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Implementation of Student Internship Program among Bachelor of Science in Office Administration (BSOA) Students

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ABSTRACT

This study was conducted to assess the Implementation of Student Internship Program among BSOA Students, who had undergone on Student Internship Program (SIP) which was guided by answering the profile of respondents which includes the Personal Profile in terms of Section, Age, Sex., Civil Status and Socio-Economic profile in terms of Household Monthly Income, Gadgets owned, and Educational Materials used of the respondents. The study also assessed the Extent of Implementation (Pre-deployment, Deployment, Exit); Challenges encountered by BSOA Students on the Student Internship Program (Pre-deployment, Deployment, Exit). The respondents were the 114 BSOA students for the academic year 2023-2024. This study utilized the Quantitative Descriptive Research Method and Slovin's formula, percentage technique, weighted mean, and rank order method as the statistical tools. The study revealed that most of the respondents are from Section A and majority of the respondents belonged to age bracket of 21-22 years old and mostly are dominated by female which are single, it also revealed that the Household Monthly income of the respondents belong to Php15, 000 and below; The gadgets owned by most of the respondents is cellphone and the educational materials they used is learning module; as to extent of implementation of SIP, findings revealed that along pre-deployment, deployment, and exit, all garnered a verbal interpretation of very high extent. In terms of challenges encountered, the respondents' average weighted mean interprets as seldom encountered. The output of this study is the proposed recommendations to enhance the

Implementation of the Students' Internship Program among BSOA students.

Keywords
Implementation
Learning Module
Pre-Deployment
Student Internship

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Introduction

Internships are a form of experiential learning whereby students can apply and practice skills in a professional setting while gaining career and life experience. The educational community is tasked with preparing students for career-ready positions. Aligned with the skill development and curriculum content, experiential learning has often proven beneficial for students to reinforce concepts and provide a transfer of knowledge and application [1]**.** Internships, before graduation, seem to provide a win-win opportunity for the student in the form of real-world, experiential learning. The organization benefits by receiving additional resources at a reduced rate and an opportunity to determine whether the individual will be a good fit for the culture and the position [2].

In the Philippines, several policies have been established to regulate the management of Internship Programs. The initial policy for the student internship programs came with the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 23 Series of 2009 or the "Guidelines for Student Internship Program in the Philippines (SIPP) for All Programs with Practicum Subject." The CMO oversees several offices and functions subsumed under SIPP Implementation [3]. This system was later revised in the Commission on Higher Education Department Memorandum Order No. 104, Series of 2017 titled, "Revised Guidelines for Student Internship Program in the Philippines (SIPP) for All Programs." The CMO No. 104 defines an Internship as

> "the practical application of classroom learning to the actual in a regular work environment, such as but not limited to commercial and industrial services, government, or non-government agencies" [3].

This internship program is meant to provide students with an opportunity to complement their formal learning with practical knowledge, skills, and desirable attitudes while gaining hands-on experience in a recognized Host Training Establishment.

Achievement of the internship program objectives ensures the possibility of good-performing graduates. The opposite will most likely produce poor-performing graduates, thus promoting job-skill mismatch. Hence, the student internship program, vital as it is, should not only be dynamic and skill-centered for the students to effectively grasp the practical learning in the workplace. Relative to this, a great number of universities and colleges utilize national

government agencies and private institutions as venues for their student internship program. People Management Association of the Philippines (PMAP) [4]. Because of the importance of student internship programs, there is a need to ensure that students undertaking their training in these private and public institutions are given skill-specific tasks and mentoring. Students should be exposed to trade skills on top of the basic academic skills/learning.

The transition from academic learning to practical application in the workplace is a significant step in a student's career journey. SIP serves as a critical bridge, offering a platform for aspiring professionals to apply theoretical knowledge in real-world scenarios. Student Internship Program is multifaceted, encompassing not only the acquisition of industry-specific skills but also the development of soft skills such as communication, teamwork, and problem-solving [5]. This phase is instrumental in bridging the gap between theoretical knowledge to its practical implementation. It is during this phase that students are molded to meet the challenges of the professional world, fostering a smooth transition from the classroom to the workplace.

