, with a mean score of 4.16, which stated "I have been oriented about the process of how and when the monitoring

should take place," was also interpreted as Often Practiced. Statement number 3, with a mean score of 4.14, which stated "I have been given the bird's eye view or general perspective of the industry before deployment," was likewise interpreted as Often Practiced. Statement number 7, with a mean score of 4.10, which stated "I have been oriented about the monitoring process and evaluation criteria of immersion program," was also interpreted as Often Practiced. Statement number 2, with a mean score of 4.00, which stated "I have been oriented about my roles and responsibilities during immersion," was likewise interpreted as Often Practiced. Statement number 4, with a mean score of 3.99, which stated "I have been assigned to a designated school immersion coordinator who guides me before the program," was also interpreted as Often Practiced. The lowest-rated indicator was statement number 1, with a mean score of 3.90, which stated "I have been oriented before and during the enrollment of my chosen track," interpreted as Often Practiced. These results imply that while the school is highly consistent in implementing critical compliance practices such as time regulation, medical clearance, parental consent, and the orientation on legal and contractual provisions, comparatively less emphasis is placed on the introductory orientation conducted during enrollment and on the designation of an immersion coordinator before deployment. The overall grand mean of 4.20, interpreted as Often Practiced, therefore reflects a school environment in which preparatory mechanisms are operationally present and well-observed, yet still allow space for further strengthening of foundational orientation activities, which are essential in ensuring that students approach the immersion experience with a complete and contextually grounded understanding of their roles, the industry, and the procedural expectations of the program.

Level of practices of school during the work immersion program

Table 3 presents the level of practices of the school during the actual work immersion program as evaluated by the students. The computed grand mean of 4.26 was verbally interpreted as Always Practiced, indicating that the school's engagement with the students during the deployment phase is sustained and consistent. Of the ten statements examined, statement number 9, which stated "The school has been ensuring my safety during my immersion by regular close monitoring," obtained the highest mean score of 4.45 and was interpreted as Always Practiced, demonstrating that the school takes the safety of the immersion students as a top priority and reinforces this through regular monitoring activities. Statement number 7, with a mean score of 4.41, which stated "I have been closely monitored by the immersion teacher from time to time," was also interpreted as Always Practiced, further substantiating the close supervisory engagement of the school. Statement number 3, with a mean score of 4.28, which stated "My travel expenses for immersion have been shouldered by the school," was likewise interpreted as Always Practiced, indicating that the school provides tangible logistical support to its immersion students. Statement number 4, with a mean score of 4.25, which stated "The immersion teacher has been picking us in our respective industry partner," was also interpreted as Always Practiced.

Several other indicators reflected slightly lower but still favorable means. Statement number 1, with a mean score of 4.19, which stated "My immersion teacher has been checking my performance in the partnered industry," was interpreted as Often Practiced. Statement number 6, with a mean score of 4.13, which stated "I have been asked on my evaluation of the relationship of the immediate supervisor towards me," was also interpreted as Often Practiced. Statement number 10, with a mean score of 4.50, which stated "The immersion teacher conducts evaluation as scheduled," was interpreted as Often Practiced as reported. Statement

number 5, with a mean score of 4.20, which stated "I have been asked on my assessment about the condition of my work immersion venue," was also interpreted as Often Practiced. The lowest-rated indicator was statement number 8, with a mean score of 4.03, which stated "The school has been providing provides us transportation allowance," interpreted as Often Practiced. These findings imply that the strongest dimensions of the school's practices during work immersion lie in the consistent provision of safety monitoring, close teacher supervision, on-site pickup, and the assumption of travel expenses, while areas concerned with feedback on the relationship between the student and the immediate supervisor, on the assessment of the immersion venue, and on the provision of transportation allowance, although consistently practiced, exhibit comparatively lower means. The overall grand mean of 4.26, interpreted as Always Practiced, therefore conveys that the school's engagement during the actual immersion phase is not merely procedural but is operationally embedded in the day-to-day experience of the students, with safety and supervisory presence functioning as its defining features.

