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Intern-Link: A Digital Internship Management and Monitoring System for Pangasinan State University

Jasmine B. Bejerano[1], Sieg Freed C. Tabucol[2], Trisha Mae B. Jimenez[3], Jasmine B. Sison[4]

Department of Information Technology, Pangasinan State University – Alaminos City Campus

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ABSTRACT

Internship administration at Pangasinan State University (PSU)–Alaminos City Campus involves coordinating deployment requirements, student documents, attendance records, progress monitoring, and evaluations among Student Interns, Subject Instructors, the OJT Coordinator, and Host Training Establishment (HTE) Supervisors. This paper presents INTERN-LINK, a web-based internship management and monitoring system designed around the campus OJT process. The system was developed through four Agile iterations and provides role-based portals, online forms with document review, a digital repository, Internship Time Frame recording and monitoring, announcements, and report generation. Functional testing by the development team found that the tested functions operated as expected, and preliminary browser checks showed that pages opened within seconds. A user acceptability evaluation based on ISO/IEC 25010 involved eight respondents (three IT experts, one OJT Coordinator, and four Subject Instructors), all of whom rated every quality characteristic Strongly Agree (mean 4.00). The paper also describes the system's access control, data-protection measures with reference to the Data Privacy Act of 2012 (RA 10173), and scalability considerations.

Keywords: Internship management, On-the-job training, Web-based system, Document tracking, Digital records, Data privacy, ISO/IEC 25010, Pangasinan State University

INTRODUCTION

Internship or On-the-Job Training (OJT) is an important component of higher education because it allows students to apply classroom knowledge and skills in a workplace. Internship experiences can expose students to professional responsibilities, workplace expectations, and practical skill development [1]–[4]. At Pangasinan State University (PSU), internship is required in several programs under the College of Management and Technology, including Bachelor of Science in Information Technology, Business Administration majors in Operations Management and Financial Management, Bachelor of Science in Hospitality Management, and Bachelor of Science in Tourism Management. Managing these placements requires coordination among students, university personnel, and host training establishments (HTEs), together with proper handling of documents and attendance records. At PSU–Alaminos City Campus, internship administration involves paper-based documentation and individual coordination. An interview with the campus OJT Coordinator on March 18, 2026, described the administrative demands of managing student interns across five programs, and the researchers also conducted a follow-up interview with an OJT Instructor on a separate date. Before deployment, students are required to complete at least twelve pre-OJT forms, while deployment-related documents and Memoranda of Agreement may pass through several levels of approval. Previous studies have discussed interns' workplace experiences, supervision, and challenges in internship programs [5]–[10].

Monitoring interns during deployment also presents practical challenges. The OJT Coordinator's on-site monitoring is affected by transportation constraints and is supplemented by informal communication through Messenger. Daily time records and other internship documents may require printing and physical submission from partner agencies. These processes can make it difficult to maintain accessible records of attendance, progress, and communication among stakeholders. Physical storage space is also needed for narrative reports, evaluation forms, and daily time records, which can complicate document retrieval and organization.

ISSN 2278-2540 | DOI: 10.51583EMAS | Volume XV, Issue X, October 2026

These conditions point to the need for a digital environment that can organize internship-related activities and records. INTERN-LINK provides role-based access for Student Interns, the OJT Coordinator, Subject Instructors, and HTE Supervisors. Its implemented functions include student and deployment management, online forms, document review, a digital repository, Internship Time Frame recording, progress monitoring, announcements, and report generation. Previous work on internship management systems and attendance-monitoring applications provides context for the development of digital tools for internship administration [11], [12]. INTERN-LINK was developed for PSU–Alaminos City Campus, with possible adaptation to other campuses as a future direction. This study presents the design, development, and testing of INTERN-LINK, a Digital Internship Management and Monitoring System for Pangasinan State University. It describes existing internship management practices at PSU–Alaminos City Campus, the operational challenges addressed by the system, the development approach, architecture, and implemented features, the system's security and data-privacy measures, and the functional testing and preliminary performance checks completed. It also reports the results of a user acceptability evaluation based on ISO/IEC 25010. Related research has examined communication challenges in educational settings and the design, development, and quality frameworks of web-based information systems [13]–[20]. These works provide a broader context for the development of digital systems for institutional processes.

Contributions of this study. Functions such as attendance recording, document tracking, and reporting already exist in other internship systems (Section II), so the contribution of INTERN-LINK is not a new set of functions. It lies in adapting and combining them in a role-based workflow that follows the internship procedures of PSU–Alaminos City Campus:

- **PSU-specific OJT workflow:** the system organizes requirements and activities around the campus process, including pre-deployment forms, deployment information, the Internship Time Frame (Form 17), document review, and internship progress monitoring.
- **Connected role-based platform:** Student Interns, Subject Instructors, the OJT Coordinator, and HTE Supervisors use one platform through role-specific pages and permissions, which reduces the need to coordinate records across separate paper-based processes.
- **Online document review and centralized records:** students submit forms online, Subject Instructors approve or return submissions with remarks, and approved documents are kept in a searchable digital repository managed by authorized personnel.
- **Time-frame recording and monitoring:** student-entered internship hours are reflected in the Internship Time Frame, and the Coordinator and Subject Instructors can monitor rendered hours and identify interns whose progress may need attention.

