

Multidimensional Analysis of Business Interns Learning experience and Career preparations

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Abstract. Internships help in closing the gap between what is taught in academics and what is expected in the practical aspect of the job. The purpose of this study was to determine whether internship learning experience can predict the career preparedness and performance of business interns. This research will be the groundwork for the creation of an action plan in preparation of interns before being deployed to their respective fields of work. Results showed a statistically significant connection between the two variables with a p-value of .024, indicating that the graduates are capable of doing well in professional settings while having the p-value of .046 for internship learning experience and internship performance. It is recommended that the schools should continue enhancing their internship programs through the organization of implementation, objective setting, and supervision.

Keywords: internship learning experience; career readiness; internship performance; business interns; Philippines

1. Introduction

Internship programs are essential in making the link between learning in school and working requirements. When it comes to business students, internships give them a chance to utilize the knowledge they have gained academically as well as gain other skills that prepare them for employment later on in life. Some of the skills an intern can acquire through such experiences include communication, problem solving, teamwork, and adaptability, which become very important in preparing a graduate for work in today's competitive world of businesses (Lestari & Ubaidillah, 2022).

With the constantly changing job environment that we have at the present time, career readiness becomes extremely important in order to adapt to all the changes and challenges. Research is undertaken on the relationship of learning experience during internships and career readiness among students. Acquiring soft skills, including such as communication, teamwork, and problem-solving skills, is essential in order to succeed in work. This highlights the importance of integrating career-related activities into the curriculum.

Therefore, this research seeks to identify internship learning experience as one factor that predicts career readiness and internship performance of business interns. This research will also serve as an initial framework for the formulation of an intervention program before the actual implementation of internships in their respective field of work..

The study will be very helpful in enabling business students appreciate the importance of internships in helping them develop professional behaviors and skills for their future career life. The study could also encourage them to enroll in internship programs which would make them ready for the job market. Furthermore, this study is useful in showing how colleges and universities could improve their internship programs. This is because once colleges and universities understand the relationship between internship learning and job readiness, they will be able to design better internship programs that make their students ready for the job market.

2. Literature Review

Here, experiential learning is the link between theoretical knowledge and practical usage. August (2020) notes that internship experience has a strong positive influence on the career readiness of students, thereby emphasizing the importance of the practical environment for developing career readiness.

It has been established through multiple empirical studies that internship participation positively affects employment outcomes and readiness measures. Gault et al. (2020) claim that internships have a strong positive association with better job marketability due to greater chances of obtaining full-time offers and higher salary among high performers. It is consistent with general beliefs about internships as the primary channel for transitioning from academic education to the labor market and vice versa (Bayerlein & Jeske, 2020; Kapareliotis et al., 2019).

There is evidence supporting the connection from cross-country and cross-situational analyses. For instance, Jain et al. (2023) state that in India, internship experience affects the level of internship satisfaction and employability perception through learning experience, pre-placement activities, and employer support. In addition, in Romania, business students perceive the content and quality of the internship mentoring experience to be important factors affecting their perceived employability and therefore the result of career preparedness through internship experience (Marinaş et al., 2020).

Several mechanisms explain how internships enhance employability and career preparedness. For example, the role of internship experience as a mediator for career preparedness in the context of career self-management has been demonstrated as well as the role of human capital and intrinsic work values for enhancing perceived employability (Ng et al., 2022). Moreover, another study claims that the concept of career readiness is a policy-based and practice-oriented construct, implying that internships are more effective when employers collaborate with educators and use WIL strategies (Chan, 2023). Since those factors predict both interns' satisfaction and career readiness, they should be taken into account while planning internships, including mentorship, supervisors, and project work (Alawamleh & Mahadin, 2022). Several studies highlight the importance of communication, problem solving, teamwork, adaptability, and ethical decision making for employability and readiness (Shtembari & Elgün, 2023; Kapareliotis et al., 2019; Jones et al., 2020). Employers and universities need to cooperate in designing internship programs.

While there is broad agreement that internships improve career readiness, the magnitude and specific skill gains can vary by discipline, country, and internship design. Some contexts emphasize marketability and job while others foreground the development of soft skills and professional identity (Jain et al., 2023).

2.1 Internship Learning Experience and Career Readiness in the Philippines

Furthermore, internship and OJT in the Philippines are linked with improved preparedness for professional work, such as adaptability to workplaces, application of theoretical knowledge, and perceptions of employability as evaluated by Philippine-related programs and tracer studies. Thus, for example, Catacutan and Tuliao (2020) state that internship preparation of students in their future career is achieved in Saint Louis University, Northern Philippines, thanks to effective pre-, during and post-internship organization, proving positive association between internship involvement and preparedness.

Additionally, it was highlighted that OJT performance is associated with career skills in ISU business programs where foundational skills dominate, showing development path from internship experience to career-ready skills (Pascua, et al., 2022). Also, OJT effectiveness in developing technical competencies was proven to suggest readiness in line with labor-market needs as per employer and institutional evaluation (Calabit & Orongan, 2023).