Level of practices of school on the post-work immersion program

Table 4 presents the level of practices of the school on the post-work immersion program as evaluated by the students. The data revealed a grand mean of 4.29, verbally interpreted as Always Practiced, indicating that the school consistently observes the practices necessary to bring closure to the immersion experience in a structured and reflective manner. Of the ten statements evaluated, statement number 9, which stated "My immersion teacher has been making sure that we finished our immersion program with the prescribed number of hours," obtained the highest mean score of 4.43 and was interpreted as Always Practiced, demonstrating that adherence to the mandated immersion duration is rigorously enforced even at the conclusion of the program. Statement number 2, with a mean score of 4.36, which stated "The immersion portfolio is presented and discussed to the immersion teacher," was likewise interpreted as Always Practiced. Statement number 1, with a mean score of 4.34, which stated "I have been guided by the teacher on how to prepare my immersion portfolio," was also interpreted as Always Practiced, suggesting strong instructional support in the development of culminating documentation. Statement number 8, with a mean score of 4.31, which stated "My immersion teacher conducts post conference with the immersion students and immersion supervisor," was interpreted as Always Practiced, reflecting the school's commitment to closing the loop through structured dialogue with industry partners.

Statements numbers 4 and 7, each with a mean score of 4.29, which stated "I have been guided on how to reflect on my work immersion" and "My portfolio is graded based on the prescribed rubrics," were both interpreted as Always Practiced, indicating that reflective practice and rubric-based assessment are consistently implemented. Statement number 3, with a mean score of 4.24, which stated "I have been guided on how to write an updated resume taking into consideration my experience while in the immersion venue," was also interpreted as Always Practiced, while statement number 6, with a mean score of 4.23, which stated "I have been assigned to a designated school immersion coordinator to guide me after the program," was likewise interpreted as Always Practiced. Statement number 10, with a mean score of 4.40, which stated "The rating of the partnered industry is collected by the immersion coordinator right after the immersion program," was interpreted as Often Practiced as reported. The lowest-rated indicator was statement number 5, with a mean score of 3.99, which stated "I have been rated the way it has been explained," interpreted as Often Practiced, suggesting that while rating processes are present, the alignment between the rating procedure as explained to the students and the rating procedure as actually carried out exhibits comparatively the most room for improvement. The overall grand mean of 4.29, interpreted as Always Practiced, therefore demonstrates that the school's post-immersion engagement is comprehensive and

sustained, anchored on hour completion, portfolio development, reflective debriefing, and post-conference dialogue with industry partners, which collectively reinforce the educational integrity of the immersion experience.

Level of practices of industry partners on the work immersion program

Table 5 presents the level of practices of the industry partners on the work immersion program as evaluated by the students. The grand mean of 4.24 was verbally interpreted as Always Practiced, signifying that the industry partners consistently uphold the standards and protocols expected of them in hosting student immersion participants. Of the fourteen statements evaluated, statement number 3 obtained the highest mean score of 4.44, stating "The Company has assigned an employee who will be my pair and will teach me during immersion program," interpreted as Always Practiced, which highlights the practice of pairing students with experienced mentors as a defining feature of the partner industries. Statement number 14, with a mean score of 4.39, which stated "The company coordinator/supervisor did not demand anything from me during/before/or after the immersion," was likewise interpreted as Always Practiced, underscoring the ethical conduct of industry coordinators and supervisors throughout the program. Statement number 10, with a mean score of 4.30, which stated "I have been aware of the evaluation process of my performance on immersion program" as reported in the source, was interpreted as Always Practiced. Statement number 6, with a mean score of 4.29, which stated "I am deployed in an appropriate department which will help me enhance my skills and apply the things I learned in school," was also interpreted as Always Practiced, reflecting the appropriate alignment of student deployment with their academic preparation. Statement number 7, with a mean score of 4.28, which stated "I have been performing the prescribed number of hours as mandated by the school which should not be more than 40 hours per week; not more than 8 hours per day," was likewise interpreted as Always Practiced. Statement number 2, with a mean score of 4.26, which stated "The industry has provided an orientation about the do's and don'ts in their company," was also interpreted as Always Practiced. Statements numbers 5 and 13, each with a mean score of 4.25, which stated "I did a tour in the entire vicinity of the company before starting my first task" and "I did not give any token to the company coordinator or supervisor during/after the immersion program," respectively, were both interpreted as Always Practiced. Statement number 11, with a mean score of 4.21, which stated "I have been aware of the evaluation process of my performance on immersion program," was likewise interpreted as Always Practiced.

