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LIVED EXPERIENCES OF COORDINATORS IN THE IMPLEMENTATION OF SENIOR HIGH SCHOOL (SHS) WORK IMMERSION: A QUALITATIVE STUDY

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ABSTRACT

The purpose of this phenomenological study was to explore and understand the lived experiences of Coordinators in the implementation of Senior High School (SHS) Work Immersion of Davao del Norte Division. Seven (7) work immersion coordinators have participated and undergone an In-Depth-Interview and six (6) have participated and undergone Focus Group Discussion. The study was gleaned through the Experiential Learning Theory which suggests that experiential learning is all about investigating the nature of experience and the method of learning from it. As to the participants' experiences, six (6) themes emerged: encountering obstacles in establishing industry partners, organizing documents, working closely with colleagues, administering orientation, contributing to students' needs, and fostering personal growth. With regards to their coping mechanisms, six (6) themes emerged: obtaining support from school heads, receiving support from academic network, exercising foresight and integrity, turning to community and stakeholders for assistance, securing the cooperation of the local government unit, and seeking for divine direction. Lastly, their insights revealed six (6) major themes: nurture students, cultivate strong relationship with industry partners, formulate plan of action and adhere to guidelines, augment duration of work engagement experiences, expand the community of industry collaborations, and work on personal growth. The results are believed to be significant for work immersion coordinators, school principals, teachers, students, parents, stakeholders, industry partners, and Department of Education regarding the journey of work immersion coordinators.

KEYWORDS: *education, work immersion, work immersion coordinator, industry partner, qualitative-phenomenological study, Carmen, Davao del Norte.*

INTRODUCTION

The world is changing quickly today, significantly impacting the labor force, and making it harder for most recent graduates to obtain work. Sending the students to work immersion will help them prepare for their careers.

In the United States of America, the challenge for school administrators is the misalignment of goals between schools and industry partners. (Henderson & Trede, 2017). However, in Vietnam, they fail to prepare students for industry demands, causing poor, unmanageable, and artificial stakeholder relationships (Ha & Duong, 2022). In Pakistan, the school's problem is training the personnel or the teachers.

Meanwhile, in the Philippines, work immersion coordinators face is the lack of an available partner industry. students, or unsure of the MOA provisions (Brillantes et al, 2019).

In Davao del Norte Division, some work immersion program s are implemented primarily to get the job done. Furthermore, work immersion coordinators have trouble finding industrial partners in various tracks within the neighborhood. Thus, they collaborate with adjacent cities.

PURPOSE OF THE STUDY

The goal of this phenomenological study was to investigate and comprehend the work immersion coordinators' lived experiences, coping mechanisms, and insights while implementing senior high school work immersion in Carmen District, Dujali District, Sto. Tomas West District, and Sto. Tomas East District in the Division of Davao del Norte.

At this point in the study, the work immersion program is a program implemented in senior high school to prepare students for college courses and future careers. It aims to build students' awareness, interest, and readiness for their preferred college courses.

RESEARCH QUESTIONS

1. What are the lived experiences of the work immersion coordinators in the implementation of work immersion in the senior high school?
2. How do the work immersion coordinators cope with the challenges encountered in implementing the work immersion in senior high school?
3. What insights can the work immersion coordinators draw from their experiences?

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METHODS

This research study employed the qualitative research design. Qualitative design, as stated by Creswell (2014), is the method of learning about and appreciating the importance that individuals or human issue.

This study was conducted on thirteen (13) work immersion coordinators, seven (7) underwent in-depth interviews (IDI) in Dujali District, Sto. Tomas West District and Sto. Tomas East District and the other six (6) were subjected to focus group discussion (FGD) in Carmen District from the Division of Davao del Norte.

Further, I used purposive sampling to determine my participants in this phenomenological inquiry. As Nikolopoulou (2022) defined, the term "purposeful sampling" describes various non-probability sampling.