The study reports the functional testing, preliminary performance observations, and the results of an ISO/IEC 25010-based user acceptability evaluation (Section VI).

Related Systems and Research Gap

Digital tools for internship administration usually address one part of the process. Table I compares INTERN-LINK with five existing systems on five features that make up the PSU internship workflow: attendance (recording of attendance or rendered hours), document management, supervisor evaluation, reporting, and role-based access.

Attendance-centered systems, such as OJT AtTRACK [11] and the SEAIT OJT Monitoring System [23], use face recognition to verify that trainees are present, but neither is reported to include a document-review workflow or a supervisor evaluation component. Process-centered systems take the opposite emphasis. The IPMIS of Del Rosario and Dela Cruz [12] supports document management by coordinators, grading by supervisors, and student journals, but does not report attendance recording. The Centralized Internship Information System [22] covers registration, placement, document management, and program monitoring across the branches of one agency, and the data-analytics system of Quintua [21] emphasizes journals,

ISSN 2278-2540 | DOI: 10.51583EMAS | Volume XV, Issue X, October 2026

assessments, employer feedback, and reporting. Across these studies, none is reported to combine attendance, document management, supervisor evaluation, reporting, and role-based access in one system, and none is reported to follow PSU's OJT process.

TABLE I. Comparison Of Intern-Link With Existing Internship And Ojt Systems

System	Attendance	Document management	Supervisor evaluation	Reporting	Role-based access
OJT AtTRACK [11]	✓	✗	✗	✓	✗
IPMIS (Del Rosario & Dela Cruz) [12]	✗	✓	✓	✗	✓
Web-based MIS with data analytics [21]	✗	✗	✓	✓	✗
Centralized Internship Information System [22]	✗	✓	✗	✗	✗
SEAIT OJT Monitoring System [23]	✓	✗	✗	✗	✗
INTERN-LINK (this study)	✓	✓	✓	✓	✓

✓ = feature reported in the cited study; ✗ = not reported in the cited study. Entries are based on each study's published description. For INTERN-LINK, attendance refers to student-entered hours in the Internship Time Frame. Each feature in Table I exists in at least one other system, so the gap is not any single function. The gap is the combination of these functions in one workflow that follows the PSU–Alaminos OJT process: INTERN-LINK links the Student Intern, Subject Instructor, OJT Coordinator, and HTE Supervisor so that a document submitted by a student is reviewed by the Subject Instructor, and the hours a student records are monitored by the Coordinator and Instructors, with role-based access to each record. This study addresses that gap for a campus where these activities are still handled through paper forms and Messenger.

METHODOLOGY

Research Design and Development Model

The study was conducted at Pangasinan State University–Alaminos City Campus and used a descriptive and developmental design. The descriptive component examined the existing internship process and its administrative challenges through interviews and a review of internship documents. The developmental component followed an iterative Agile approach (Fig. 1), in which requirements, design, implementation, and review activities were repeated across four development iterations. Feedback and changes requested during demonstrations and reviews informed later revisions, and the suggestions of the OJT Coordinator and the IT expert during development review were also considered. Table II summarizes what was done in each phase and who took part.



Fig. 1. Agile Software Development Life Cycle

ISSN 2278-2540 | DOI: 10.51583EMAS | Volume XV, Issue X, October 2026

TABLE II. Development Phases, Activities, And Stakeholders Involved

Phase	Activities	Stakeholders involved
Requirements gathering	Interview with the campus OJT Coordinator (March 18, 2026) and follow-up interview with an OJT Instructor on a separate date; review of internship procedures and documents; identification of requirements per role	OJT Coordinator; OJT Instructor; development team
Planning	Grouping requirements into role-based modules; deciding the scope of each iteration; selecting the Laravel framework	Development team; adviser
Design	Role-based workflow (Fig. 3), four-layer architecture (Fig. 2), database design, and interface layouts for each role	Development team; stakeholder feedback incorporated during iterative review
Implementation	Coding of role-specific modules in Laravel (student records, online forms, document review, time-frame recording, monitoring, repository, announcements, reports); local development with Laravel Herd, with DBngin and TablePlus for database management	Development team
Review and testing	Demonstration and functional testing of implemented features (Table IV); review of suggestions and correction of issues across four iterations	Development team; one OJT Coordinator; one IT expert
Deployment	Deployment of the web application on Laravel Cloud over HTTPS; creation of user accounts (Subject Instructor and HTE accounts by the OJT Coordinator, intern accounts by Subject Instructors); user acceptability evaluation (Section III-D)	Development team; OJT Coordinator; target evaluation respondents

Requirements Gathering

Requirements were first gathered through an interview with the campus OJT Coordinator on March 18, 2026, together with a review of existing internship procedures and documents. The researchers also interviewed an OJT Instructor on a separate date. The reviewed materials included pre-OJT requirements, deployment documents, the Internship Time Frame (Form 17), and internship-related evaluation forms. The interviews and documents led to four requirements. First, students must complete at least twelve pre-OJT forms and deployment documents may pass through several levels of approval, so the system needed online forms and document submission with visible status. Second, the coordinator's on-site monitoring is limited by transportation and relies on Messenger, so progress monitoring and announcements were needed. Third, time records are printed and physically submitted, so recording of internship hours with a generated Internship Time Frame was required. Fourth, narrative reports, evaluation forms, and other records require physical storage, so a digital repository was required.