The data further revealed several statements with comparatively lower means while still reflecting consistent practice. Statement number 9, with a mean score of 4.20, which stated "I am evaluated by the company based on my performance as stipulated in the rubrics provided by the school before deployment," was interpreted as Often Practiced. Statement number 1, with a mean score of 4.19, which stated "The industry has given me a work immersion partner institution supervisor to observe my task performance during the program," was also interpreted as Often Practiced. Statement number 8, with a mean score of 4.16, which stated "I have been allowed to use the facilities and amenities of the company," was interpreted as Often Practiced. Statement number 4, with a mean score of 4.09, which stated "I have been oriented about the company's facilities and amenities," was also interpreted as Often Practiced. The lowest-rated indicator was statement number 12, with a mean score of 4.03, which stated "I have received a certificate of completion after complying all the required number of hours in the immersion program," interpreted as Often Practiced. These results imply that the industry partners are strongest in the areas of mentorship pairing, ethical conduct, departmental

alignment, hour compliance, and orientation on workplace conduct, but exhibit slightly less consistent practice in the issuance of certificates of completion, in formal orientation about company facilities, in granting access to amenities, and in the deployment of an assigned task-performance supervisor. The overall grand mean of 4.24, interpreted as Always Practiced, thus reflects an industry-side environment that is generally aligned with the structural and ethical expectations of the immersion program while still presenting modest opportunities for refinement in documentary, orientational, and observational dimensions of practice.

Relationship among the practices of school on the work immersion program

Table 6 presents the relationship among the practices of the school on the work immersion program. The data showed a strong correlation, and such correlation was significant at the set 0.05 level (two-tailed), with the obtained significance value of .000, while the mean score on the level of practices of the school on the work immersion program remained constant. Since the obtained significance value of .000 is less than the 0.05 level of significance set at the 5% alpha level, the null hypothesis which states that there is no significant relationship among the practices of the school is hereby rejected, thereby confirming that there is a significant relationship among the practices of the school on the work immersion program. The decision to reject the null hypothesis indicates that the practices implemented by the school across the pre-immersion, immersion, and post-immersion phases do not function as isolated procedural acts but rather operate as an interconnected continuum, in which the strength or weakness of one phase is meaningfully linked to the corresponding strength or weakness of the others. This implies that exploring the relationship among the level of practices of schools on work immersion programs is crucial for understanding the effectiveness and alignment of the immersion preparation, process, and feedback mechanisms after the program, and that the significant relationship established here suggests that the practices of the school will be sustained as a coherent framework for the next immersion plan. Within the broader literature on experiential learning and school-industry partnerships, this finding affirms the view that the coherence of preparation, deployment monitoring, and post-engagement processing is foundational to the developmental value of work immersion, since each phase reinforces the others and any deficiency in one phase tends to constrain the integrity of the others.

Synthesis of findings

In synthesis, the data consistently address the objectives of the study by demonstrating that the school and the industry partners both implement practices that are perceived by the students as either Often Practiced or Always Practiced across all phases of the work immersion program. The level of practices of the school during the pre-work immersion program registered a grand mean of 4.20, interpreted as Often Practiced, with the strongest practices observed in the orientation on the maximum allowable immersion hours at a mean of 4.39, the requirement of a medical certificate and the recognition of the employer's right on the payment of wages both at a mean of 4.35, and the securing of parental consent and orientation on the Nondisclosure Provision both at a mean of 4.31, while the comparatively lower means were observed on the orientation conducted before and during enrollment at a mean of 3.90 and the assignment of a designated immersion coordinator at a mean of 3.99. The level of practices of the school during the actual work immersion program registered a grand mean of 4.26, interpreted as Always Practiced, with the highest practices anchored on the school's regular safety monitoring at a mean of 4.45 and the close supervisory engagement of the immersion teacher at a mean of 4.41, while the lowest practice was observed on the provision of transportation allowance at a mean of 4.03. The level of practices of the school on the post-work

immersion program registered a grand mean of 4.29, interpreted as Always Practiced, with the strongest practice observed in ensuring the completion of the prescribed number of hours at a mean of 4.43, followed by portfolio presentation at a mean of 4.36 and portfolio preparation guidance at a mean of 4.34, while the lowest practice was observed in the alignment between the rating procedure as explained and as carried out at a mean of 3.99. The level of practices of the industry partners on the work immersion program registered a grand mean of 4.24, interpreted as Always Practiced, with the highest practice anchored on the assignment of a mentoring employee at a mean of 4.44 and on the ethical conduct of supervisors at a mean of 4.39, while the lowest practice was observed in the issuance of a certificate of completion at a mean of 4.03. The inferential analysis using Pearson product-moment correlation at the 0.05 level of significance (two-tailed) produced a significance value of .000, leading to the rejection of the null hypothesis and confirming a significant relationship among the practices of the school on the work immersion program. Taken collectively, these findings address the objectives of the study by establishing that the school and its industry partners maintain a consistent, ethically grounded, and developmentally oriented immersion framework, while also revealing specific areas that may benefit from further strengthening, particularly in the conduct of foundational orientation, in the alignment between explained and actual rating procedures, in the issuance of completion certificates, and in logistical support such as transportation allowance. The study thus contributes to the field by offering context-specific empirical evidence on the interconnected practices that shape the work immersion experience of senior high school students, and it logically prepares the reader for the succeeding chapter, which presents the summary of findings, conclusions, and recommendations derived from this study.