The Bachelor of Science in Office Administration is a four-year course that prepares students for a career in an outcome-focused, technology-rich, and professional environment. Courses in the curriculum are those that will thoroughly familiarize the students with current techniques in office practice and procedures, developments in office systems and technology, good team-working and management skills, and application of the principles of good human relations and communications to prepare them to be key players in day-to-day office operations. Lessons in writing routine reports and correspondence and speaking effectively to employers, employees, and the general public are provided in selected courses. The BSOA program also trains the students to work independently, without the need for on-site supervision. CHED Memorandum Order 19, Series of 2017 [6].

This study sought to understand the extent of implementation of a student internship program for graduating students of BSOA in the academic year 2023-2024 and to develop recommendations to address the challenges in the implementation of the SIP. In particular, the researchers aim to assess the extent of implementation and challenges encountered by graduating BSOA students during their pre-deployment, deployment, and exit. This will also help the administration in producing more internship-prepared BSOA students who are proficient in accomplishing administrative tasks in their respective Host Training Establishments (HTEs) and beyond.

Materials and Methods

A. Research Design

In this study, the researchers applied a quantitative type of research and used descriptive research. This method helps to assess the implementation of the SIP among Bachelor of Science in Office Administration students. This method provides a clearer picture of the extent of implementation of SIP, showing strengths and areas that need improvement.

B. Respondents

The respondents of the study are one hundred fourteen graduating students who were officially enrolled in the academic year 2023-2024 in the College of Tourism, Hospitality, Business and Management, particularly in the Bachelor of Science in Office Administration. One of the vital processes to keep this study successful. Those participants were chosen by the researchers because they were suitable and represented an important demographic group, assessing the implementation of the SIP among BSOA students at Camarines Sur Polytechnic Colleges.

C. Research Instrument

The tool used in primary data collection was through questionnaire. The questionnaire was self-made and designed to help the respondents identify the extent of implementation, together with the challenges encountered by the respondents on their Student Internship Program, as well as the recommended actions.

D. Documentary Analysis and Statistical Treatment of Data

The following statistical tools will aid the researchers in analyzing and interpreting the data.

- Slovin's Formula. This formula was used to gain the sample populations with a desired level of precision. It was used in terms of calculating the sample number from a number of a population given using this formula.
- Percentage Technique. Used to determine the number of respondents who answered a particular question or to quantify the respondents' profiles.
- Weighted Mean (WM). Used to determine the level of performance of 4th-year BSOA students on the SIP along the different sets of components.
- Ranking Method. Used to identify which is first, second, or last and determines the position in a series when the scores have been arranged in order. The researchers used the ranking method to determine the result of the extent of implementation and the challenges encountered by BSOA students in their SIP.

Results and Discussion

A. The Extent of Implementation of the SIP

The extent of implementation of the SIP among the respondents is a critical factor in understanding its effectiveness. This aims to provide an in-depth analysis of various stages of the SIP implementation: pre-deployment, deployment, and exit.

1. Pre-deployment

In Table 1, the highest-ranked aspects of internships they are officially enrolled in the internship course, with a weighted mean of 3.76. This shows that interns feel very high extent in making themselves officially enrolled in the internship course, which is very crucial since the students cannot undergo the Student Internship Program if they are not officially enrolled. On the other hand, undergoing the pre-deployment orientation seminar workshops on office decorum and school policies of the internship, having a weighted mean of 3.56, and the verbal interpretation is very high extent, which highlights that there might be room for improvement in it, which is why it has the lowest rank.