Role of Stakeholders

The OJT Coordinator and the OJT Instructor contributed information about the campus internship process during requirements gathering. The OJT Coordinator also serves as the campus administrator of the deployed system, creating Subject Instructor and HTE accounts, while Subject Instructors add intern accounts for their own program. During development review, one OJT Coordinator and one IT expert tried the system and suggested additional or revised functions. Student Interns and HTE Supervisors are also intended users of the role-specific portals, but they did not take part in the formal acceptability evaluation.

Evaluation Design

The user acceptability evaluation involved eight respondents: three IT experts, one OJT Coordinator, and four Subject Instructors. They were selected through purposive sampling because they are the intended users of the system (the OJT Coordinator and Subject Instructors) or can judge its technical quality (the IT experts). Each respondent used the deployed system in his or her own role, the IT experts examining it as technical evaluators, for about 30 minutes in the case of the OJT Coordinator and the Subject Instructors and about one

ISSN 2278-2540 | DOI: 10.51583EMAS | Volume XV, Issue X, October 2026

hour in the case of the IT experts, and then answered a 20-item questionnaire based on selected characteristics of the ISO/IEC 25010 software quality model [16]–[20]. The characteristics are functional suitability, usability, reliability, performance efficiency, and maintainability, with four items each, rated on a four-point scale (4, Strongly Agree; 3, Agree; 2, Disagree; 1, Strongly Disagree). An open question gathered impressions and suggestions. Mean scores were interpreted as follows: 3.26–4.00, Strongly Agree; 2.51–3.25, Agree; 1.76–2.50, Disagree; and 1.00–1.75, Strongly Disagree. Functional testing was performed on the implemented system using role-based test accounts. The researchers tried the listed functions and recorded whether each worked as expected. The test cases cover login, account management, online form submission, document review, Internship Time Frame entry and monitoring, announcements, repository access, report generation, role-based access, and logout. Preliminary performance checks were made with a browser-based inspection tool; the researchers observed that pages opened within seconds, but page-level load times were not recorded. Participation in the evaluation was voluntary; the questionnaire opened with a data privacy notice and consent statement in line with RA 10173, giving a name was optional, and responses are reported in aggregate.

System Description

Architecture and Workflow

INTERN-LINK is a Laravel-based web application with role-specific interfaces for the OJT Coordinator, Subject Instructor, Student Intern, and HTE Supervisor. Its four-layer architecture comprises the User Layer, which represents stakeholder roles; the Presentation Layer, which displays the interfaces; the Application Layer, which handles system processes; and the Data Layer, which stores internship records and uploaded files (Fig. 2). Access to pages and records is restricted according to each user's assigned role. Web-based information systems have similarly used layered structures to organize interface functions and data management [13], [14], [17].

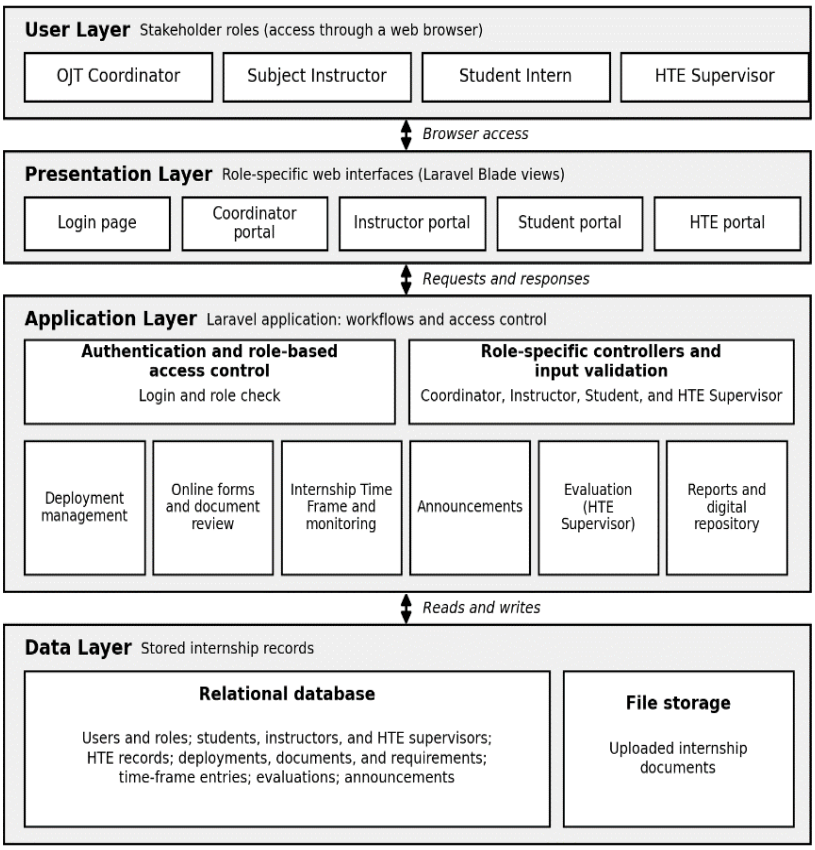


Fig. 2. Four-Layer System Architecture of INTERN-LINK

The workflow begins when users sign in and access the functions assigned to their roles (Fig. 3). Student Interns view internship information, complete online forms, upload required documents, and record their

ISSN 2278-2540 | DOI: 10.51583EMAS | Volume XV, Issue X, October 2026

rendered hours through the Internship Time Frame. Subject Instructors review student submissions, approve or return documents with remarks, and monitor the progress of assigned interns.

