**Influence of student internship on career readiness skills of BEEd and BSEd student interns of St. Francis xavier college**

**Abstract**

A student internship is a temporary work experience program designed to provide students with practical, hands-on experience in their field of study or career interest. Student internships play a significant role in developing career readiness skills. They bridge the gap between academic learning and professional work, equipping students with the skills and knowledge they need to transition into the workforce with confidence. This study aimed to determine the significant influence of student internships on career readiness skills among education interns at St. Francis Xavier College. Employing a predictive quantitative research design, the study utilized adapted and slightly modified questionnaires from studies published in reputable international journals. These instruments were administered to 168 education interns to gather much-needed data. Statistically, the collected data were processed using the weighted mean, standard deviation, Pearson Product-Moment Correlation Coefficient, and Regression Analysis. Results indicated that the extent of student internships was rated very high, and the level of college readiness skills was also very high. Moreover, the study revealed a positive and significant relationship between student internships and career readiness skills. Furthermore, the study found that student internship significantly influences career readiness skills. It can be concluded that practical learning enhances academic knowledge. The hands-on experiences gained through internships complement theoretical learning, allowing students to better understand and apply academic concepts in real-world scenarios**.** This manuscript highlights the importance of internship in professional college students for skill development in their future career. It is written orderly and the method used is scientifically sound. Statistical calculations are trustworthy and results are believable.

**Keywords: Student Internship, Career Readiness Skill, Predictive Quantitative Research Design, Philippines**

**Introduction**

Career readiness is essential in today’s dynamic job market, equipping graduates with the skills and traits needed to transition from education to employment and succeed in evolving workplaces (Kuttappan, 2023). However, challenges persist, including discrepancies between students’ self-assessed readiness and actual competencies, misalignment with employer expectations, and limited career service engagement (Andrade, 2019). Inadequate data collection further complicates efforts to evaluate readiness levels. While studies show students believe they develop key competencies in college, gaps remain between perceived and actual preparedness for the workforce (Miller, 2019). These issues highlight the need for more targeted, data-driven strategies to improve career readiness outcomes.

Communication, problem-solving, and teamwork, which are all key aspects of career readiness, are essential for students as they transition into the workforce. These skills are closely tied to practical experiences like internships, which allow learners to apply academic knowledge in real-world settings. Hora et al. (2020) found that internships enhance employability, while Bawica (2021) noted that structured internship programs that include challenging tasks, effective supervision, and clear objectives contribute to positive student experiences and enhanced employability readiness. These findings stress the need to integrate structured internship programs into higher education to better prepare students for today’s professional demands.

Despite growing research on internships and career readiness, few quantitative studies focus on BEEd and BSEd student interns. Prior studies, such as those by Wei and Phaik (2024), and D'Accordo (2024), explored internship effects in various fields using qualitative or mixed methods, but none offer clear statistical data on education majors. This gap limits understanding of how internships shape workplace readiness among future educators. Thus, this study aims to quantitatively examine the impact of student internships on career readiness and explore whether academic achievement influences post-graduation preparedness. Its findings will guide institutions in strengthening internship programs for teacher education.

***Statement of the Problem***

The study aimed to determine the significant influence of student internship on the career readiness skills of the BEEd and BSEd student interns. Specifically, it intended to answer the following questions:

1. What is the level of internship in terms of:
   1. internship program;
   2. pre-internship;
   3. during internship; and
   4. post internship?
2. What is the level of career readiness in terms of:

2.1. career management;

2.2 communication;

2.3 critical thinking, problem solving;

2.4 digital technology;

2.5 global and cultural fluency?

1. Is there a significant relationship between student internship and career readiness skills?
2. Does student internship significantly influence career readiness skills?

***Null Hypotheses***

Ho1: There is no significant relationship between student internship and career readiness skill.  
Ho2: There is no significant influence of student internship on career readiness skill.

***Theoretical/Conceptual Framework***

This study is anchored in David Kolb’s (1976) Experiential Learning Theory, which views learning as a cycle involving Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. In student internships, interns gain hands-on teaching experience (CE), reflect on their practices (RO), develop new strategies (AC), and apply them in future classroom settings (AE). This process plays a crucial role in building career readiness by linking experience with continuous professional growth.

|  |
| --- |
| **Student Internship**   * Internship program |

|  |
| --- |
| **Career Readiness Skill**   * Career Management * Communication * Critical thinking problem solving * Digital technology * Global and cultural fluency * Leadership * Professional and Work Ethics * Teamwork and Collaboration |

***Figure 1. Conceptual Framework***

***Methodology***

This study employed a descriptive-correlational research design to examine the relationship and influence of student internship on career readiness skills. The research was conducted at St. Francis Xavier College, located in San Francsico, Agusan del Sur, Philippines, during the academic year 2023-2024.

