



## **WORK IMMERSION EXPERIENCES OF THE SENIOR HIGH SCHOOL STUDENTS: AN IMPLICATIONS TO PROGRAM ENHANCEMENT**

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### **ABSTRACT**

Work Immersion Program gives an avenue for the Technical- Vocational and Livelihood Track Students to bridge the gap between the theories and concepts and enrich the competencies that were being taught inside the classroom into the actual workplace setting. Anchored on Vygotsky's Socio-Cultural Theory and Bandura's Social Learning Theory, this qualitative research utilizing the narratology approach is intended to explore the problems encountered by the Grade 12- TVL students during their immersion along with their major learnings, concerns, and recommendations. A purposive and convenience sampling technique of 22 TVL- Electrical Installation and Maintenance (EIM) and Electronic Products Assembly and Servicing (EPAS) students of Concepcion L. Cazeñas Memorial School were covered by the study. Data were gathered through documentary analysis, narrative inquiry, and interviews. The study revealed that TVL students have encountered problems before, during and after their immersion. Principles and practical concepts that were taught on their major subjects were all applied. Their skills were enhanced. Their major concerns include limited designated tasks and no variation in the equipment to be repaired that will help them acquire the necessary skills and competencies. It was concluded that schools must look for more immersion partner institutions, strengthen their field monitoring and evaluation, and institutionalize their documentation practices in the preparation of immersion reports.

*Keywords:* Work Immersion Program. Implications. Narrative Inquiry. Philippines