The OJT Coordinator manages student and deployment records, monitors document compliance and rendered hours, maintains the digital repository, and generates reports. HTE Supervisors use a portal limited to evaluation: they rate their interns (Forms 13 and 21) and submit the agency's self-rating (Form 23b), which opens once one of their interns completes the internship. The OJT Coordinator and Subject Instructors share one portal: instructors work within their own program, and the coordinator has a campus-wide view.

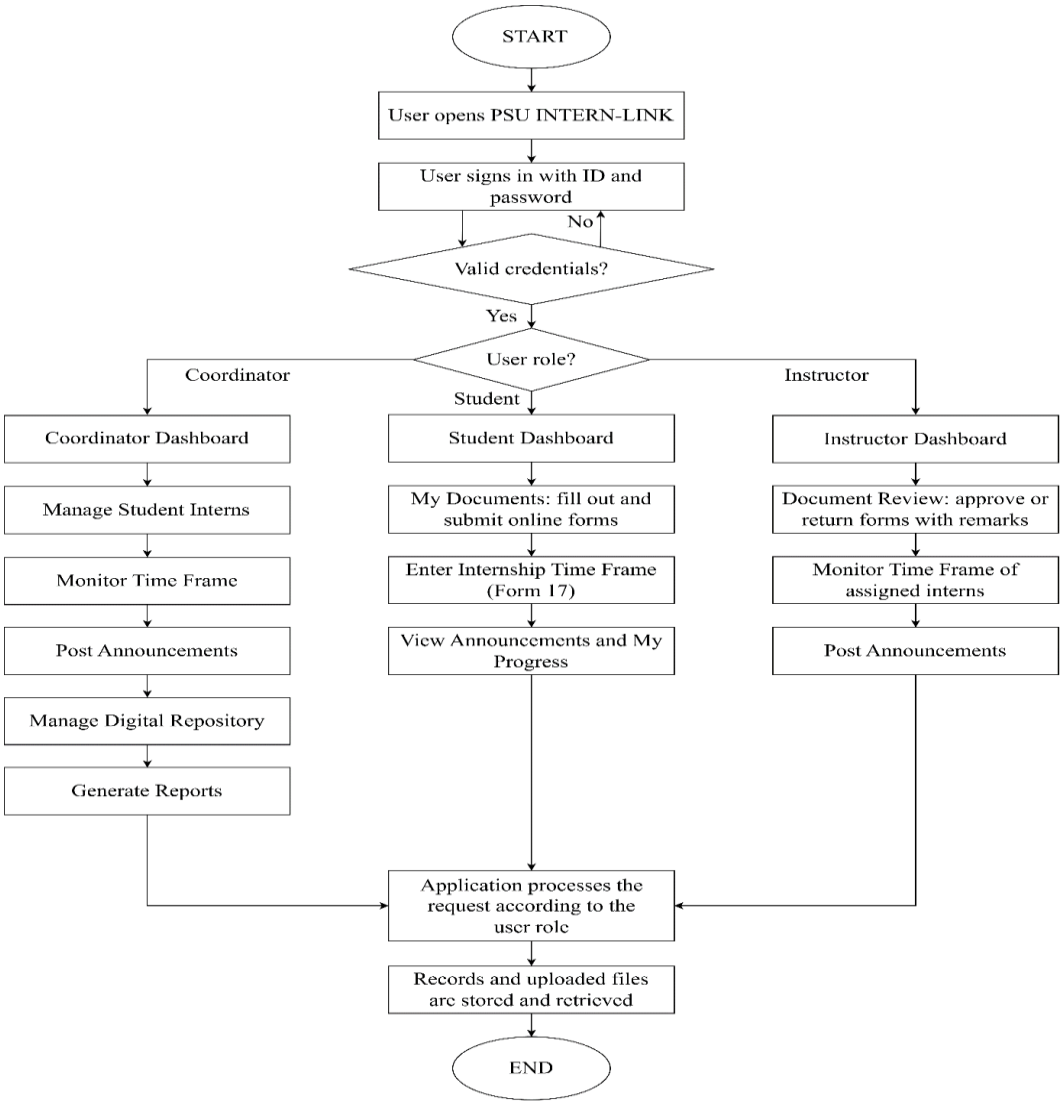


Fig. 3. INTERN-LINK Internship Process Flow

Key Interfaces

Users sign in with their Student or Employee ID and password, and the campus is detected from the ID. The OJT Coordinator creates Subject Instructor and HTE accounts, and Subject Instructors add intern accounts for their own program. The OJT Coordinator dashboard (Fig. 4) presents summary information about active and deployed students, documents pending review, and students with incomplete placement or deployment details. It also shows recent submissions and attention items, such as programs without an assigned instructor and students without an HTE placement. From the coordinator portal, authorized users manage student records, deployment information, and other internship administration tasks.