The study participants included 105 Bachelor of Elementary Education (BEEd) and 63 Bachelor of Secondary Education (BSEd) student interns, selected using the universal sampling method. Only students who were officially enrolled during the academic year were included in the sample.

To gather the necessary data, two main instruments were used: the student internship questionnaire developed by Plaza et al. (2017) which includes 27 items rated on a 5-point Likert scale, and the career readiness skill adapted from Miller (2019), composed of 35 items distributed unequally to eight indicators.

The data gathering procedure involved securing approval from the Executive Vice-President of the school and the Dean of the College of Teacher Education. A formal request was made to the Registrar’s Office for the official list of student interns enrolled during the academic year 2023–2024. Upon approval, informed consent was obtained from the respondents before distributing the research instruments. The collected data were then encoded and subjected to analysis.

Descriptive statistics, including the mean and standard deviation, were utilized to assess the levels of student internship experience and career readiness skills. To determine the relationship between the two variables, Pearson’s correlation coefficient was applied. Furthermore, multiple regression analysis was conducted to evaluate the extent to which student internship experiences predict or influence career readiness skills.

Ethical considerations were diligently followed throughout the study. The confidentiality of participants' responses was safeguarded, and participation was voluntary, with respondents given the freedom to withdraw from the study at any time without facing any repercussions.

**Results**

**Table 1. Descriptive Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variables and Their Indicators** | **Standard Deviation** | **Mean** | **Verbal Description** |
| **Student Internship** | **.39** | **3.55** | **Very High** |
| Internship Program | .45 | 3.42 | Very High |
| Pre-internship  During Internship  Post-internship | .43  .53  .43 | 3.60  3.50  3.67 | Very High  Very High  Very High |
| **Career Readiness Skill** | **.44** | **3.51** | **Very High** |
| Career Management  Communication  Critical Thinking  Digital Technology  Global and Cultural Fluency  Leadership  Teamwork and Collaboration | .54  .52  .51  .51  .56  .77  .49 | 3.44  3.56  3.51  3.59  3.45  3.28  3.68 | Very High  Very High  Very High  Very High  Very High  Very High  Very High |

Table 1 shows high mean scores for both student internship and career readiness skill. Post-internship had the highest mean of 3.67, while the internship program scored the lowest at 3.42, yet all indicators remain within the Very High range. The low standard deviations (0.39 to 0.53) reflect consistent responses among students, indicating strong performance and positive outcomes throughout the internship experience. These results highlight the effectiveness of the program in preparing students, supporting their development, and enhancing career readiness.

On the other hand, students demonstrate a very high degree of career readiness skill among eight indicators. Results show high mean scores across eight indicators of career readiness skills, ranging from 3.28 to 3.68, with an overall mean of 3.51, all rated as Very High. This suggests that respondents consistently demonstrate strong readiness for professional environments. Communication scored 3.56, emphasizing its vital role in workplace interaction. Critical thinking and problem-solving, both essential for handling job-related challenges, recorded a mean of 3.51. The integration of digital technology also ranked high, with a mean of 3.59, highlighting the importance of tech proficiency in today’s careers. These consistently high scores reflect well-developed competencies essential for workforce success.

**Table 2. Test of Relationship**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Independent Variable** | **Career Readiness Skills** | | | |
| **R-value** | **p-value** | **Decision on Ho** | **Remarks** |
| **Student Internship** | .55 | .000 | Rejected | Significant |

Table 2 shows the statistical correlation between student internship and career readiness skills. The results show a significant positive relationship, with a computed Pearson correlation coefficient (R-value) of .55 and a p-value of .000. Since the p-value is less than the standard significance level of 0.05, the null hypothesis is rejected, indicating that student internship has a statistically significant relationship with students' career readiness skill.