The number of studies done in the Philippines supports the general conclusion that curricular integration, internship quality, such as mentoring, supervision, and tasks relevance, contribute considerably to ready results. A feedback study in IT OJT demonstrates that employer highly value skills developed within internships, such as interpersonal and technical competencies (Mina et al., 2020).

Cultural exposure and exposure to other nations can act as facilitators for global preparedness. Though not directly related to the Philippines, it was shown how foreign internships contribute to cultural capital and flexibility of the international career path, in case of the Philippines, being conducive to preparedness for transnational workplaces and OFW-related positions (Kattiyapornpong & Almeida, 2021). This procedure is crucial for business interns who strive to enter the global markets due to vast Filipino diaspora.

Though it was established that quality, supervision, and curricular integration of internships predict preparedness and employability in many international contexts, it is unknown whether this specific set of predictors is applicable in Philippine settings in the interaction with CMO 104 regulations, leaving much space for further studies (Calabit & Orongan, 2023).

According to Stevanni and Yulhendri (2024), experience is defined as knowledge or skill gained in practice or activity not related to the formal educational process. An experience refers to a knowledge or skill possessed by someone as a consequence of his/her previous actions or works. Experience means a possession of competence and skills relevant to the area of work of an individual. As to internship, Nawawi (2021) underlined that the goal of this type of training is development of structurally and functionally competent people characterized by strong loyalty, dedication and discipline. The place where industrial training occurs fulfills the role of workplace and teaching environment for students. Objectives of internships are: (1) creation of necessary level of professionalism for competitive position in work field; (2) production of graduates possessing proper knowledge, skills and working attitudes required in the job market; (3) endowment of graduates with skills necessary for continuous self-improvement; (4) formation of appreciation of the importance of work experience in education process; and (5) increase in efficiency of educational services through use of work-world resources.

2.2 Internship Learning Experience and Internship Performance in the Philippines

This perspective is supported by the CHED memorandums and university practices where internships are viewed as vital in work-readiness and professional formation (Lobo, 2023; Tan, 2025). Internships provide supplementary knowledge, skills, and positive attitudes via practical experience at Host Training Establishments (HTE).

Numerous studies have shown that internships equip students with necessary skills and improve their career orientations and perspectives (Nicolas, et al., 2022). Although some difficulties like language barrier and online internship implementation may arise, internships, especially international or cross-institutional (SEA-Teacher exchange, hospitality internationalization), contribute to improved culture sensitivity, language skills, and international perspective (Nurazizah et al., 2021; Moreno et al., 2024).

Despite resource limitations, internships' internationalization and digital immersion can lead to increased culture sensitivity and digital skills development in business and accountancy, although connectivity may affect the depth of this experience (Moreno et al., 2024). Reflection process, collaboration, and supportive policies are key factors in enhancing internship benefits, according to the literature review.

Generally, internships increase students' perceptions of their employability and define future career directions within both broad and specific business fields. They combine theoretical knowledge with practical demands. According to the literature on WIL, internships positively affect graduates' employability and workforce readiness (Ng et al., 2022). As far as business-related fields are concerned, internships bring additional value by contributing to developing various skills, including analytical abilities, client-oriented service, teamwork skills, and so on. Among the major disciplines, hospitality and business (accounting and finance, economics, management) stand out with a particular focus on applied knowledge and skills, especially for accounting, where internships involve many hours and high-quality skills (160+ hours) correlating with performance (Tan, 2025).

3. Methodology**Research Design**

The descriptive correlational research design was employed to explore the relationship between internship experience, career readiness, and internship performance of business interns. Descriptive correlation does not manipulate the variable being studied but rather describes the relationship between different variables. In educational research, it may be applied by examining how one variable, such as internship experience, relates to career readiness (Ernawati et al., 2023).

Descriptive correlational studies are often conducted in an attempt to establish the relationship between internship experience and workforce preparedness. Ameliah and Jatnika (2024) emphasize that such studies describe variables as they exist and measure their correlation without manipulating them. There is consistency in empirical evidence despite different sizes and research designs regarding the existence of a positive relationship between internship and career preparedness.

3.1 Respondents and Sampling

The sample consisted of 137 students with a degree in Business Administration, who are alumni of a state university located in Malolos, Bulacan. The students had participated in internship programs in SY 2024-2025, and data on their employment were gathered to find out whether the majority have taken up jobs in their field or ventured into businesses.

3.2 Research Instrument

The standardized questionnaire was employed in evaluating the influence of intern learning experience on career readiness and internship performance of business interns.