Table 1. The Extent of Implementation of the SIP, along with pre-deployment

Description	Weighted mean	Verbal Interpretation	Rank
1. I completed all the pre-requisite courses required for the internship.	3.70	Very High Extent	**3.5**
2. I am officially enrolled in the internship course.	3.76	Very High Extent	**1**
3. I accomplished my pre-internship requirements stipulated in the SIP Manual.	3.67	Very High Extent	**7**
4. I submitted the notarized written consent from parents or a legal guardian.	3.62	Very High Extent	**9**
5. I submitted my medical certificate indicating that I am physically, mentally, and emotionally fit.	3.71	Very High Extent	**5**
6. I undergo the required orientation for internship conducted by the college or the SIP coordinator.	3.69	Very High Extent	**6**
7. I have already paid the required payment for the SIP.	3.70	Very High Extent	**3.5**
8. I passed all the qualifications required for the internship before the deployment.	3.74	Very High Extent	**2**
9. I am already oriented on the roles of the trainer, the Internship Coordinator, and the school agency or company.	3.64	Very High Extent	**8**
10. I undergo the pre-deployment orientation seminar workshops on office decorum and school policies of the internship.	3.56	Very High Extent	**10**
Average Weighted Mean	**3.67**	**Very High Extent**	

3.5-4.00- Very High Extent *2.5-3.49- High Extent*
1.5-2.49- Moderate Extent *1.00-1.49- Low Extent*

This implies that the students are very high extent by complying with the requirements one week before their deployment schedule. According to Creta [7], such training goes

beyond the post of duty care; it is also one of the essential prerequisites for all personnel involved. As in the case in Table 13 concerning the extent of implementation of the SIP among student interns, the structured pre-deployment programs qualify as crucial. The measures by CHED are a guarantee to ensure that the students have a safe and ethical internship. Based on violations, the imposition of sanctions on schools or training establishments, CHED maintains compliance with the guidelines established by Hebron [8].

2. Deployment

In Table 2, the highest-ranked aspect of internship is wearing their appropriate dress code and professional behavior at their internship site, with a weighted mean of 3.76. This shows that interns are very high extent in maintaining a professional appearance and behavior, which is crucial for creating a positive impression and adhering to workplace norms. On the other hand, being familiar with the culture and values of the organization at the internship site got the lowest rank, despite having a weighted mean of 3.45. Though still interpreted as "Very High Extent", this lowest ranking compared to other aspects shows that there might be room for improvement in how interns familiarize themselves with the culture and values of the organization in the internship sites.

Table 2. The Extent of Implementation of SIP, along with Deployment

Description	Weighted mean	Verbal Interpretation	Rank
1. I wear an appropriate dress code and professional behavior at my internship site.	3.76	Very High Extent	1
2. I am familiar with the culture and values of the organization at my internship site.	3.45	Very High Extent	10
3. I was able to use the tools instrument at my internship site.	3.54	Very High Extent	9
4. I attend the required orientation internship program conducted by the industry.	3.63	Very High Extent	6.5
5. I accepted miscellaneous jobs and tasks assigned by immediate supervisors without close supervision.	3.62	Very High Extent	6
6. I complied with my internship duties and responsibilities.	3.72	Very High Extent	3.5
7. I applied my theoretical knowledge in a practical setting.	3.63	Very High Extent	6.5
8. I complied with the duration and weekly hours required for my internship.	3.72	Very High Extent	3.5
9. I complied with the reporting structure within the internship organization	3.67	Very High Extent	5
10. I have learned the roles and regulations at the start of the internship.	3.75	Very High Extent	2
Average Weighted Mean	**3.65**	**Very High Extent**	

The implementation of dress code and behavior suggests that these areas are well-covered in pre-internship training. The lower ranking of familiarization with

organizational culture indicates that this area may not receive as much focus, suggesting room for improvement in preparing interns to integrate more fully into the workplace culture [9]. The study from Central College shows that workplace dress code significantly influences organizational culture, shaping employee perceptions and interactions. Appropriate dress codes boost morale by fostering professionalism and belonging.

Tangaro-Delelis [10] stated that internships help students prepare for the working world, yet many feel unprepared and need help understanding workplace norms, managing job expectations, and building relationships. To guarantee a seamless transition for interns into the profession, the study emphasizes the necessity of enhanced mentorship and communication initiatives in addition to support networks.