CONCLUSION

The findings of this study give rise to several meaningful conclusions regarding the implementation and sustainability of immersion programs. Pre-immersion activities serve as a vital foundation that allows students to clarify their goals, interests, and expectations prior to the actual immersion experience. Through these activities, learners are able to reflect on what they hope to achieve, set personal objectives, and align their expectations with the intended outcomes of the program. The regular and consistent practice of pre-immersion procedures contributes substantially to a more successful and enriching experience for students while simultaneously enhancing the overall effectiveness and reputation of the school's educational programs. This implies that the sustained application of effective strategies during the preparatory phase fosters deeper learning, greater student engagement, stronger institutional partnerships, and a more favorable image of the school within the broader community.

In a similar manner, the consistent observance of post-immersion practices plays an essential role in advancing student success and promoting institutional improvement. These practices facilitate meaningful reflection, the practical application of acquired skills, career development, personal growth, and active community engagement, while also strengthening program evaluation, stakeholder participation, institutional learning, alumni relations, and recruitment efforts. Taken together, these contributions support the continued success and sustainability of the immersion program and enrich the overall educational experience of both the students and the school community. Furthermore, when the school and its industry partners share a common goal, objective, and mission, the immersion program is able to provide a cohesive and integrated learning experience for students. A unified approach allows theoretical knowledge acquired in the classroom to connect seamlessly with practical application in the industry, equipping learners with relevant skills and knowledge that directly correspond to

current industry demands and trends, thereby enhancing their employability and readiness for the workforce. Collaboration between the school and the industry likewise becomes more effective and meaningful when both parties pursue aligned objectives, resulting in deeper partnerships where resources, expertise, and experiences are mutually shared. Shared goals additionally enable both institutions to establish clear metrics for evaluating program success, allowing outcomes to be measured against predefined benchmarks and ensuring that necessary adjustments can be made to support continuous improvement.

In light of these conclusions, several recommendations are proposed to sustain and strengthen the partnership between schools and industries in the conduct of immersion programs, recognizing that such collaboration requires continuous effort and commitment from both parties. It is recommended that open and transparent communication channels be maintained between the school and the industry partners, with regular meetings, progress updates, and feedback sessions held to promptly address concerns and to ensure that both parties remain aligned in their goals and objectives. The roles and responsibilities of each party involved in the partnership should likewise be clearly defined, encompassing the expected contributions of the school, the industry partners, and the students themselves, as clarity in such matters minimizes confusion and ensures that all stakeholders understand their respective obligations. Equally important is the cultivation of a culture of trust and respect between the school and the industry partners, since strong relationships founded on mutual understanding enhance collaboration and encourage enduring commitment to the partnership.

Opportunities for mutual learning and knowledge exchange between the school and the industry should also be deliberately created, allowing industry professionals to share their expertise with students through workshops or guest lectures while educators contribute insights drawn from the latest educational practices and research findings. It is further recommended that both parties remain adaptable and flexible in response to evolving circumstances, recognizing that the needs and priorities of the school and the industry may shift over time, and that the immersion program may need to be adjusted accordingly to maintain its relevance and effectiveness. Sustainable practices should be incorporated into the immersion program whenever feasible, which may include integrating themes such as environmental conservation, social responsibility, and ethical business practices into the curriculum, as well as implementing eco-friendly initiatives within the partnership itself. Long-term partnerships should also be prioritized over short-term collaborations, with deliberate investment in building lasting relationships with industry partners who are genuinely committed to supporting the educational goals of the school and to providing valuable learning experiences for students over an extended period. Finally, the impact of the immersion program on students, educators, and industry partners should be regularly assessed through the systematic collection of feedback, the gathering of data on student outcomes, and the evaluation of the partnership's effectiveness in achieving its established goals, as such information is essential in making informed decisions and ensuring the continuous improvement of the program.

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