- Intern Learning Experience Scale (Wilopo et al., 2025): includes two subscales—internship knowledge and soft skills scale. It is scored using the four-point Likert scale: 1 Strongly Disagree, 2 Disagree, 3 Agree, 4 Strongly Agree.
- Career Readiness Scale (Cabrera, 2020): Likert-scale self-report questionnaire with four response choices: 4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree.
- Internship performance: Document rating based on 40 items of the department's Performance Appraisal Form. Nine competencies include Teamwork, Communication, Attendance & Punctuality, Productivity/Resilience, Initiative & Proactivity, Judgment & Decision Making, Dependability & Reliability, Attitude, and Professionalism, each rated as 5 Outstanding, 4 Very Satisfactory, 3 Satisfactory,

3.3 Data Analysis and Statistics

Introduction to Tests for Normality

Tests for normality preceded the main analysis in order to ensure that the normal distribution existed, which is an assumption necessary for the majority of parametric tests. For the purpose of checking normality, the Shapiro-Wilk test was chosen, because it is suitable for samples with sizes ranging from small to moderate. Skewness and kurtosis also were examined as part of testing the normal distribution.

Descriptive statistics involved mean and standard deviation to describe the level of internships experience related to learning, career preparedness, and internship performance. In case the normality assumption was met, Pearson's r served as a measure of correlation between internship experience related to learning and job preparedness.

4. Discussion

Demographic Information

Table 1 shows the demographic profile of the respondents based on sex wherein majority of the graduates are female with 68% (93) while the male respondents comprised of 32% (44).

Table 1

Demographic Profile of the Respondents in terms of Sex

Sex	Frequency	Percentage
Male	44	32
Female	93	68
Total	137	100

Meanwhile, Table 2 presents the demographic profile of the respondents wherein most of there are 21-23 years old with 80% (109) followed by 24-26 years old with 20% (28).

Table 2

Demographic Profile of the Respondents in terms of Age

Age	Frequency	Percentage
21-23	109	80
24-26	28	20
Total	137	100

Table 3 shows the demographic profile of the respondents in terms of employment status wherein majority are employed with 73% (100), while 18% (24) are unemployed and 9% (13) are self-employed.

Table 3

Demographic Profile of the Respondents in terms of Employment Status

Employment Status	Frequency	Percentage
Employed	100	73
Unemployed	24	18
Self-employed	13	9
Total	137	100

Internship Learning Experience

In Table 4 below is the learning experience of the graduates from their respective internship program in terms of internships knowledge where the highest mean is This internship program was highly conducted in a very professional way and there was adequate guidance provided by supervisors/mentors with a mean of 3.56. On the contrary, the succeeding means of This internship program was characterized by the following: During my internship, I gained knowledge that was directly relevant to my field of study; During my internship, I was involved in productive jobs and I made a contribution to the company; and The facilities provided by the company during my internship effectively helped me perform the assigned tasks which is all equal to 3.53. Next are The knowledge I gained from my internship were aligned with the demands of the industry I intended to pursue with a mean of 3.52; This internship improved my professional abilities since I got equipped with necessary skills needed for the job with 3.33; The tasks I performed during my internship were aligned with the duties assigned by the workplace with 3.29; and During my internship, I developed practical knowledge related to my field of work with 3.28 all interpreted as Very Satisfactory. Generally, Table 4 has a mean of 3.45 also interpreted as Very Satisfactory.

From the results, it shows that the internship programs are very successful in helping graduates gain more knowledge in relation to their field of expertise with an overall grade of Very Satisfactory. Thus, it can be deduced that the said program offers a very professional setting that is supplemented with good supervision and resources which are very helpful in improving the educational experience of the interns.

Another implication of the results is that interns are successfully able to get involved in meaningful job-related activities and learn relevant information regarding their fields of expertise.

Table 4

Internship Learning Experience in terms of Internship Knowledge

	Weighted Mean	Verbal Interpretation
Internship Knowledge		
During my internship, I acquired knowledge that was directly relevant to my field of study.	3.53	Very Satisfactory
This internship enhanced my professional competencies by equipping me with the essential skills required in the workforce.	3.33	Very Satisfactory
The tasks I performed during my internship were directly aligned with the responsibilities and duties of the workplace.	3.29	Very Satisfactory
During my internship, I was actively engaged in productive tasks and made a tangible contribution to the company.	3.53	Very Satisfactory
This internship program was conducted with a high level of professionalism and included adequate guidance from supervisors and mentors.	3.56	Very Satisfactory
The facilities provided by the company during the internship effectively supported me in carrying out the assigned tasks.	3.53	Very Satisfactory
During my internship, I had the opportunity to develop practical knowledge aligned with my field of work.	3.28	Very Satisfactory
The knowledge I acquired during my internship were well-aligned with the demands of the industry I intend to pursue.	3.52	Very Satisfactory
Total	3.45	Very Satisfactory