3. Exit

In Table 3, the respondents are very high extent on the completion of the agreed duration of internship hours during their exit, which is ranked as 1 among the indicators in the extent of implementation of SIP among BSOA students at exit. The lowest rank was operating machines and equipment at their assigned Host Training Establishment (HTE), but still, despite being the lowest rank, the verbal interpretation for that indicator is a very high extent. There can be some instances where they may face problems in operating the machines and equipment in their HTE, but they are still able to perform and accomplish it.

This implies that students are very high extent in completing the agreed duration of hours during internship since it is required for them to do so and they would be able to gather new knowledge throughout the SIP. The study of Wangchuk [11] shows that with an adequate duration of internship hours, it can be concluded that there will be industrial experience gained, which can provide the basis for a successful career after graduating from college.

In the study of Gangadharan & Santosh [12], that with the use of the hurdles faced by the students, just like in operating machines and equipment as which is the lowest rank among the indicators, can be used to implement educational measures by the institution to foster student development.

4. Summary of the Extent of Implementation of the SIP among the respondents

Table 4 shows the data on the summary of the extent of implementation of SIP among BSOA students. The data shown, it is shows that among the three variables on the SIP, which are pre-deployment, deployment, and exit. The graduating BSOA students are very high extent on pre-deployment with an average weighted mean of 3.67, and Exit got the lowest average weighted mean of 3.64.

Table 3. The Extent of Implementation of SIP, along with Exit

Description	Weighted mean	Verbal Interpretation	Rank
1. I submitted the student evaluation for the internship.	3.80	Very High Extent	2
2. I accomplished my Internship Journal on time.	3.75	Very High Extent	4
3. I completed the agreed-upon duration of the Internship Program.	3.81	Very High Extent	1
4. I submitted my Post-Internship Narrative Report after completing the Student Internship Program.	3.76	Very High Extent	3
5. I gave various insights and feedback to the Faculty Internship Coordinator as part of the Post Internship Activity.	3.68	Very High Extent	7.5
6. I performed the required skills and techniques necessary in the execution of operational procedures of the assigned tasks in the existing workplace.	3.70	Very High Extent	6
7. I complied with the provisions of the Internship Contract or Agreement, together with the rules and regulations of the Host Training Establishments and the College.	3.73	Very High Extent	5
8. I accomplished my monthly journal of experiences and reflections on the SIP.	3.68	Very High Extent	7.5
9. I can adapt to a workplace setting with the use of the knowledge and experiences I gained from SIP.	3.66	Very High Extent	9
10. I operated office machines and equipment in my assigned HTE.	3.62	Very High Extent	10
Average Weighted Mean	**3.64**	**Very High Extent**	

It implies that the students are very high extent on the extent of implementation of pre-deployment with the use of orientations conducted by the school before the Student Internship Program deployment. In the Exit, even though it got the lowest rank among the three, its verbal interpretation is still very high extent, and that reflects on the completion of the agreed duration of hours by students.

Table 4. Summary of the extent of implementation of the SIP

Description	Weighted mean	Verbal Interpretation	Rank
1. Pre-deployment	3.67	Very High Extent	1
2. Deployment	3.65	Very High Extent	2
3. Exit	3.64	Very High Extent	3
Grand Mean	**3.64**	**Very High Extent**	

The importance of pre-deployment training in improving the effectiveness of students during their internships has been highlighted by Anjum [9]**.** Internships are a vital step for providing students with direct experience; however, such experience would be most

fruitful if students have been adequately prepared. Pre-deployment training activities include orientation, workshops, and job-specific training that prepare the student with appropriate skills and knowledge to be successful. These activities help bridge the gap between theoretical learning and real-world application by preparing the students for the workplace environment.

In the study of Delelis [13], student interns can gather their feedback on the experiences regarding the internship to determine the strengths to be reinforced and the weaknesses to be immediately addressed as part of the post-internship program.