**Table 3. Regression Table**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Independent Variable** | **Career Readiness Skill** | | | | |
| **R2-value** | **F-Value** | **p-value** | **Decision on Ho** | **Interpretation** |
| **Student Internship** | 30.0% | 71.232 | .000 | Rejected | Significant |

Table 3 illustrates the findings of the regression analysis, showing that student internship significantly predicts career readiness skill. The R² value of 30.0% indicates that student internships account for a substantial portion of the variance in students' career readiness. With an F-value of 71.232 and a p-value of .000, the result is statistically significant, prompting the rejection of the null hypothesis (Ho). This outcome implies that students who engage in internships are more likely to develop skills essential for entering the workforce. Despite this significant relationship, 70% of the variance remains unexplained, pointing to the necessity of investigating additional variables that contribute to career readiness. This supports the need for a more comprehensive approach to understanding all factors involved in student career development.

**Discussion**

The study revealed that BEEd and BSEd student interns at St. Francis Xavier College had developed the necessary skills throughout their internship supported by the findings that strong internships enhance employability and job prospects (Knouse et al., 2016).High level of pre-internship readiness underscores the importance of preparation (Arias-Aranda et al., 2018), while post-internship growth in skills and professionalism aligns with research highlighting internships’ role in career development (Margaryan et al., 2022). Overall, internships effectively bridge academic learning and practical experience, better preparing students for the workforce.

Correlation analysis revealed a significant positive relationship between student internships and career readiness skills, suggesting that students who engage in internships develop key professional competencies such as communication, problem-solving, and teamwork (Cunningham et al., 2020). It was also found that 76.6% of college students with internship experience exhibited high career adaptability, indicating a strong correlation between internships and readiness for professional roles (Ameliah & Jatnika, 2024). High-quality internship programs serve as vital platforms for students to translate academic knowledge into real-world practice. Integrating such opportunities into educational programs strengthens students’ readiness for career success.

Regression analysis confirmed that internship experiences significantly influence students’ perceived work readiness, supporting previous research that connects internships to career readiness skill. Students who engaged in internships reported improved application of academic, higher-order, and professional skills in real-world settings, highlighting personal growth and job satisfaction over external rewards such as salary (Kapareliotis et al., 2019). Internships improve digital engineering competencies, including technical understanding of digital technologies and programming skills, as noted by Rosnelli et al. (2021). These programs serve as a bridge between theoretical knowledge and practical experience, ultimately improving graduates’ employability prospects (Margaryan et al., 2020).

**Conclusions**

Since student internships significantly influence career readiness skills, David Kolb’s (1976) Experiential Learning Theory is affirmed, as it highlights the importance of linking theory to practice. Internships serve as valuable opportunities for students to apply academic knowledge, cultivate essential skills, and establish professional networks. Students who engaged in internship experiences demonstrated greater adaptability, collaboration, and confidence, all of which are key indicators of enhanced career readiness. Statistical analysis revealed that internships accounted for 30% of the variance in career readiness, suggesting that additional contributing factors may exist beyond the scope of this study.

**Recommendations**

Given these findings, higher education institutions are encouraged to enhance internship programs by integrating them into the curriculum, assigning a dedicated Cooperating Teacher for consistent mentorship, and providing structured feedback and reflection opportunities. Establishing strong partnerships with cooperating schools and offering professional development workshops, career counseling, and experiential learning can further support students’ career readiness. Future research may investigate additional influencing factors, such as motivation and industry engagement, and replicate the study across diverse academic contexts to validate and extend its findings.

**Ethical Approval:**

As per international standards or university standards written ethical approval has been collected and preserved by the author(s).

**Consent**

As per international standards or university standards, Participants’ written consent has been collected and preserved by the author(s).

**Disclaimer (Artificial intelligence)**

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

**References**

Ameliah, A. D., & Jatnika, R. (2024). Descriptive Study of College Student’s Career Adaptability with An

Internship Experience. *Annals of Human Resource Management Research*, *4*(1), 1–11. <https://doi.org/10.35912/ahrmr.v4i1.1806> <https://www.researchgate.net/publication/381335822_Descriptive_Study_of_College_Student's_Career_Adaptability_with_An_Internship_Experience>

Arias-Aranda, D., Bustinza, O. F., & Barrales-Molina, V. (2018). Creating isolating mechanisms through digital

servitization: The case of Covirán. *Strategic Change, 27*(5), 399–409. <https://www.researchgate.net/publication/324212711_Creating_isolating_mechanisms_through_digital_servitization_The_case_of_Coviran>