REVIEW OF RELATED LITERATURE

Work Immersion and Its Legal Basis

In accordance with R.A. 10533, the Department of Education implemented the Work Immersion Program, also known as "The Enhanced Basic Education Act," with the goal of improving the current curriculum and extending high school by two years. (Official Gazette.gov.ph, 2013).

Furthermore, on June 5, 2017, the Department of Education issued DepEd Order No. 30, s.2017, Guidelines for Work Immersion, which mandated work immersion in all senior high schools. (Figueras & Mendoza, 2020).

Work Immersion Implementation

In the implementation of work immersion, DepEd provides various work immersion delivery strategies from which schools can select based on their need and resources. (DepEd, 2018). “The school must make sure that the partner institutions are screened and studied to be suitable, safe and secure, and must abide by the laws, guidelines and regulations from TESDA and DOLE” (Mallari, 2019).

Common Work Immersion Drawbacks

In 2018, the program reported a few discrepancies, including suggestions of differences in the Program's workplace success because the tasks assigned to students varied depending on their track (Brillantes, 2019).

Impact of Work Immersion on Senior High School

Throughout their work immersion, Senior High School Technical Vocational Livelihood (SHS-TVL) students demonstrate proficiency in three competencies: fundamental, core, and common competencies, and supervisors rate the students' employability as highly skilled in individual, interpersonal, self-control, initiative, and execution (Icban, 2019). In addition, the study on the performance of the graduates of the University of Rizal System in Pililla in the workplace learned that the employers were pleased with the student’s performance, particularly their knowledge, general abilities, talents, and personal traits (Plantilla, 2017).

Furthermore, work immersion, improved student's preparedness level (Insorio et al., 2022). In addition, acquired additional knowledge and skills, helped them have more interest in college and learned to do their best for their career choice (Alcantara, 2019).

Roles and Responsibilities of Industry Partner

Industry partners are (1) responsible for daily oversight and coaching of students; (2) deal with student issues during immersion activities; (3) provide technical inputs to students; (4) read the students' Industrial Immersion logbook, make comments, and sign it (5); and participate in the student/s' evaluation (Everett & Silan, 2019).

Importance of Work Immersion

The rapid rate of technological development and innovation has increased educational efforts to stay up with the changing market (Tomacruz, 2018). It will be critical for newly hired individuals to have the necessary education, training, and continually updated skill sets (Smith, 2021).

In the same way, work immersion programs give students "actual workplace" experience, one strategy to address meaningful economic development providing students a combination of technical, professional, and life skills that will improve their ability to make educated career selections and expand their employment opportunities (Asian Foundation, 2018).

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RESULTS AND DISCUSSIONS

Table 1
Major Themes and Core Ideas on the Experiences of the Work Immersion Coordinators in the Implementation of Work Immersion in the Senior High School

MAJOR THEMES	CORE IDEAS
Nurturing Students	loving students like how parents do maintaining close supervision of student's academic and personal development ensuring that students feel secure and value guiding students ensuring students gain knowledge from industry ensuring appropriate placements to students career aspirations
Developing Personal Growth	learning new skills and gaining knowledge having the advantage of being trained developing confidence to interact with people. enhancing one's ability to communicate developing strength in managing others and personal affairs.
Encountering Difficulties in Establishing Industry Partnerships	having difficulty looking for industry partners having problem in looking for linkages facing challenges scouting for more industry partners having difficulties in finding additional industry partners
Having Difficulty in Providing Students' Needs	tackling initial challenges by personally funding students' medical expenses having to shell out personal money for travel expense providing for the students basic needs from one's own pocket
Students' Problem in Complying with Documents	preparing documents for student immersion collecting documents necessary for the immersion consolidating and compiling documents for submission

Nurturing Students

I must act as second parent to the children and let them feel that they are not the only ones doing it. IDI-06
We provide guidance and love our students because some parents are busy and they entrust their children to the teachers. IDI-07
Above all, we are doing this because we need to meet the needs of our students. FGD-05

Coordinators confirmed that they provide guidance and love because parents neglect to do it due to busy schedule. They act as their second parents and let them feel that they are accompanied all throughout their immersion.