In Table 5, one may see the results of the internship learning experience of the respondents regarding soft skills. These respondents obtained the highest mean score of 3.88 in the statement “I effectively managed my time to complete internship tasks within the assigned deadlines” and 3.82 in the statement “I took full responsibility for the tasks assigned to me throughout the internship program”. Meanwhile, the mean of both statements “I consistently demonstrated a positive attitude when facing challenges or completing assigned tasks during my internship” and “I demonstrated a strong sense of curiosity and actively sought information to support my tasks

during the internship” is 3.80. Additionally, respondents scored 3.72 in both statements “I was able to actively listen and effectively comprehend the information conveyed by my supervisor or colleagues throughout the internship” and “I actively cultivated professional relationships with colleagues and relevant stakeholders throughout the internship program” and 3.68 in the statement “I was able to articulate ideas and convey information clearly and effectively to my team or supervisor”. Next, respondents scored 3.61 in the statements “I consistently demonstrated respect toward colleagues, supervisors, and organizational regulations throughout my internship” and “I maintained a humble attitude in receiving feedback and constructive criticism from my supervisor and colleagues throughout the internship” whereas other statements included “I proactively offered assistance and contributed new ideas throughout the internship program”, mean 3.56 and “I upheld honesty and integrity in carrying out my internship responsibilities” with mean 3.50, both interpreted as Very Satisfactory. The overall mean in Table 5 is 3.70 as Very Satisfactory.

The findings show that the number of Very Satisfactory ratings on all parameters shows that the respondents possessed excellent soft skills. Therefore, the internship was rather effective in developing crucial workplace competencies such as communication, accountability, adaptability, and time management.

Indeed, high time management and responsibility scores point out to the ability of the respondents to meet deadlines and handle assignments responsibly. Moreover, satisfactory evaluations regarding attitude, curiosity, and interpersonal skills indicate that interns cooperated well with others and adapted well to their work environment.

Table 5

Internship Learning Experience in terms of Soft Skill

Soft Skill		
I was able to actively listen and effectively comprehend the information conveyed by my supervisor or colleagues throughout the internship	3.72	Very Satisfactory
I actively cultivated professional relationships with colleagues and relevant stakeholders throughout the internship program	3.72	Very Satisfactory
I was able to articulate ideas and convey information clearly and effectively to my team or supervisor	3.68	Very Satisfactory
I consistently demonstrated respect toward colleagues, supervisors, and organizational regulations throughout my internship	3.61	Very Satisfactory
I upheld honesty and integrity in carrying out my internship responsibilities.	3.50	Very Satisfactory

I consistently demonstrated a positive attitude when facing challenges or completing assigned tasks during my internship.	3.80	Very Satisfactory
I maintained a humble attitude in receiving feedback and constructive criticism from my supervisor and colleagues throughout the internship.	3.61	Very Satisfactory
I effectively managed my time to complete internship tasks within the assigned deadlines	3.88	Very Satisfactory
I proactively offered assistance and contributed new ideas throughout the internship program.	3.56	Very Satisfactory
I took full responsibility for the tasks assigned to me throughout the internship program.	3.82	Very Satisfactory
I demonstrated a strong sense of curiosity and actively sought information to support my tasks during the internship.	3.80	Very Satisfactory
Total	3.70	Very Satisfactory

Career Readiness

Table 6 illustrates the readiness of graduates in relation to attitude towards work characterized by highest mean of 3.80 in regard to Focusing on the work assigned and Dressing appropriately based on the work, Liking to learn new things scoring 3.75. Giving service-oriented performance and Adapting and flexible to new situations are characterized with equal mean score of 3.73. Others are: Working well with superiors and co-workers (mean = 3.69); Arriving on time for work (mean = 3.63); Showing self confidence (mean = 3.61); Dealing with customers with respect (mean = 3.40); Viewing self positively (mean = 3.35). Additionally, Understanding own strengths and weaknesses, Performing task with high motivation received equal mean of 3.32 while others are Accepting criticisms and suggestions (mean = 3.26), all Very Satisfactory while Working beyond schedule when needed (mean = 2.93) is Satisfactory.

These results indicate that graduates have a very satisfactory attitude towards work in terms of professional preparedness. Considering the highest rated parameters, one can conclude that they possess professional values especially in terms of focus, appearance and willingness to learn. All these imply that graduates have prepared themselves to adapt to professional environment and meet basic job expectations.

Moreover, graduates possess characteristics like being service oriented, flexible and capable of maintaining productive work relationships – key attributes to business success. They are also ready for work in relation to team building skills, punctuality and confidence.

Table 6

Career Readiness in terms of Attitude towards Work

	Weighted Mean	Verbal Interpretation
Attitude Towards Work		
Arriving on time for work.	3.63	Very Satisfactory
Working well with superiors and co-workers	3.69	Very Satisfactory
Viewing self positively	3.35	Very Satisfactory
Understanding own strengths and weaknesses	3.32	Very Satisfactory
Performing task with high motivation	3.32	Very Satisfactory
Accepting criticisms and suggestions	3.26	Very Satisfactory
Working in different tasks when asked	3.66	Very Satisfactory
Working beyond schedule when needed	2.93	Satisfactory
Focusing on the work assigned	3.80	Very Satisfactory
Giving service-oriented performance	3.73	Very Satisfactory
Showing self confidence	3.61	Very Satisfactory
Dressing appropriately based on the work	3.80	Very Satisfactory
Dealing with customers with respect	3.40	Very Satisfactory
Liking to learn new things	3.75	Very Satisfactory
Adapting and flexible to new situations	3.73	Very Satisfactory

Table 7 highlights the career readiness of graduates in relation to the development of technical skills that includes the statement "Possessing hands-on experience on the work" with a mean score of 3.79 and "Following occupational safety and health procedures" with 3.77, and "Applying knowledge in the workplace" with 3.75. "Exposing one's self to different kinds of job" and "Writing an application letter and resume properly" rank fifth with the same score of 3.70. Among other statements are "Understanding easily abstract ideas" with 3.64; "Understanding the kind of work easily" with 3.62; and "Solving and addresses routine problems in the work place" with 3.61; and "Starting a work when ask to do with ease" with 3.51. The overall mean for Table 7 is 3.64 which is interpreted as Very Satisfactory.