ISSN 2278-2540 | DOI: 10.51583EMAS | Volume XV, Issue X, October 2026

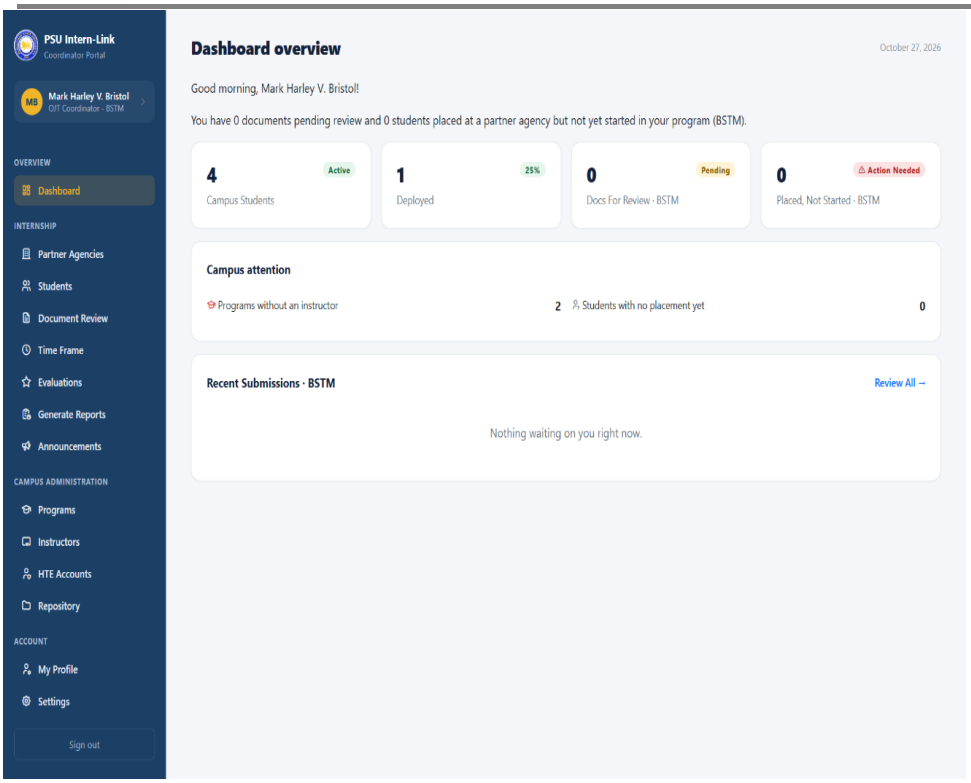


Fig. 4. OJT Coordinator Dashboard

The Subject Instructor portal (Fig. 5) gives access to assigned students and their submitted requirements. Instructors review forms on screen and approve them or return them with remarks for correction. When a form needs a physical signature, it can be printed for signing and the signed copy uploaded again for review. The portal also shows student progress information and relevant announcements.