For this reason, Garner (2021) claimed that mentoring students has numerous advantages. Fostering a growth mentality in children from a young age prepares them for success not only academically, but also emotionally (Cabansag, 2021).

To sum up, Joonify (2021) stated that nurturing students is essential for their personal growth, academic success, and overall well-being. Thus, nurturing unique talents creates a dynamic learning environment, promoting collaboration and mutual support among students (Jacob, 2020).

Developing Personal Growth

I have a lot of experience, especially in the first implementation of the work immersion program in senior high school. I have learned new knowledge and skills with the specialization I monitored. IDI-01

As a work immersion coordinator you have to build trust and confidence to convince them to accept your students. IDI-05
You have to be very careful in handling the students. You need to have extra care because I am new in handling OJT students IDI-07

The immersion coordinator confirmed that because of their designation, they have developed their confidence in interacting with people and have helped them to develop their strength in managing their personal growth.

In this matter, it is also essential to remember that personal development doesn't have to be limited to job-specific skills (Mallari, 2019). Furthermore, Budomo (2020) added that encouraging personal development, such as time management, communication, or leadership training, can benefit both the individual employee and the company's overall success. Thus, Staying ahead of the curve in today's competitive job market requires more than just basic skills—it demands a proactive approach to learning and growth (Drummond, 2021).

Encountering Difficulties in Establishing Industry Partnerships

My experiences as a senior high school coordinator and in work immersion is a bit of a struggle especially on the first

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implementation in work immersion since you are the one to look for your linkages, your partners. FGD-02
This is very challenging to increase our industry partners yearly since the school enrolment is increasing rapidly. FGD-03
I have experienced lots of challenges because it is difficult to find partners. FGD-04

Work immersion coordinators encountered common issues such as, difficulty looking for industry partners, rejected by industries, absence of partners in their community, and difficulty in finding additional industry partners to cater their students.

Cabansag (2021) added that without alignment, you may face disagreements, misunderstandings, and missed opportunities. To address this issue, you should create a formal partnership outlining the scope, objectives, deliverables, timelines, responsibilities, and measurements (Alwadhi, 2021).

Moreover, Arnolds (2021) revealed that mutual trust is vital in any collaborative effort. Even an internal project that involves collaborative working gives rise to the complexities of competition (Mahaguay et al., 2020).

Having Difficulty in Providing Students' Needs
The most difficult in my part here on Marsman is sometimes you can get money from your pocket. IDI-04
I have to spend also my own money. I help our students because they have nothing. For my travel expenses, it's from my personal money. IDI-06
One of the problems is the students' fare because the school cannot afford to provide them with the fare. IDI-07

Work immersion coordinators experienced financial constraints to provide the needs of the students especially before immersion starts and during the conduct of immersion.

Putri (2021) affirmed that the act of giving back to the community increases pleasure, health, and well-being.
Moreover, Gladstone (2021) noted that helping students or beginning regular peer support meetings can help students provide each other with information and skills in specific disciplines.

Students' Problem in Complying with Documents
My experience is hard because I will prepare, collect and keep all the documents because there is monitoring from the division office IDI-01
As coordinator, it is not easy to collect and comply with the necessary documents needed by the industry partners because many students cannot comply the complete requirements because lack of budget. IDI-0
it is hard because there are lot of things to be prepared like forms, insurance, and many more. IDI-05

Work immersion coordinators prepared, collected, consolidated, organized and submitted all the necessary documents to the Division office. They find if difficult although there is teacher in-charge for every specialization, but they are the one who will collect and ensure all documents are complete and ready when the Division office personnel come for evaluation.

The finding relates to the idea of Smith (2020) that document provides guidelines and requirements for students participating in a work immersion program. These simply indicates that students have many documents to comply to pass the immersion subject (Vitasek, 2020).