B. Challenges Encountered by BSOA Students

This comprehensive analysis aims to provide a deeper understanding of the challenges encountered by the respondents during pre-deployment, deployment, and exit, and propose recommendations to enhance the overall effectiveness of the SIP process.

1. Pre-deployment

Table 5 reveals the difficulties encountered by BSOA at the pre-deployment phase of their internship, where facing financial difficulties for the payment in the Students' internship is the utmost problem, with a weighted mean of 2.83. This financial aspect is mostly related to the exponential cost that arises in the process of acquiring medical certificates and other internship-related payments that hinder effective participation in the internship. On the other hand, the lowest ranked challenge, with a total weighted mean of 1.89 which is encountered difficulties in convincing their parent or legal guardian to sign the consent.

The highest ranked implies that Financial Issues can contribute towards postponing the completion of internship processes and requirements, increasing stress levels, or even preventing willing individuals from interning in positions that are important for their future careers.

This may take the form of enhancing access to financial aid, provision of certain fellowship grants or other cover for cost-related to internships, ensuring that students come forward for these opportunities irrespective of their economic situation. It's also crucial to note that the findings also demonstrate that a parent or Guardian Consent form is the least difficult one they encountered, meaning that a significant number of students do not need their parents' permission to go for an internship.

Table 5. Challenges Encountered by the Respondents According to Pre-deployment

Description	Weighted mean	Verbal Interpretation	Rank
1. It is challenging for me to meet all the academic prerequisites for my internship.	2.71	Sometimes Encountered	3
2. It is difficult for me to enroll in my internship course.	2.13	Seldom Encountered	7
3. I faced difficulties in completing all the requirements stipulated in the Student Internship Manual.	2.54	Sometimes Encountered	4
4. I encountered difficulties in convincing my parents or legal guardian to sign the consent.	1.89	Seldom Encountered	10
5. I encountered financial difficulties with my medical expenses.	2.81	Sometimes Encountered	2
6. It is hard for me to acquire all the discussions presented during the orientation.	2.22	Seldom Encountered	6
7. I am facing financial difficulties with my payment for the Student Internship.	2.83	Sometimes Encountered	1
8. It is hard for me to pass all the required qualifications for the Internship.	2.28	Seldom Encountered	5
9. I wasn't able to understand the discussion during orientation about the roles of the trainee, the SIP coordinator, the school and agency, or company.	2.05	Seldom Encountered	9
10. I'm having a hard time understanding the orientation discussion about the office decorum and school policies on internships.	2.07	Seldom Encountered	8
Average Weighted Mean	**2.35**	**Seldom Encountered**	

Oteyza et. al [14] also seek to explain that the ability to seek work placement opportunities among students is largely restricted by the financial burden that the students have to encounter, suggesting that social class can be a barrier to education and even career progression**.**

The change of life stages from a student to a professional is not always very simple. Students have to face many challenges when they enter professional life. They have to adjust themselves according to the professional environment by implementing their conceptual knowledge in the new world of work. Usually, business students use their skills and theoretical business knowledge in their first jobs [9].

2. Deployment

In Table 6 shows the highest-ranked challenge, with a weighted mean of 2.50, was facing challenges in adapting to the workplace culture. This indicates that interns found it most difficult to adapt to a new environment. On the other hand, the lowest-ranked challenge with a weighted mean of 2.07 was not receiving adequate orientation before

starting the internship, lack of appropriate dress, and being unable to build a professional network during the internship.