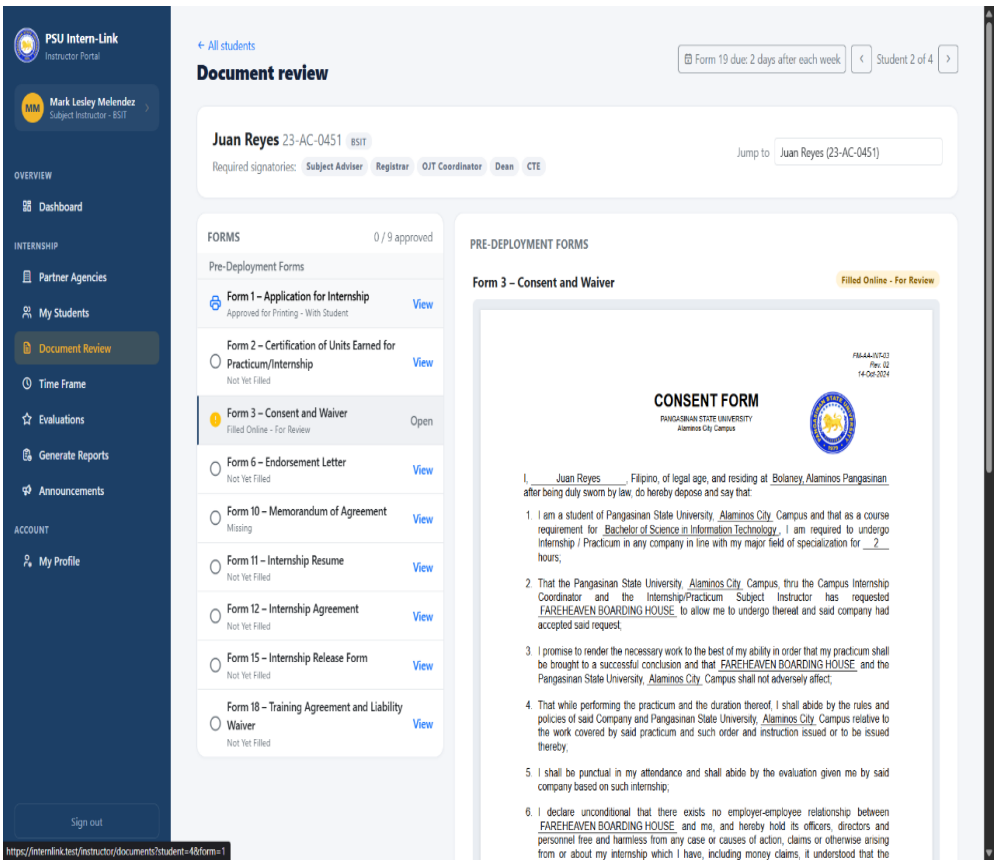


Fig. 5. Subject Instructor Document Review

ISSN 2278-2540 | DOI: 10.51583EMAS | Volume XV, Issue X, October 2026

The Student Intern portal provides internship information, required documents, announcements, and progress details. Through My Documents, interns complete online forms, print documents for signing, upload signed copies, and see the status and remarks of their submissions. The Student Dashboard summarizes rendered hours, required hours, remaining hours, submitted documents, and the document checklist. On the Internship Time Frame page, the intern enters the hours completed for each date with an optional note; recorded hours are added to the rendered-hour total, and the system generates Form 17 (Internship Time Frame), which can be viewed, printed, or downloaded. The Time Frame Monitoring page (Fig. 6) lets the OJT Coordinator and Subject Instructors monitor interns by program, view progress against required hours, check the number of days entered and the date of the latest entry, and open a student's daily entries and generated Form 17.

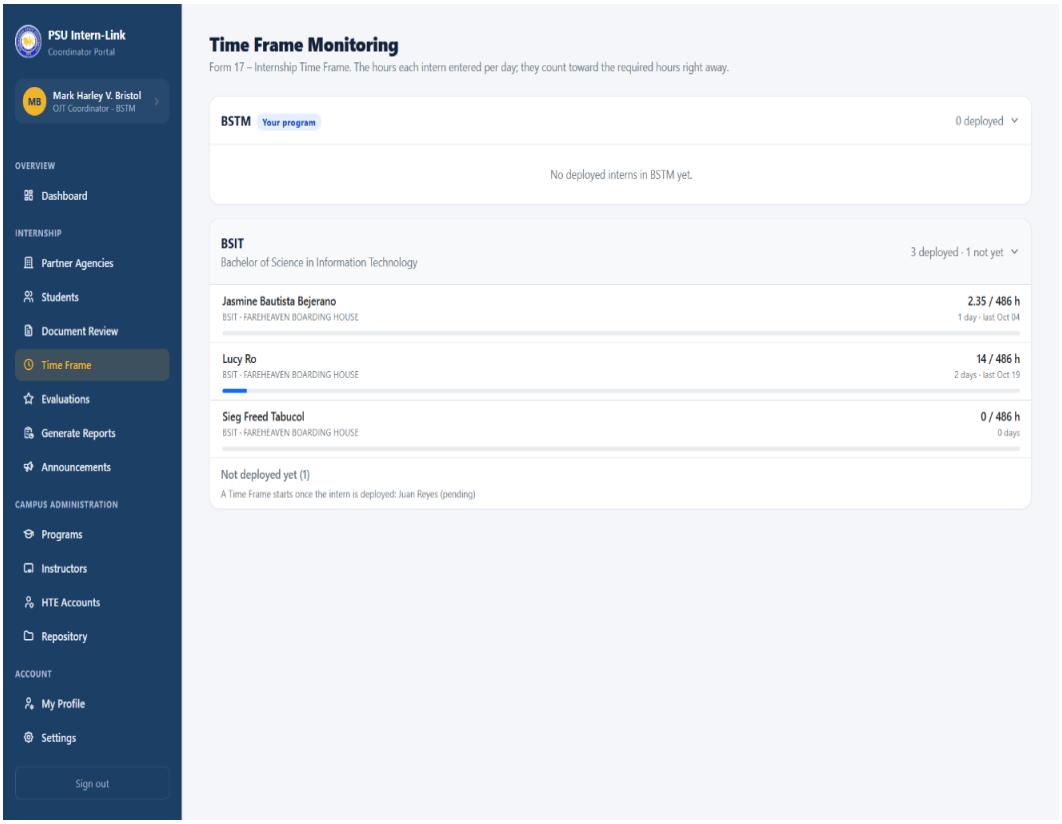


Fig. 6. Time Frame Monitoring

Other implemented features support coordination and retrieval of internship information. The Announcements page lets the Coordinator and Subject Instructors post updates, including seminar schedules, and informs interns when documents are reviewed, returned, or approved. The Digital Repository stores approved student documents in an organized structure that can be searched and filtered by program or file type, and authorized users can view, download, and upload files. The Generate Reports page produces printable internship records, including student-trainee and partner-industry masterlists, the student-intern directory, the internship site monitoring report, and the accreditation instrument for partner agencies. The system also supports spreadsheet import and export for student records and roster management. The HTE Supervisor portal is used for evaluation only: the supervisor evaluates the intern and gives feedback on the student-trainee (Forms 13 and 21) and submits the agency's self-rating (Form 23b). Interns evaluate their agency (Forms 23c and 20), Subject Instructors evaluate partner agencies (Form 23a), and these evaluations go to the Subject Instructor. The OJT Coordinator also has an audit trail that shows who did what and when.