Glastone (2021) mentioned that many students struggle to submit the needed documents on time despite the importance of these documents because they need several resources and budget.

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Table 2
Coping strategies of work immersion coordinators in implementing the work immersion in Senior High School.

Major Themes	Core Ideas
Obtaining Support from School Heads	• getting help from the principal and teacher in-charge • having a supportive principal • being motivated by our principal • getting insights from the principal • receiving help from the school head
Seeking Help from the Stakeholders	• relying on our local community in educating and training students in the absence of industry partners • connecting with PTA for additional support when facing needs or problems not covered by the MOOE • receiving medical support from the barangay through a health worker and a nurse • receiving financial help from the PTA • tapping the Barangay for students' transportation needs • getting help from the barangay in transporting students to and from the work immersion site • having the barangay cater the students specializing in caregiving by deploying them in different barangays
Receiving Support from Academic Community Members	• asking help from Colleagues • getting help from past coordinator • getting help from the immersion teacher • getting help from the senior high school coordinator • having teachers prepare students' documents and facilitate skills development
Receiving Help from the Local Government Unit	• collaborating with LGU to secure free medical services for students participating in the immersion • getting help from the LGU in terms of medical certificates • obtaining free laboratory exams from the LGU • getting Local Government aid for medical certificates, lab tests, and finding industry partners • receiving support from the community and LGU
Working Closely with Colleagues	• being helped by co-teachers • sharing the workload with other teachers • being helped by other teachers who specialized in the field. • collaborating with co-teachers
Preparing a Plan	• having plans and solutions for upcoming challenges to ensure a reliable support structure • planning and preparing in advance • developing a structured and visible plan
Seeking for Divine Direction	• praying for enlightenment and guidance • turning to prayers • trusting in God's Grace

Obtaining Support from School Heads

Our principal is very supportive. He is the one who tells us that our students are under our supervision. IDI-02

My principal keeps on motivating and updating me. I am very thankful that he updated me constantly. IDI-07

Our way to cope with those challenges is to communicate with our industry partner and getting ideas from our school head. FGD-01

My school head helped me to the extent that this year, I feel like I don't have much work anymore because he does most of it. FGD-02

The principal has helped them in doing follow-up on what to do, what documents to be complied, sent updates, and supported them in the implementation of work immersion.

Building on the importance to achieve one's goal, when it comes to enhancing student achievement, Edwards (2021)

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reiterated that the school principal must give support to the coordinators in the implementation of work immersion. Principals are critical leaders in schools and for that, coordinators are most effective when they obtained support from them (Spencer, 2021).

Seeking Help from the Stakeholders

Since not all students will be catered by our industry partner. We really ask for help from LGU for the deployment of our children. IDI-01
As coordinator I experienced a lot of problems and challenges during the work immersion. In our case we really ask support from our PTA for a budget which are not allowed in our MOOE. IDI-02
In terms of the medical for our students, we ask help from our barangay health workers for the medical check-up of our students because it is quite expensive outside. IDI-03
If funds are lacking, we ask our PTA for help. IDI-06

The work immersion coordinators have experienced the full support of the barangay, Parent Teachers Association (PTA), and the community for help the students in their immersion especially on their transportation to and from the industry.

As a matter of fact, engaging the community and stakeholders is leading to providing jobs and employing capable students (Parsons, 2020). Thus, they must be involved to participate in the program (Rabinowitz, 2021). By working together, work immersion programs, community partners, and stakeholders can create a collaborative ecosystem that supports student success and strengthens the community.

Receiving Support from Academic Community Members

I cope with it by doing tasking. I call my colleagues and co-TVL teachers to help me monitor the students. IDI-02
Our senior high school coordinator helped me prepare the documents. She introduces the rules and regulations, MOU, and MOA. IDI-07
The teachers are the ones who prepare the students' documents and develop the students' skills. FGD-05

The academic community members have significant contributions to coordinators' success and turns implementation easier.
In connection, Twain (2020) posited that having a few people you trust and can turn to can help you manage everyday obstacle, make difficult decisions, and even deal with a crisis situation. Borling et al (2022) added that a strong support network is an essential tool for sustaining your mental health and wellbeing.