The highest mean suggests that adapting to workplace culture is a significant hurdle for interns. In contrast, the lower means for inadequate orientation, dress code issues, and networking challenges suggest these issues, though present, are still pressing. According to the study of Raga et al. [15], internships help students get ready for the working world, yet many feel unprepared and require assistance

Table 6. Challenges Encountered by the Respondents According to Deployment

Description	Weighted mean	Verbal Interpretation	Rank
1. I lack appropriate attire and am unable to build a professional network during my internship.	2.07	Seldom Encountered	9.5
2. I faced challenges in adapting to the workplace culture.	2.50	Sometimes Encountered	1
3. I encountered technical issues while performing my internship duties.	2.37	Seldom Encountered	3.5
4. I did not receive adequate orientation before starting my internship.	2.07	Seldom Encountered	9.5
5. I encountered challenges with the miscellaneous jobs and tasks assigned to me.	2.40	Seldom Encountered	2
6. I had a hard time complying with my duties and responsibilities.	2.15	Seldom Encountered	7
7. I find it challenging to apply theoretical knowledge to a practical situation.	2.37	Seldom Encountered	3.5
8. I faced logistical issues, such as transportation or scheduling conflicts, in complying with the duration and weekly hours required for my internship.	2.28	Seldom Encountered	5
9. I encountered challenges in complying with the reporting structure within the internship organization.	2.16	Seldom Encountered	6
10. I have encountered difficulties in learning the rules and regulations in the internship.	2.13	Seldom Encountered	8
Average Weighted Mean	**2.25**	**Seldom Encountered**	

Managing job expectations, establishing relationships, and comprehending workplace norms. The study highlights the need for improved mentorship and communication programs as well as support networks to ensure a smooth transition for interns into the workforce. The study by Relon [16] explores the lived experiences of student interns and highlights the challenges they face in adapting to new workplace cultures. This aligns with the survey results, which identified adapting to workplace culture as the highest-ranked challenge for interns, with a weighted mean of 2.50. Relon's study emphasizes the importance of providing students with opportunities to familiarize themselves with the

culture and language of their host industries before their internships, which supports the survey findings that inadequate orientation and preparation are significant issues for interns.

3. Exit

Table 7 shows the challenges encountered by BSOA students according to exit. The highest rank, which got the weighted mean of 2.23, is the respondents' requested assistance with co-trainees in finishing assigned work during their SIP. It indicates that the students still seek guidance from other trainees or maybe from their superiors to finish the assigned tasks.

Table 7. Challenges Encountered by the Respondents According to Exit

Description	Weighted mean	Verbal Interpretation	Rank
1. I wasn't able to evaluate my internship clearly since my assessment was insufficient to make an accurate evaluation.	1.91	Seldom Encountered	7
2. I had a hard time accomplishing my journal due to poor time management.	2.20	Seldom Encountered	2
3. Being late in going to work made it hard time accomplish the agreed-upon duration of the internship.	1.99	Seldom Encountered	6.5
4. Lack of time management causes the unaccomplishment of my Post-Internship Narrative Report.	2.12	Seldom Encountered	3
5. I had a hard time giving various insights and feedback to the Faculty Internship Coordinator due to the lack of constructive feedback on my performance.	2.11	Seldom Encountered	4
6. I requested assistance with co-trainees in finishing the assigned work.	2.23	Seldom Encountered	1
7. I violated the provisions of the Internship Contract or Agreement, rules, and regulations of the HTE and the College.	1.66	Never Encountered	8
8. I had a hard time managing my time well during an internship, which led to the unaccomplished monthly journal.	1.99	Seldom Encountered	6.5
9. My knowledge and experiences gained from SIP were not enough to be used in a workplace setting.	2.04	Seldom Encountered	5.5
10. I have less knowledge of operating workplace equipment and machines.	2.04	Seldom Encountered	5.5
Average Weighted Mean	**2.02**	**Seldom Encountered**	

According to Kapareliotis et al. [17], teamwork has benefits in an internship setting. It emphasizes that interns learn more efficiently through collaboration by sharing tasks, providing support to each other, and asking guidance from co-trainees, enhancing productivity by being able to gather guidance and different skills from others. The lowest

rank was respondents who violated the provisions of the Internship Contract or Agreement, rules, and regulations of the Host Training Establishment (HTE) and the college.

It means that students understood the rules and regulations that should be kept in mind while undergoing the Student Internship program. In the study of Anjum [9], the Student Internship Program has an impact on the professional growth and skills of interns. Not violating any rules and keeping up with the regulations of the THE would help them develop their personal development and capabilities.