Further, from the findings, it can be noted that graduates are capable of comprehending work-related concepts, preparing professional documents such as resumes and application letters, and adapting themselves to various employment activities. The graduates also have a certain degree of independence and ability to solve routine problems at work places.

Table 7

Career Readiness in terms of Technical Skills

Technical Skills	Weighted Mean	Verbal Interpretation
Possessing hands-on experience on the work	3.79	Very Satisfactory
Exposing one's self to different kinds of job	3.70	Very Satisfactory
Solving and addresses routine problems in the work place	3.61	Very Satisfactory

Following occupational safety and health procedures	3.77	Very Satisfactory
Applying skills in different situations	3.39	Very Satisfactory
Using knowledge and information to solve workplace problems	3.55	Very Satisfactory
Applying knowledge in the workplace	3.75	Very Satisfactory
Understanding easily abstract ideas.	3.64	Very Satisfactory
Writing an application letter and resume properly	3.70	Very Satisfactory
Understanding the kind of work easily	3.62	Very Satisfactory
Starting a work when asked to do with ease	3.51	Very Satisfactory
Total	3.64	Very Satisfactory

Table 8 presents the career readiness of the respondents as measured on the criterion of social skills with a highest mean of 3.80 in Welcoming new opportunities and second-highest mean of 3.75 in Applying service-oriented approach; Relating positively with co-workers with 3.72; Approaching people openly with 3.71; Managing new social situations in the work place with 3.66; Respecting authorities with 3.64; and Working in groups with 3.63. On the other hand, both Expressing ideas and answers questions during interview and Dealing with customers patiently have the same mean of 3.61. There are also other criteria such as Sharing ideas to others with 3.60; Taking responsibility for decisions and actions with 3.58; and Learning from older employees with 3.47 which are all considered Very Satisfactory. Overall, Table 8 has an overall mean of 3.65 which is considered Very Satisfactory.

Furthermore, the results showed that graduates can respect authority, adapt to new social situation and work well in groups. This may imply that graduates will be able to behave professionally as they interact and perform well in organizational settings despite the environment. Even though indicators were categorized as Very Satisfactory, there is room for improvement considering that there are low means when it comes to learning from experienced co-workers, taking responsibility, and boldly expressing their thoughts especially during interviews.

Table 8
Career Readiness in terms of Social Skills

Social Skills	Weighted Mean	Verbal Interpretation
Expressing ideas and answers questions during interview with confidence	3.61	Very Satisfactory
Dealing with customers patiently	3.61	Very Satisfactory
Relating positively with co-workers	3.72	Very Satisfactory
Managing new social situations in the work place	3.66	Very Satisfactory
Learning from older employees	3.47	Very Satisfactory

Taking responsibility for decisions and action	3.58	Very Satisfactory
Respecting authorities	3.64	Very Satisfactory
Welcoming new opportunities	3.80	Very Satisfactory
Sharing ideas to others	3.60	Very Satisfactory
Working in groups	3.63	Very Satisfactory
Approaching people openly	3.71	Very Satisfactory
Applying service-oriented approach	3.75	Very Satisfactory

On the other hand, Table 9 depicts the career readiness through organizational awareness and the most significant mean value is Following SOPs of the company (3.92); Knowing and understanding the policies, standards and procedures in the work place (3.76); and Aiming for Quality service in working with (3.74). In addition, Integrating beliefs and values of the service industry into the personal culture and Maintaining professional growth and development have the same mean of 3.73. Next is Demonstrating understanding of workplace culture (3.72); Experiencing exposure to different industries (3.71); Understanding work expectations and duties (3.70); Exposing one's self to the goals of the company or industry (3.69); Integrating personal objectives with organizational goals (3.68); and Accepting feedbacks from the authorities (3.52), which were interpreted as Very Satisfactory. Overall mean of Table 9 is 3.70 interpreted as Very Satisfactory.

From this, it can be concluded that the presence of self-control and accountability are both important in maintaining efficiency at work. Moreover, the graduates are oriented towards organizational goals and performance expectations based on high scores in terms of Knowing company policies, standards, and procedures, as well as striving for quality service.

Moreover, the findings suggest that the graduates are able to sustain professional development, understanding of workplace dynamics, and integration of industry values to their work environment. The knowledge on the expectations and exposure to different industries also imply flexibility of the students.