Receiving Help from the Local Government Unit

The local government unit also helps the students. We get free medical certificates, which cost 300 per student. IDI-05
Our local government provides assistance in the medical but only selected laboratories, but somehow helps the students. FGD-03
The same with FGD 3, our local government help with the assistance of the BHW cater the health certificate but only selected laboratories FGD-05

The work immersion coordinators and the Local Government Unit (LGU) have collaborated to the success of the work immersion to secure free medical services for students, free laboratories and helped in finding industry partners.

Beyond individual projects, cooperation between LGUs and external entities strengthens overall governance (Jacob, 2020). This collaborative approach, as evidenced in the business world where "two heads are better than one," allows for shared resources and ideas, ultimately leading to project success (Forbes, 2020).
The school needs the help of the LGU to realize the structured plan for the school, teachers, students and community (Leung, 2020). Moreover, the Local Government Unit will be aware of the needs of the community through collaboration with the school (Harry, 2020).

Working Closely with Colleagues

I asked help from other teachers. I assigned a coordinator in every specialization. The flow of our last immersion two (2) years ago runs smoothly because I only monitor the for each specialization. IDI-02
We have divided the work. I put in-charge in every specialization. IDI-03
So, I assigned a teacher in every specialization. They will be the one to prepare the documents. (IDI-05
Well, in terms of preparation, we collaborate with other teachers. FGD-03

The coordinators worked among their co-workers in achieving common goals. They have shared their workloads and collaborated in solving problems of immersion.

In relation to this, positive relationships with colleagues can provide emotional support and motivation, especially during challenging times (Mello, 2020). Encouragement from peers can boost morale and help individuals overcome obstacles more effectively. Thus, when colleagues collaborate seamlessly, tasks can be delegated and completed more efficiently, leading to better outcomes (Blant, 2020).

In addition, Twain (2020) posited that interacting with colleagues can expose individuals to new perspectives and approaches. This exposure can facilitate personal and professional growth by encouraging individuals to step outside their comfort zones and learn from their colleagues (Jacob, 2020).

Preparing a Plan

When challenges come, you should have plan A and plan B to have solutions as if you have something to rely on. IDI-03
I will plan ahead of time, proper planning, and preparation so that I can create detailed plans IDI-05
You really have to establish and develop a structured and visible plan from the pre-implementation to have a very smooth flow of implementation. FGD-06

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Prior to the conduct of the immersion, the work immersion coordinators have secured their plan to prepare what to be done before, during and after the immersion program to guarantee the implementation's success.

In the context of this idea, Troos (2021) explained that prior to implementation, planning ahead takes place. Plans can be created to handle possible future scenarios, so that the company is prepared for any situation with a list of resources (Edwards, 2021). Furthermore, Dela Cruz (2017) cited that planning helps in setting appropriate goals, increases efficiency, reduces risk, and increases certainty and confidence.

Planning is significant as it directs what to do, what resources to be used, what are the things to be prepared and how to implement the plan (De Guzman et al, 2019).

Seeking for Divine Direction

Pray for enlightenment about what to do because if you bring students, you have many things to be considered. You have to look after them not just being proud of yourself because you deploy them to immersion.IDI-01
The first thing I did when I felt heavy on my experiences as work immersion coordinator, I pray and light a candle. IDI-04
Through the grace of God. IDI-06

Coordinators have sought divine direction from God that leads them to the exact way to go and achieve an aim. They said that sometimes, during their work immersion in the Senior High school, one of their weapons is seeking and asking for divine direction.

Seeking divine direction is one of those realities that we think we grasp until we are called upon to do it, and then we realize there is more to it than we knew (Miles, 2021). However, Masire et al (2020) confirmed that by seeking God's providence, we will never be exposed that disturb our tranquility.