4. Summary of the Challenges Encountered by the Respondents on the SIP

Table 8 shows the data on the summary of challenges encountered by BSOA students on the Student Internship Program.

Table 8. Summary of the Challenges Encountered on the SIP

Description	Weighted mean	Verbal Interpretation	Rank
1. Pre-deployment	2.35	Seldom Encountered	1
2. Deployment	2.25	Seldom Encountered	2
3. Exit	2.02	Seldom Encountered	3
Grand Mean	**2.21**	**Seldom Encountered**	

On Table 8, the respondents seldom encountered challenges on pre-deployment, which got the highest average weighted mean of 2.35, and the Exit got the lowest average weighted mean of 2.02, with a verbal interpretation of seldom encountered.

It implies that the respondents seldom encountered challenges during the pre-deployment, since they may have already gathered the necessary documents needed before the deployment. Exit got the lowest rank since they may have faced some challenges at the end of the SIP that might have affected their on-time submission of a needed compilation of documents. Moralista [18] examines the pre-deployment phase for internships and the financial challenges students are facing in preparing for their internships. Findings reveal that many students, particularly students from low socio-economic statuses, have problems with costs related to the pre-deployment phase of an internship. This would consist of administrative charges, procurement of required documents - be they health clearances, insurance, legal forms, and travel to attend orientations or training sessions. The study observed that these costs sometimes add up, creating further pressure on students to seek out resources or financial help.

In the study of Magnaye [19], the students are expected to perform the task well, given by the college's orientation or HTE, but their output must still be measured following their actual performance to see if they learn from their internship program. There are also assessment that needs to be submitted at the end of the deployment that would help assess the

performance of the interns. Internships play a vital role in bridging the gap between academic knowledge and professional readiness, offering students valuable exposure to real-world environments. Galbraith and Mondal emphasize that internships enhance career preparation by immersing students in practical experiences that cultivate workplace competencies [2].

Similarly, Ansari [5] highlights how internships foster the development of real-world skills, enabling learners to transition more confidently into the workforce. Tangaro-Delelis [10] supports this by noting that student behavior and competence are significantly shaped through internship experiences, particularly in applied fields like accounting technology. Moreover, Soliman presents on-the-job training as a critical strategy in strengthening management practices and student efficiency, especially within food service programs [20]. These practical engagements are increasingly necessary, as modern education faces the dual pressures of digital transformation and evolving industry expectations, as discussed by Reyes [21], Shaikh and Khoja [22], and Ramadhani and Rahayu [23].

Conclusion

Most BSOA students demonstrated a high level of preparedness across all phases of the Student Internship Program—pre-deployment, deployment, and exit—which suggests that they had completed the necessary requirements prior to the start of their internships. During the pre-deployment phase, data revealed that respondents faced minimal challenges in the week leading up to their deployment. However, during the deployment phase, several students reported encountering various challenges related to their work placement. In the exit phase, the findings indicated that students were generally able to complete their internships successfully, although further data is needed to fully assess the nature of their concluding experiences.

Recommendations

It is recommended that students consider applying for part-time jobs and actively seek out scholarships, grants, or financial aid programs specifically designed for those participating in internships. Additionally, students should discuss available payment plans with their educational institutions or the organizations sponsoring their internship to ease financial burdens. Institutions are encouraged to implement training or workshop programs focused on workplace culture and communication styles, as these provide valuable hands-on learning experiences. A structured onboarding program should also be conducted to help students transition smoothly into the professional environment. Furthermore, requiring appropriate attire such as a gala uniform, organizational shirt, and corporate wear reinforces professionalism. To maximize learning, students should be encouraged to enhance their administrative skills by observing and engaging in tasks within the work environment. Lastly,

maintaining discipline by adhering to established rules and regulations is crucial, as it minimizes potential issues during the Student Internship Program (SIP) and promotes a positive image for both the students and the institution.

Conflict of Interest

The authors declare that there is no conflict of interest.

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