Table 9

Career Readiness in terms of Organizational Awareness

Organizational Awareness	Weighted Mean	Verbal Interpretation
Knowing and understanding the policies standards and procedures in the work place	3.76	Very Satisfactory
Integrating beliefs and values of the service industry into the personal culture	3.73	Very Satisfactory
Accepting feedbacks from the authorities	3.52	Very Satisfactory
Following SOPs of the company	3.92	Very Satisfactory
Integrating personal objectives with organizational goals	3.68	Very Satisfactory

Maintaining professional growth and development	3.73	Very Satisfactory
Exposing one's self to the goals of the company or industry	3.69	Very Satisfactory
Aiming for Quality service in working	3.74	Very Satisfactory
Experiencing exposure to different industries	3.71	Very Satisfactory
Understanding work expectations and duties	3.70	Very Satisfactory
Demonstrating understanding of workplace culture	3.72	Very Satisfactory
Helping in the improvement of the company	3.45	Very Satisfactory
Total	3.70	Very Satisfactory

Internship Performance

Table 10 below displays the performance of the interns regarding competencies. Regarding teamwork, the highest rating among the statements is Willingness to work with team members to improve team collaboration on a continuous basis (4.28); second is Treats all team members in a respectful courteous manner (4.27); and third is Consistently works with others to accomplish goals and tasks (4.26). All of these statements are classified as Outstanding. However, the statements that scored next include Considers the feedback and views of team members when completing an assigned task (4.18); and Actively participates in activities and assigned tasks as required (4.13) and these are classified as Very Satisfactory. In general, the mean for teamwork is 4.23 and is interpreted as Outstanding. From the results above, it is clear that the interns perform excellently in teamwork since they received a very high score as indicated by the high general mean of 4.23 (Outstanding).

In terms of communication, the highest rating among the statements is Reliably provides feedback as required, both internally and externally (4.33); and second is Consistently delivers accurate information both written and orally (4.25), and both of these statements are classified as Outstanding. However, two statements have almost similar ratings, that is Actively listens to supervisor and/or co-workers and Comprehends written and oral information; with the mean of 4.15 classified as Very Satisfactory. The mean for communication is 4.22, which is classified as Outstanding.

The findings show that interns perform excellently in communicating information orally and written in a professional manner. The high ratings in delivering accurate information and providing feedback indicate that interns are highly dependable communicators who can be relied on to provide accurate information in a professional environment. However, there are some areas where interns can still perform better in that despite the relatively high ratings for comprehension and active listening, both of which were classified as Very Satisfactory, interns may still lack the ability to fully comprehend instructions provided. Nevertheless, their capacity to deliver ideas through speaking and writing indicates that interns are able to effectively present ideas but their

lack of comprehension and active listening is a potential threat to effective communication in the workplace. Developing this aspect of communication can help ensure better understanding between the two parties and prevent any misunderstanding in professional situations.

In relation to attendance and punctuality, the highest rating among the statements is Maintains a good attendance (4.39); second is Informs supervisor in a timely manner when absenteeism and lateness may occur (4.36); and third is Is punctual on a regular basis (4.28). All three of these statements are classified as Outstanding.

It may be gleaned from the findings that interns are excellent in terms of attendance and punctuality since they maintain their punctuality, report promptly when they may be absent or late, and maintain high attendance levels respectively. High ratings in attendance and punctuality indicate that interns have the work ethic that enables them to attend their workplace regularly. Moreover, their punctuality reveals their discipline and responsibility as workers. Therefore, these two aspects of interns' performance indicate that they are fully ready to perform their professional obligations.

In connection with productivity/resilience, the highest mean was found in the statement Consistently delivers quality results and Time management is effective and efficient (4.31); this is followed by Ability to meet deadlines and manages time well (4.26); and Ability to work around problems and obstacles in a stressful situation in order to achieve the required task (4.21); all classified as Outstanding. Another two statements Efficiently informs supervisor of any challenges or barriers relevant to given task or assignment (4.20) and Ability to multi task (4.07) are classified as Very Satisfactory with the general mean of 4.23 (Outstanding).

Furthermore, interns are good in overcoming difficulties and working under pressure since they can successfully deliver their work even in stressful conditions. This means that the findings suggest that interns are able to cope with difficult tasks and overcome obstacles to deliver results. However, there is also a possibility for improvement since there is room left for enhancing their abilities in multitasking. This skill may be of particular importance in a work environment, especially when one needs to complete several tasks within a certain period of time. Therefore, interns can develop this skill in order to become more effective in completing tasks simultaneously.

In relation to initiative/productivity, the highest mean can be observed in the statement Ability to complete assignments without the need for prompting from the supervisors and/or others (4.37); then there are two statements that have equal ratings of Successfully completes tasks independently and consistently (4.32) and Seeks additional support when necessary (4.32). Other statements that received high mean include Engages in continuous learning (4.30); Contributes new ideas and always seeking ways to improve the department/organization (4.23), the latter statement is classified as Outstanding while the statement Recognizes and takes appropriate action to effectively address problems and opportunities (4.19) is classified as Very Satisfactory. The general mean for this competency is 4.29 and classified as Outstanding.