Table 3
Major Themes and Core Ideas on the Insights of Work Immersion Coordinators in the Implementation of Work Immersion Program in the Senior High School

Major Themes	Core Ideas
Working on Personal and Professional Growth	• dedicating oneself to tasks and maintain a positive outlook • developing social skills and emotional intelligence • being open-minded • ensuring preparedness for yourself and students • being flexible • enhancing one's problem solving skills
Formulating Plan of Action and Adhere to Guidelines	• adhering to the directives issued by the Department of Education • adhering strictly to the work immersion guidelines in all your actions • endeavoring for a thorough planning • establishing contingency plans • developing and adhere to a structured plan
Cultivating Strong Relationship with Industry Partners	• establishing good relationship with teachers, students, and industry partners • establishing a strong support network and foster camaraderie with industry partners • improving collaboration and strengthen ties with industry partners • conveying industry partners the competencies students need to acquire
Expanding the Community of Industry Collaborations	• increasing the network of industry partners • aspiring to collaborate with additional industry partners • increasing the number of industry partners
Augmenting Duration of Work Engagement Experiences	• extending the duration of work immersion hours to enhance learning outcomes. • increasing the number of hours for work immersion • increasing the duration of the immersion program to allow students to fully engage with the work experience.

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Working on Personal and Professional Growth

You should really be committed to your work to what you have done, be optimistic, and continue to give what's best for them IDI-01

As a work immersion coordinator, you should be alert and updated. You should be active to DepEd's guidelines. IDI-02

you must be open minded. open and accept your colleagues' feedback or complaints and openly discuss the problems. IDI-03

For me, the work immersion coordinator has a big role because you need to prepare yourself and the students to be deployed. FGD-02

Adaptability. You must adapt to unexpected changes in the work immersion process. FGD-04

One of the learnings that I can share as immersion coordinator is increase your problem-solving abilities because we don't know when the problems strike. FGD-06

Participants confirmed that being committed, optimistic, open-minded and discuss openly the problems help maintain a healthy environment for the students.

Furthermore, Willis (2020) emphasizes the importance of personal development in the workplace for unlocking your full potential and becoming the best version of yourself. Individuals who continuously strive for improvement tend to achieve greater career success. This ongoing process benefits not only your career but also other aspects of your life. Setting personal goals is a great first step in your self-improvement journey.

In particular, personal development ensures you possess relevant job-field skills and increases your marketability to potential employers. It also paves the way for advancements within your industry. This is particularly valuable for those seeking managerial positions or promotions. By continually investing in your development, you demonstrate your value as a team member eager to learn (Smith, 2021). This commitment is highly valued by employers and opens doors to career advancement opportunities (Parsons, 2020).

Formulating Plan of Action and Adhere to Guidelines

I was able to realized the DepEd target for our learners because I followed what is mandated. I sent the students to the partner industry to enhance and strengthen their skills. IDI-02

There should be a guidance, or you should be guided with the work immersion guidelines. You should anchor on it. IDI-03

This work immersion must be carefully planned in the sense that, as what FGD 5 said, it is a risky program. Many risks may happen to the students, and this calls for careful planning beforehand. Secure that everything will go smoothly and the safety of the students should be considered. So, if there will be one thing that needs in the implementation of work immersion is that careful planning. FGD-01

Since the enrolment of our school is increasing rapidly, we need to look for more industry partners to cater all our students because many establishments will only cater 10 learners, and yet many schools also send their students to be immersed. So we need back up. FGD-03

Everything will be done when there is planning. The activity should be in accordance with the matrix that has been planned. When you follow your plan, nothing happens unpleasantly. FGD-05

To ensure success of immersion program implementation, planning should be done before implementation. Thus, work immersion coordinators have developed plan of action that adheres to Department of Education guidelines.

Glasow (2020) highlights that involving people in creating action plans fosters ownership and accountability. This collaborative approach ensures practical proposals and a clear understanding of assigned tasks. Arnolds (2021) emphasizes that a well-defined plan is essential for achieving goals.