Security, Data Privacy, and Scalability

Access Control

Each account belongs to one role, and the application grants only the functions of that role (Table III).

ISSN 2278-2540 | DOI: 10.51583EMAS | Volume XV, Issue X, October 2026

TABLE III. Access By Role

Role	Can access	Cannot access
Student Intern	Own internship and agency details; online forms and documents with their status and remarks; own Internship Time Frame (Form 17); evaluation of the agency (Forms 23c and 20); own progress; announcements; own profile	Other students' records; review or approval of documents; Time Frame monitoring; account, program, and report management
Subject Instructor	Students of the instructor's own program only; adding intern accounts; document review (approve, return with remarks, confirm signatures); Time Frame monitoring and Form 17; announcements; partner agency list and agency evaluation (Form 23a); evaluations received; reports	Students of other programs; Subject Instructor and HTE account management; programs and campus settings; digital repository and campus-wide document tracking; audit trail
OJT Coordinator	All Subject Instructor functions with a campus-wide view (acting on a student stays within the coordinator's own program); Subject Instructor and HTE accounts; programs and campus settings; campus-wide document tracking; digital repository; roster export; audit trail	Student-only functions (such as entering Time Frame hours) and HTE-only functions (submitting HTE evaluations)
HTE Supervisor	List of assigned interns; evaluations: Internship Evaluation (Form 13), Training Supervisor's Feedback (Form 21), and the agency's self-rating (Form 23b)	Students' documents and Time Frame entries; other agencies' records; the Coordinator and Instructor portal; account, program, and report management

Authentication, Passwords, Sessions, and Transport

Users sign in with their Student or Employee ID and password. There is no self-registration: the OJT Coordinator creates Subject Instructor and HTE accounts, and Subject Instructors add intern accounts for their own program. Accounts issued with a temporary password must change it at first sign-in, while HTE accounts keep the password issued to them. A Forgot Password function emails a six-digit code to the user before a new password can be set, and requests for the code are rate-limited. Passwords are stored as one-way bcrypt hashes (12 rounds as configured). On every protected page the application checks the user's role and refuses access with an HTTP 403 response when the role does not match. Sessions are managed by the framework and stored in the database with a lifetime of 120 minutes; the session identifier is regenerated at sign-in and invalidated at sign-out, and the forms carry CSRF tokens.

The framework encrypts cookies by default, and the live deployment is accessed through HTTPS, which encrypts data transmitted between the browser and the hosted application. User activity is logged, and an audit trail that only the OJT Coordinator can open shows who did what and when. The study did not conduct a separate penetration test, so these controls should not be read as proof that the system is free from security vulnerabilities.

Data Privacy

INTERN-LINK handles student names and identification numbers, program and placement details, submitted documents, time-frame entries, and evaluation-related records. These data may contain personal information protected under the Data Privacy Act of 2012 (RA 10173). The system limits each role to the records it needs (Table III), and accounts are issued by authorized staff instead of through open sign-up. The acceptability questionnaire includes a privacy notice and consent statement explaining the academic purpose of data collection, confidentiality, voluntary participation, and the respondents' option not to give their names. However, a questionnaire privacy notice alone does not establish full institutional compliance with RA 10173. A formal privacy impact assessment, a retention policy, and an institutional data-protection review were outside the activities completed in this study.

ISSN 2278-2540 | DOI: 10.51583EMAS | Volume XV, Issue X, October 2026

Scalability

The system is intended to support the internship process at PSU–Alaminos City Campus and may be extended to other campuses if the university adopts it. Its role-based structure, with the campus detected from each user's ID, provides a basis for adding campus-specific users and records. The live deployment is hosted on Laravel Cloud, while development used Laravel Herd for local URLs and DBngin and TablePlus for the databases. The application is configured to use a MySQL database. The present study covers one campus, and no formal load or scalability test has been completed, so the system's ability to support more users or simultaneous requests remains to be evaluated.

RESULTS AND DISCUSSION

This section presents the functional testing completed on the implemented features, the preliminary performance observations, and the results of the user acceptability evaluation.

Functional Testing Results

The researchers tested the main functions using role-based accounts and reported that all functions in the current test worked during the test sessions. Table IV summarizes the tested scenarios; every scenario was recorded as Pass. This is a functional check by the development team. It is not an independent security audit and does not replace the user acceptability evaluation.

TABLE IV. Functional Test Cases And Results

ID	Feature (role)	Test scenario	Expected result	Actual result	P/F
TC-01	Login (all)	Sign in with valid ID and password	User is taken to the dashboard assigned to the account	Working as expected	Pass
TC-02	Login (all)	Sign in with an incorrect password	Access is denied and an error message is shown	Working as expected	Pass
TC-03	Account management (Coordinator, Instructor)	Create an intern or instructor account	Account information is saved and the user can sign in	Working as expected	Pass
TC-04	Online form (Student)	Complete and submit a required online form	The form is validated and submitted for review	Working as expected	Pass
TC-05	Document review (Instructor)	Approve a submitted document	The document status changes to approved	Working as expected	Pass
TC-06	Document review (Instructor)	Return a document with remarks	Status changes to returned and the remarks are visible to the student	Working as expected	Pass
TC-07	Internship Time Frame (Student)	Enter completed hours for a date with an optional note	The entry is saved and rendered hours are updated	Working as expected	Pass
TC-08	Time Frame Monitoring (Coordinator, Instructor)	Open monitoring and select an intern	Rendered hours, progress, dates, and daily entries are displayed	Working as expected	Pass
TC-09	Announcements (Coordinator, Instructor)	Post an announcement or review-related update	The announcement or update is shown to the intended users	Working as expected	Pass
TC-10	Digital Repository (Coordinator)	Search, view, upload, or download an approved student	The authorized document is retrieved or stored successfully	Working as expected	Pass