Bawica, I. M. (2021). *The University Internship Program and its Effects on Students’ Employability*

*Readiness*. *2*(3), 86–101. <https://doi.org/10.53378/348731>. <https://www.researchgate.net/profile/Ismaela> Bawica/publication/355114564\_The\_University\_Internship\_Program\_and\_its\_Effects\_on\_Students'\_Employability\_Readiness/links/63e8f14d6425237563ab5947/The-University-Internship-Program-and-its-Effects-on-Students-Employability-Readiness.pdf?origin=journalDetail&\_tp=eyJwYWdlIjoiam91cm5hbERldGFpbCJ9

Cunningham, T. R., Tinc, P. J., Guerin, R. J., & Schulte, P. A. (2020). Translation research in occupational

health and safety settings: Common ground and future directions. *Journal of Safety Research, 74*, 161–167. <https://pubmed.ncbi.nlm.nih.gov/32951779/>

D'Accordo, C. (2024). Exploring Undergraduate Student Perceptions of Career Readiness: A Survey

Methodology Approach Readiness: A Survey Methodology Approach. <https://digitalcommons.molloy.edu/cgi/viewcontent.cgi?article=1202&context=etd&fbclid=IwY2xjawL_4VBleHRuA2FlbQIxMABicmlkETFZcmEzU0ltRFd5VERDTDZCAR4RYhyrJ2H3yICrjvXztp459PprXVLPdiE2MXf_YROyGrpIglDyQjOK7tKBkg_aem_d2NvspBPvRGjFMnsv6upQg>

Wei B. and Phaik `C. P. C. (2024) Enhancing Career Readiness Through Internship Efficacy, Career Adaptability, Soft Skills Development, Experiential Learning, Social Competency, and Curriculum Alignment: Hypothesis Development. International Journal of SocialSciences: Current and Future Research Trends (IJSSCFRT) -Volume 21, No 1, pp 128-140

Knouse, S.B., Tanner, J.R. and Harris, E.W. (1999), “The relation of college internships, college

performance, and subsequent job opportunity”,Journal of Employment Counseling, Vol. 36 No. 1,

pp. 35-43. https://psycnet.apa.org/record/1999-05742-004

Kuttappan, R. (2023, May 22). Career readiness: Building a strong foundation for professional success.

https://www.linkedin.com/pulse/career- readiness-building-strong-foundation-success- rohit-kuttappan

Margaryan, S., Saniter, N., Schumann, M., & Siedler, T. (2022). Do internships pay off? The effects of student

internships on earnings. *Journal of Human Resources,*July 2022, 57 (4) 1242-1275; DOI:

<https://doi.org/10.3368/jhr.57.4.0418-9460R2>

Miller, V. (2019). "The perception of career readiness skill development in college seniors" (2019).] Masters Theses. 603. <https://commons.lib.jmu.edu/master201019/603>

Kapareliotis, I., Voutsina, K., & Patsiotis, A. (2019). Internship and employability prospects: assessing student’s work readiness. Higher Education, Skills and Work-Based Learning, 9(4), 538-549.

Plaza, O., Sual, R. (2017). Student Internship Program of the Philippines and 21st Century Competencies: Basis

for the Improvement of On-the-Job Training.https://www.researchgate.net/publication/360743124\_Student\_Internship\_Program\_of\_the\_Philippines\_and\_21st\_Century\_Competencies\_Basis\_for\_the\_Improvement\_of\_On-the-Job\_Training. https://www.researchgate.net/publication/360743124\_Student\_Internship\_Program\_of\_the\_Phil

ippines\_and\_21st\_Century\_Competencies\_Basis\_for\_the\_Improvement\_of\_On-the-Job\_Training

Rosnelli, R., Ariyanto, M., & Purba, S. (2024). The Role of Industrial Internship Activities to Improve Digital

Competency of Engineering Students: Perception of Engineering Managers in Industry. *International Journal of Learning, Teaching and Educational Research*, *23*(9), 498–517. <https://doi.org/10.26803/ijlter.23.9.25>. https://www.researchgate.net/profile/Fatima-Belkhir/publication/389041988\_Vol\_23\_No\_9\_September\_2024/links/67b211cf4c479b26c9e2fbc9/Vol-23-No-9-September-2024.pdf#page=505