

# Assessing the Level of Internship Skills among BSOA Interns at Tangub City Global College

Margie C. Allanic<sup>1</sup>, Cherry Mae M. Carpio<sup>1</sup>, Ashley Kate S. Lindayao<sup>1</sup>, Jasmine O. Beloy<sup>2</sup>

<sup>1</sup>Bachelor of Science in Office Administration (BSOA) degree at Tangub City Global College, Maloro, Tangub City, Philippines

<sup>2</sup>Faculty member, Institute of Business and Financial Services (IBFS), Tangub City Global College, Maloro, Tangub City, Philippines.

DOI: <https://doi.org/10.51583/IJLTEMAS.2026.150900144>

Received: 13 August 2026; Accepted: 19 August 2026; Published: 23 October 2026

## ABSTRACT

This study entitled “Assessing the Level of Internship Skills among BSOA Interns at Tangub City Global College,” with the total respondents of 75 interns specifically identified which internship skill variables received the lowest results. The quantitative descriptive research design and census sampling were employed. The findings revealed that the respondents demonstrated the high level of internship skills particularly in communication, teamwork, cognitive and technical, which were all interpreted as Agree. Meanwhile, among the five internship skills, problem-solving had received the lowest level and were interpreted as Disagree, indicated for further skill enhancement especially in this area. Based on the findings, this study was suggested that BSOA interns should focus more on practical learning activities, training interventions and workplace experiences which involved problem-solving skills. These given activities helped to enhanced the interns’ ability in handling office-related issues, generates effective solutions and applied appropriate problem-solving strategies, which were enable them to become more prepared for the future employment.

**Keywords:** BSOA Interns, Cognitive Skills, Communication Skills, Internship Skills, Problem-Solving Skills, Teamwork Skills, Technical Skills, Workplace Readiness.

## The Problem and Its Scope

### Background of the Study

In today’s rapidly evolving work environment, employers placed strong emphasis on practical skills and real-world experienced alongside academic preparation. Internship programs had become an essential component of higher education, particularly in skill-oriented programs such as the Bachelor of Science in Office Administration (BSOA). Through on-the-job training, BSOA interns were expected to developed essential skills, including communication, technical, teamwork, problem-solving, and cognitive skills necessary for administrative and office-related functions. Assessing the level of internship skills among BSOA interns at Tangub City Global College was vital in determining how effectively the program equipped students with the skills required in professional settings.

According to Gjini & Hernandez-Gantes (2025), structured internship programs significantly enhanced students’ employability by strengthening communication skills, teamwork, and professional adaptability developed through real workplace exposures. Similarly, Schmidt et al. (2021) found that the quality of internship design, supervision, and alignment of tasks with academic preparation strongly influenced the development of technical competencies and higher-order cognitive skills, including decision-making. Moreover, internships positively affect both soft and hard skills, improving students’ confidence, problem-solving ability, and overall work readiness (Anjum, 2020).

Based on our initial interview with selected BSOA interns, several gaps and lapses in skill development were identified. In terms of communication skills, some interns reported experiencing misunderstandings, unclear instructions, limited feedback, and difficulty expressing concerns or suggestions. Challenges were noted in verbal, written, and digital communication, which at times resulted in mistakes or delayed in task completion. Some interns also admitted that they hesitated to ask questions or seek clarification from supervisors due to a lack of confidence, which further affected their performance. Regarding technical and computer skills, several interns identified difficulties with using specific office software, digital systems, and administrative tools, which affected their efficiency and accuracy in completing assigned tasks. Some relied on coworkers for assistance when encountering unfamiliar applications, suggesting gaps in technical preparedness before deployment. In the area of interpersonal and teamwork skills, interns encountered personality differences, unclear role expectations, and occasional misunderstandings with coworkers. Furthermore, several interns expressed difficulties with problem-solving and decision-making, particularly when assigned unfamiliar or complex tasks that required independent judgment. These findings indicate variability in the level of internship skills developed and reinforce the need for a structured assessment of these skill areas.

To this end, the researchers conducted this study to assess the level of internship skills among BSOA interns at Tanguib City Global College. Specifically, it sought to assess interns' skills in terms of communication, technical, teamwork, problem-solving, and cognitive skills. The findings of this study were expected to provide empirical evidence that guided the program enhancement, strengthen internship supervision, training, and ensured that BSOA students were adequately prepared to meet the demands of professional office environments.

## THEORETICAL FRAMEWORK

This study was anchored on the Experiential Learning Theory (ELT) which posits that learning was a dynamic and cyclical process whereby knowledge was constructed through the transformation of experiences (Kolb, 1984). According to ELT, meaningful learning occurred through a four-stage cycle: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation, allowed learners to repeatedly engage with real-world activities, reflect on their experiences, conceptualize insights, and applied this learning in future tasks. Internships exemplified this cycle by providing students with practical workplace engagements, enabled them to apply classroom theory, reflect on performance, conceptualize principles, and refine skills through iterative practice (Haritha & Rao, 2024).

