The table shows the overall result of external factors influencing the adoption of the data analytics-driven Work Immersion Management System, Workify, was conducted among end-users, including students, teachers, and training supervisors. The results of this evaluation are summarized in a table that outlines three specific criteria, each accompanied by a mean score and a corresponding verbal description of performance.

**External factors**

**Assessment of External Factors Influencing the Adoption of Workify**

The table shows the overall result of external factors influencing the adoption of the data analytics-driven Work Immersion Management System, Workify, was conducted among end-users, including students, teachers, and training supervisors. The results of this evaluation are summarized in a table that outlines three specific criteria, each accompanied by a mean score and a corresponding verbal description of performance.

In interpretation, the first criterion evaluated the impact of support and endorsement from educational institutions and authorities on the adoption of Workify. This aspect received a mean score of **3.83**, categorized as **"Very Good."** This rating indicates that respondents believe that institutional backing plays a significant role in facilitating the adoption of the system. The endorsement from educational authorities can lend credibility to the system and encourage its acceptance among users. As noted by Davis (1989), perceived support from relevant authorities can significantly influence users' attitudes toward adopting new technologies, making it a crucial factor in the successful implementation of educational tools.

The second criterion focused on the availability of resources and infrastructure necessary for implementing a data analytics-driven system. This criterion achieved a mean score of **3.97**, also rated as **"Very Good."** This result suggests that respondents recognize the importance of having adequate resources—such as technology, training, and support systems—in place to facilitate the effective adoption of Workify. The availability of infrastructure is essential for ensuring that users can fully leverage the capabilities of the system. Research by Venkatesh and Bala (2008) supports this notion, indicating that the presence of necessary resources can significantly enhance the likelihood of technology adoption in educational settings.

The third criterion assessed the collaboration and involvement of industry partners and organizations in enhancing the effectiveness of the data analytics-driven system. This aspect received the highest mean score of **4.13**, categorized as **"Very Good."** This score reflects a strong belief among respondents that partnerships with industry stakeholders can significantly improve the functionality and relevance of Workify. Collaboration with industry partners can provide valuable insights, resources, and real-world applications that enhance the system's effectiveness. According to a study by Hwang and Tsai (2011), such collaborations can lead to more meaningful learning experiences and better prepare students for the workforce.

Overall, the assessment of external factors yielded an impressive mean score of **3.98**, classified as **"Very Good."** This overall rating signifies that end-users generally perceive external factors as favorable for the adoption of Workify. The results indicate a strong recognition of the importance of institutional support, resource availability, and industry collaboration in facilitating the successful implementation of the system.

In conclusion, the assessment highlights the critical role of external factors in the adoption of Workify. The positive ratings across all evaluated criteria underscore the importance of institutional endorsement, resource availability, and industry collaboration in enhancing the system's effectiveness. As educational institutions increasingly turn to data analytics-driven solutions, understanding and addressing these external factors will be essential for ensuring the successful implementation and acceptance of innovative systems like Workify.

**References**

* Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly*, 13(3), 319-340.
* Hwang, G. J., & Tsai, C. C. (2011). Foundations and Opportunities of Mobile and Ubiquitous Learning. *Educational Technology & Society*, 14(2), 1-2.
* Venkatesh, V., & Bala, H. (2008). Technology Acceptance Model 3 and a Research Agenda on Interventions. *Decision Sciences*, 39(2), 273-315. ⬤

The adoption of Workify, a data analytics-driven system, was evaluated based on three criteria. The first criterion, institutional support, was rated as "Very Good," indicating that it is a crucial factor in the system's success. The second criterion, resource availability, was rated as "Very Good," indicating that adequate resources, such as technology, training, and support systems, are essential for its successful implementation. The third criterion, collaboration with industry partners, was rated as "Very Good," indicating that partnerships with industry stakeholders can improve Workify's functionality and relevance. The final criterion, external factors, was rated as "Very Good," indicating that end-users generally perceive these factors as favorable for Workify's adoption. Understanding and addressing these external factors is crucial for the successful implementation and acceptance of innovative systems like Workify.