Furthermore, interns are willing to contribute new ideas to the organization they work in and they strive to improve themselves continuously. This shows that interns have initiative and take an active part in improving the work environment. They demonstrate their desire to learn constantly, which can also be regarded as an important skill for professionals. However, there is

a slight room for improvement since their rating in recognizing and solving opportunities and problems was a bit low as it was evaluated as Very Satisfactory. Improving these skills may be particularly helpful in becoming better at initiative and productivity.

In terms of judgment/decision-making, the highest mean is found in the statement Analyzes problems effectively (4.23); followed by Demonstrates the ability to make creative and effective solutions to problems (4.17); and third is Demonstrates good judgment in handling routine problems (4.16). The general mean for judgment/decision-making competency is 4.19 and is evaluated as Very Satisfactory.

The high rating in analyzing problems effectively (4.23), which is also classified as Outstanding, suggests that interns can analyze the situation and make appropriate decisions.

As for the dependability/reliability, the highest rating is achieved in the statement Adapts effectively to changes in the work environment (4.31); other two statements that gained outstanding results include Displays a consistent level of high performance (4.29) and Ability to follow through and meet required deadlines (4.23). While Is personally accountable for his/her actions (4.20) is classified as Very Satisfactory. The general mean for this competency is 4.26 and it is considered as Outstanding.

It can be seen that the highest mean for adapting effectively to changes in the workplace is associated with high level of interns' reliability. Thus, this finding proves that interns are able to adapt to changes quickly, which is an important skill in any work environment. Their readiness to take part in the process of work and meet deadlines and perform highly in accomplishing tasks is also a sign of reliability. However, one area where interns may still improve their performance includes the aspect of their personal accountability since it scored slightly less as compared with other criteria.

However, interns may become more reliable employees if they improve this skill. Nevertheless, it is clear that interns are reliable and trustworthy professionals and there is a possibility of developing their professionalism in the future.

In connection with attitude, the highest rating was obtained for the statement Accepts constructive criticism positively (4.36) followed by Make a positive contribution to morale (4.33). Meanwhile, there are two statements that share the same rating, i.e., Shows sensitivity to and consideration for other's feelings and Shows pride in work and the last statement is Offers assistance willingly (4.27). All four statements have been rated as Outstanding (mean = 4.32).

It is evident from the findings above that interns have a positive attitude towards their work and they are highly motivated to do their best in accomplishing tasks. Besides, the high ratings obtained by the last three statements reveal interns' interpersonal values since they are able to take into consideration other people's emotions and offer them help whenever needed. Overall, these ratings show that interns have a positive attitude that is beneficial for their individual and collective performance.

Finally, regarding professionalism, the highest mean of 4.41 was obtained in the statement Follows all policies and procedures when issues and conflicts may arise; next is Uses all tools, equipment and machines responsibly (4.34); followed by Physical and appearance is conducive with the work environment and placement rules (4.31); and Respects those in authority (4.27). All four statements are rated as Outstanding with the general mean of 4.33 (Outstanding).

High ratings in the area of professionalism indicate that interns perform in accordance with policies and procedures; are responsible using machines and tools; and are physically ready to perform in a particular work environment. These findings prove that interns show the respectfulness and reliability that are important for professional behavior in organizational environment.

Table 10

Internship Performance among Business Interns

Internship Performance	Weighted Mean	Verbal Interpretation
Teamwork		
Consistently works with others to accomplish goals and tasks	4.26	Outstanding
Treats all team members in a respectful and courteous manner	4.27	Outstanding
Actively participates in activities and assigned tasks as required	4.13	Very Satisfactory
Willingness to work with team members to improve team collaboration on a continuous basis	4.28	Outstanding
Considers the feedback and views of team members when completing an assigned task	4.18	Very Satisfactory
Total	4.23	Outstanding
Communication		
Actively listens to supervisor and/or co-workers	4.15	Very Satisfactory
Comprehends written and oral information	4.15	Very Satisfactory
Consistently delivers accurate information both written and orally	4.25	Outstanding
Reliably provides feedback as required, both internally and externally	4.33	Outstanding
Total	4.22	Outstanding
Attendance and Punctuality		
Is punctual on a regular basis	4.28	Outstanding
Maintains a good attendance	4.39	Outstanding
Inform supervisor in a timely manner when absenteeism and lateness may occur	4.36	Outstanding
Total	4.34	Outstanding
Productivity/Resilience		