Action plans provide a clear roadmap to success, allowing for a realistic assessment of timelines and resource allocation (Efron, 2020).

Cultivating Strong Relationship with Industry Partners

As a work immersion coordinator, you should know how to deal with the teachers, students, and your partner industry and connect with them and establish good relations and avoid the burden of finding new partners. IDI-02

Building a strong support system and camaraderie for both the school and the industry partners play a vital role in molding the students in terms of their knowledge, skills, and attitude. FGD-03

One thing that should be improved is we have to foster strong collaboration with our industry partners and maintain our relation to them so that they will still accept us on the following years. FGD-04

There should be clear communication about what competency the industry must provide for the students to attain during their immersion. FGD-06

Coordinators attested that cultivating a strong relationship with industry partners is a big help for them and their work immersion program to provide students more chances to expand their horizons by applying their skills in the right and appropriate industry.

Meanwhile, by cultivating a close relationship with an industry partner, individuals can tap and get big impact on their own professional development (Anderson, 2021). Individuals can gain access to this expertise and broaden their understanding of the industry by developing good relationships with them (Harry, 2020).

Expanding the Community of Industry Collaborations

There should be more partner industries in the locality so that the students will not be send by batch during their work immersion. IDI-02

Maybe more industry partners or linkages to have better exposure of our students. There should be more industry

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partners so that we can divide our students where to place them. IDI-05
We should expand the partnership between the school and the community with our stakeholders because sometimes it seems like it's just limited to only few partner industries. IDI-06
Work immersion coordinators confirmed that having community and industry partners is paramount to the success of the implementation. This is one of the realizations of the participants that we must expand our collaborations with the community and industry partners to divide the students where to deploy them. To expedite the immersion of Senior High School students, immersion coordinators hope to expand and engage with more industry partners to deploy all of their students at once rather than in batches or groups due to a restricted number of partners. It would reduce the number of days that coordinators would have to leave the school to monitor their pupils outside, allowing them to complete the immersion in a single batch for each industry.

Strategic alliances can significantly accelerate progress (Haines, 2021). Collaborative ventures often lead to cost reductions and increased value for all parties involved (fact check this point). Industry partnerships can also enhance brand reputation by leveraging a trusted partner's positive image (Vitasek, 2020). These win-win scenarios fuel long-term success when nurtured effectively.

Furthermore, partnerships between educational institutions and industry are mutually beneficial (Pappas, 2021). Students gain exposure to real-world practices, develop career readiness, and bridge the gap between theoretical knowledge and practical skills. Industry collaboration, through these learning opportunities, empowers students with practical experience.

Augmenting Duration of Work Engagement Experiences
Increase the number of hours. There should be more time for work immersion not only 80 hours. IDI-02
In improving the work immersion, the time given to students should be increased. IDI-03
The number of hours should also be increased. Maybe about 300 hoursdepending on the number of hours the students will report. IDI-05
Coordinators affirmed that having more and enough time for work engagement is essential to the development of students to demonstrate their abilities and potentials on their chosen profession.

Everything changes, so does your perception of yourself and the world around you. You must be adaptable and willing to change your situation (Leung, 2020). Low employee engagement can be caused by a variety of causes, including a lack of recognition from management, poor company communication, and a lack of awareness of the firm's mission and engagement activities (Franz, 2020).

CONCLUSION

This study explored the lived experiences of work immersion coordinators in senior high schools. By focusing on this under-researched perspective, the research offers valuable insights into the program's implementation. The coordinators, through in-depth interviews, revealed the challenges they navigate and the coping mechanisms they employ. Their experiences highlight the importance of working on personal and professional growth, formulating plan of action and adhere to guidelines, cultivating strong relationship with industry partners, expanding the community of industry collaborations, and augmenting duration of work engagement experiences. These insights can be shared with other coordinators and stakeholders to improve future work immersion experiences for students.

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