**Assessment of Perceived Usefulness of Workify**

The assessment of the perceived usefulness of the data analytics-driven Work Immersion Management System, Workify, was conducted among end-users, including students, teachers, and training supervisors. The results of this evaluation are summarized in a table that outlines three specific criteria, each accompanied by a mean score and a corresponding verbal description of performance.

The first criterion evaluated the extent to which Workify enhances the efficiency of managing senior high school work immersion programs. This aspect received a mean score of **4.10**, categorized as **"Very Good."** This rating indicates that respondents believe Workify significantly improves the management processes associated with work immersion programs. The ability to streamline operations and reduce administrative burdens is crucial in educational settings, where efficiency can lead to better resource allocation and improved student experiences. According to Davis (1989), perceived usefulness is a key determinant of technology acceptance, and the high score in this area suggests that users recognize the potential of Workify to facilitate more effective program management.

The second criterion focused on the improvement of accuracy and reliability in data analysis for work immersion activities. This criterion achieved a mean score of **4.00**, also rated as **"Very Good."** This result suggests that respondents acknowledge the importance of accurate data analysis in making informed decisions regarding work immersion activities. Reliable data is essential for evaluating program effectiveness and making necessary adjustments. Research by Venkatesh and Bala (2008) supports this notion, indicating that the perceived accuracy of a system can significantly influence its adoption, as users are more likely to embrace technologies that provide trustworthy insights.

The third criterion assessed Workify's contribution to the overall improvement of work immersion program outcomes. This aspect received a mean score of **3.93**, categorized as **"Very Good."** While slightly lower than the previous criteria, this score still reflects a strong belief among respondents that Workify positively impacts the outcomes of work immersion programs. Improved outcomes can lead to enhanced student learning experiences and better preparation for future employment. As noted by Hwang and Tsai (2011), the effectiveness of educational programs is often linked to the tools and systems used to manage them, highlighting the importance of integrating technology to achieve desired educational results.

Overall, the assessment of perceived usefulness yielded an impressive mean score of **4.01**, classified as **"Very Good."** This overall rating signifies that end-users generally perceive Workify as a valuable tool for enhancing the management of work immersion programs. The results indicate a strong recognition of the system's potential to improve efficiency, accuracy, and overall program outcomes.

In conclusion, the assessment highlights the significant perceived usefulness of Workify among end-users. The positive ratings across all evaluated criteria underscore the system's potential to enhance the management of work immersion programs, improve data accuracy, and contribute to better educational outcomes. As educational institutions increasingly adopt data analytics-driven solutions, understanding the perceived usefulness of such systems will be essential for ensuring their successful implementation and acceptance.

**References**

* Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly*, 13(3), 319-340.
* Hwang, G. J., & Tsai, C. C. (2011). Foundations and Opportunities of Mobile and Ubiquitous Learning. *Educational Technology & Society*, 14(2), 1-2.
* Venkatesh, V., & Bala, H. (2008). Technology Acceptance Model 3 and a Research Agenda on Interventions. *Decision Sciences*, 39(2), 273-315.

The Workify Work Immersion Management System, a data analytics-driven tool, was evaluated by various end-users, including students, teachers, and training supervisors. The results demonstrated that Workify significantly enhanced the efficiency of managing senior high school work immersion programs, leading to better resource allocation and improved student experiences. This is particularly important in educational settings, where the perceived usefulness of technology plays a critical role in its acceptance.

Additionally, Workify improved the accuracy and reliability of data analysis for work immersion activities, receiving a mean score of 4.00, which was rated as "Very Good." This reflects users' recognition of the value of precise data analysis in making informed decisions regarding work immersion activities.

Furthermore, Workify contributed positively to the overall improvement of work immersion program outcomes, with a mean score of 3.93, also categorized as "Very Good." This suggests that Workify plays a significant role in enhancing student learning experiences and better preparing them for future employment opportunities.