ISSN 2278-2540 | DOI: 10.51583EMAS | Volume XV, Issue X, October 2026

		document			
TC-11	Access control (all roles)	Try to open a page outside the account's role	Unauthorized access is restricted	Working as expected	Pass
TC-12	Reports (Coordinator)	Open and generate an internship report	The selected report is displayed or generated for printing or export	Working as expected	Pass
TC-13	Logout (all)	Sign out and try to revisit a protected page	The session ends and protected content is not available	Working as expected	Pass

Performance Results

During preliminary browser-based checks, the researchers observed that the system pages opened within seconds. Page-level load times, server response times, and page sizes were not recorded, so no numerical performance result or benchmark comparison is reported. Recording these measurements with a tool such as GTmetrix or the browser developer tools is left for future work.

User Evaluation Results

Eight respondents completed the questionnaire (Table V). Table VI gives the mean score for each ISO/IEC 25010 characteristic. All respondents rated every item Strongly Agree, so each characteristic and the overall score have a mean of 4.00 and a standard deviation of 0.00, interpreted as Strongly Agree. The IT experts' open-ended comments suggested improving workflow automation, the dashboard, and the overall system workflow for users. The OJT Coordinator and the Subject Instructors commented that the system is helpful because its digital process lessens the difficulty of the manual work they currently do.

TABLE V. Profile Of Respondents

Respondent group	Target	Completed
IT experts	3	3
OJT Coordinator	1	1
Subject Instructors	4	4
Total	8	8

TABLE VI. Iso/Iec 25010 Evaluation Results

Characteristic (4 items each)	Mean	SD	Interpretation
Functional suitability	4.00	0.00	Strongly Agree
Usability	4.00	0.00	Strongly Agree
Reliability	4.00	0.00	Strongly Agree
Performance efficiency	4.00	0.00	Strongly Agree
Maintainability	4.00	0.00	Strongly Agree
Overall mean	4.00	0.00	Strongly Agree

DISCUSSION

The functional checks indicate that the main workflows tried by the development team were working during testing, including account access, online document submission and review, time-frame recording and monitoring, and record retrieval. This supports the technical feasibility of the implemented workflow, but the result is limited to the scenarios and conditions used by the researchers. The observation that pages opened within seconds suggests that the system was responsive during informal checks; without recorded measurements, however, performance cannot be compared across pages or against a defined benchmark. All eight respondents rated every characteristic Strongly Agree, which indicates that the OJT Coordinator, the Subject Instructors, and the IT experts found the system suitable in its functions, easy to use, reliable, efficient,

ISSN 2278-2540 | DOI: 10.51583EMAS | Volume XV, Issue X, October 2026

and maintainable. Because the responses were identical, the results cannot show which characteristic is stronger or weaker or whether the roles differ, and the favorable ratings should be read together with the small sample and the limitations below. The IT experts' suggestions to improve workflow automation, the dashboard, and the system workflow show where the system can be refined, and the comments of the OJT Coordinator and Subject Instructors that the digital process eases their manual work support the contribution described in Section I.

LIMITATIONS

This study has several limitations. First, the system was developed for and examined at PSU–Alaminos City Campus, so its applicability to other campuses has not been established. Second, the acceptability evaluation had eight respondents (three IT experts, one OJT Coordinator, and four Subject Instructors), a small, non-random sample, and all gave the same rating, so the results cannot be generalized and show no variation to analyze. Student Interns and HTE Supervisors are not part of the sample, so the views of two of the four user roles are not represented, and the questionnaire does not rate security or portability.

Third, the functional testing was conducted by the development team and does not replace independent security testing or broader user testing. Fourth, the performance observations were preliminary and were not supported by consolidated page-level measurements or load testing. Finally, no formal penetration test or privacy impact assessment was conducted.

CONCLUSION

INTERN-LINK brings key internship management activities into one web application with role-based access for the OJT Coordinator, Subject Instructors, Student Interns, and HTE Supervisors, following the OJT process of PSU–Alaminos City Campus. Its implemented features include student and deployment management, online forms, document review, a digital repository, Internship Time Frame recording, progress monitoring, announcements, and report generation.

Functional checks by the development team indicated that the tested functions were operating, and preliminary browser checks showed page loading within seconds, although formal performance measurements were not recorded. In the ISO/IEC 25010-based acceptability evaluation, all eight respondents rated every characteristic Strongly Agree (mean 4.00), although the sample is small and the ratings were uniform. Further work includes improving workflow automation, the dashboard, and the system workflow as suggested by the IT experts, evaluation with Student Interns and HTE Supervisors, recording repeatable performance measurements, and conducting additional security and privacy reviews.

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