Consistently delivers quality results	4.31	Outstanding
Ability to meet deadlines and manages time well	4.26	Outstanding
Ability to multi task	4.07	Very Satisfactory
Ability to work around problems and obstacles in a stressful situation in order to achieve the required task	4.21	Outstanding
Time management is effective and efficient	4.31	Outstanding
Efficiently informs supervisor of any challenges or barriers relevant to given task or assignment	4.20	Very Satisfactory
Total	4.23	Outstanding
Initiative/Proactivity		
Ability to complete assignments without the need for prompting from the supervisor and/or others	4.37	Outstanding
Successfully completes tasks independently and consistently	4.32	Outstanding
Seeks additional support when necessary	4.32	Outstanding
Recognizes and takes appropriate action to effectively address problems and opportunities	4.19	Very Satisfactory
Engages in continuous learning	4.30	Outstanding
Contributes new ideas and always seeks ways to improve the department/organization	4.23	Outstanding
Total	4.29	Outstanding
Judgment/Decision-Making		
Analyzes problems effectively	4.23	Outstanding
Demonstrates the ability to make creative and effective solutions to problems	4.17	Very Satisfactory
Demonstrates good judgment in handling routine problems	4.16	Very Satisfactory
Total	4.19	Very Satisfactory
Dependability/Reliability		
Ability to follow through and meet required deadlines	4.23	Outstanding

Is personally accountable for his/her actions	4.20	Very Satisfactory
Adapts effectively to changes in the work environment	4.31	Outstanding
Displays a consistent level of high performance	4.29	Outstanding
Total	4.26	Outstanding
Attitude		
Offers assistance willingly	4.27	Outstanding
Make a positive contribution to morale	4.33	Outstanding
Shows sensitivity to and consideration for other's feelings	4.32	Outstanding
Accepts constructive criticism positively	4.36	Outstanding
Shows pride in work	4.32	Outstanding
Total	4.32	Outstanding
Professionalism		
Respects those in authority	4.27	Outstanding
Uses all tools, equipment and machine responsibly	4.34	Outstanding
Follows all policies and procedures when issues and conflicts may arise	4.41	Outstanding
Physical and appearance is conducive with the work environment and placement rules	4.31	Outstanding
Total	4.33	Outstanding
Overall	4.27	Outstanding

Table 11 shows the correlation results between internship learning experience and career readiness of graduates with a p-value of .024 indicating that there is a significant relationship between the two variables. In this case, the null hypothesis of the study, *There is no significant relationship between the internship learning experience and career readiness of the respondents* is rejected.

Table 11

Correlation results between Internship Learning Experience and Career Readiness **Correlations**

		Internship Learning Experience	Career Readiness
Internship Learning Experience	Correlation Coefficient	1.000	.193*

Spearman's rho	Sig. (2-tailed)	.	.024
Career Readiness	N	137	137
	Correlation Coefficient	.193*	1.000
Sig. (2-tailed)		.024	.
N		137	137

*. Correlation is significant at the 0.05 level (2-tailed).

In essence, this finding suggests that the level of workforce readiness that graduates have is determined by the quality and extent of their internship experiences. In other words, those who have more enjoyable, well-structured, and interesting internship experiences tend to be better prepared in terms of knowledge, skills, attitude, and job readiness.

In addition, this finding highlights the importance of internship programs as a crucial element of academic preparation because they serve as an intermediary between theory and practice. In essence, the finding suggests that the employability and preparedness of graduates could be greatly improved if internship experiences were improved.

Table 12 shows the results obtained in terms of correlation between internship learning experience and internship performance with a p-value of .046 suggesting that there is a statistically significant relationship between the two variables discussed. As such, the null hypothesis of the study needs to be rejected.

Findings show that interns' performance on a range of competencies is greatly affected by the quality and extent of knowledge that they are able to acquire while completing their internships. Moreover, their ability to demonstrate workplace behavior and meet performance criteria depends on their increasing knowledge and experience.

Table 12

Correlation results between Internship Learning Experience and Internship Performance

Correlations

	Internship Learning Experience	INTERNSHIP PERFORMANCE
Correlation Coefficient	1.000	.171*
Internship Learning Experience	.	.046
Spearman's rho	137	137
Experience	.171*	1.000
N	.046	.
Correlation Coefficient	137	137

INTERNSHIP		
	Sig. (2-tailed)	
PERFORMANCE		
N		

*. Correlation is significant at the 0.05 level (2-tailed).

5. Conclusion

The research presented information about the demographics of the respondents, including their gender, age, and employment, which helped in comprehending the context in which they had participated in the internship. The characteristics were the grounds for analyzing their learning experience through internships and career preparation. According to the results, the respondents' learning experience regarding internship knowledge and soft skills was found to be very satisfactory. The finding means that the internship programs were effective in providing students with essential internship knowledge and practical experience, as well as soft skills such as time management, responsibility, and flexibility.

Moreover, it was found out that the respondents' attitude toward work, technical skillset, social skills, and organizational understanding were highly satisfying regarding career readiness. The result shows that the respondents have all the required skills, attitudes towards work, and social skills to demonstrate good performance in professional environments. Lastly, the hypothesis was rejected since there was evidence of a significant positive correlation between internship learning experience and career preparation, as illustrated by the low p-value of 0.024.

In addition, according to the results, internship learning experience positively influences the performance of business interns. The result can be concluded based on the low p-value of 0.046 and the fact that there was found to be a positive relationship between internship learning experience and performance. The low p-value means that there exists sufficient evidence for rejecting the null hypothesis.

6. Recommendation

7. References

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