Current empirical research emphasized that internships served as critical experiential learning environments which facilitate the development of both technical and soft skills that were essential for workplace readiness. For example, Avleeva et al. (2025) found that internship experiences significantly enhanced students' communication, organizational, and teamwork skills, highlighting how real-world workplace contexts bridged the gap between theoretical knowledge and practical proficiency. Similarly, Wilopo et al. (2025) reported that structured internship experiences improved students' work readiness through fostering soft skill competencies and professional adaptability. While, Wang (2025) highlighted that internships strengthen professional identity, motivation, confidence and workplace attitudes.

Beyond specific skill development, ELT underpinned broader professional competency growth. According to Papp et al. (2023) that business students participated in internships showed significant improvement in soft skills crucial for organizational success. These findings collectively supported Kolb's model through demonstrated structured and cyclical experiences in real-world tasks that had strengthened both cognitive and practical competencies.

Research on ELT application further underpinned how experiential learning cycles enhanced soft and professional skills critical for career success. According to Haritha & Rao (2024) aligned learning activities in each stage of Kolb's cycle enhanced students' critical thinking, communication, and problem-solving abilities. Reflective writing within experiential learning programs promoted self-assessment, insights, and deeper engagement with professional tasks (Ingles & Retallick, 2025). Similarly, Min-En et al. (2024)

examined accounting internships concluded that addressing practical challenges and reflective practice strengthened student confidence and workplace competency.

ELT further emphasized the importance of reflection and conceptualization in transforming direct experienced into durable professional competencies. During internships, structured reflections allowed students to critically evaluate their performance and identify learning gaps, which improved their future workplace strategies (Haritha & Rao, 2024). This reflective component also fosters interns' ability to interpret experiences and apply lessons for continuous self-regulated growth (Ingles & Retallick, 2025). Additionally, Avleeva et al. (2025) emphasized that reflective engagement during internships enhanced self-awareness, professional responsibility, and adaptability as the key qualities for a career to succeed.

Taken together, research grounded in Experiential Learning Theory confirmed that internships were not merely temporary work placements but comprehensive learning processes that promoted holistic skill development. Internships provided by experiential theories and practice converge, enhanced BSOA interns' communication, teamwork, problem solving, technical, and cognitive skills through real work engagement, structured reflection, and iterative application. Anchored in this study with ELT provides a robust theoretical basis for understanding how experiential engagement within internship environments shapes interns' skill acquisition and readiness for a professional practice.

## CONCEPTUAL FRAMEWORK

This study was anchored on the ideas of the different authors whose concepts were closely related to this study.

Internship skills referred to as the integrated technical and soft competencies developed through structured workplace exposures that prepared students for professional employment. According to Bawica (2021), university internship programs significantly enhanced students' employability readiness by developing practical skills, workplace discipline, adaptability, and professional attitudes which are all necessary for organizational settings. Similarly, Jackson & Tomlinson (2020) emphasized that work-integrated learning strengthened undergraduates' employability skill outcomes enabled them to apply theoretical knowledge in real-world contexts, which thereby improved their technical competence, problem-solving ability, and professional confidence. Moreover, Mainga et al. (2022) found that experiential learning positively contributed to the development of essential employability skills, particularly communication, teamwork, and analytical abilities, which were strongly associated with graduate work readiness.

According to Slyvka & Madzhara (2023), communication skills were the abilities that helped you exchange information, ideas, and feelings clearly and appropriately through speaking, writing, listening, and nonverbal behavior, and were also effective in interactions and mutual understanding with others in a work or joint activities. According to Caingcoy (2021), strong communication skills also helped employees interact professionally with colleagues, clients, and supervisors, thereby making them more adaptable to organizational demands. As Sumaiya et al. (2022) mentioned, internship experiences in business and accounting showed that strong communication improved professional performance, confidence, and work readiness. However, Tholia et al. (2022) pointed out that poor oral communication during internships was seen to harm workplace productivity and relationships. Furthermore, communication skills in internships were critical and as important as soft skills as they drive teamwork, productivity, professional image, and readiness for a full-time employment. (Dunn & Lane, 2019).

In the study by Sein-Echaluce et al. (2024), teamwork skills were the process of how people work together to turn inputs (skills, resources) into successful results and satisfaction for the whole team. Also, Mainga et al. (2022) emphasized that employers ranked teamwork among the top employability skills for new graduates; in a similar study, it was in the top four skills employers looked for in hiring industries. Caingcoy (2021) stated that teamwork also strengthened interpersonal relationships and enhanced overall job performance. Additionally, in internships they were critical: employers consistently ranked teamwork as the key skill for work performance, career readiness, and long-term employability (Yeong et al., 2024).

Choudhar et al. (2022) defined problem-solving skills as the ability to identifies, analyzed, and resolved issues, and they were central to internship and employability success. As Tushar & Sooraksa (2023) highlighted, global reviews found problem-solving as one of the most frequently demanded employability skills, alongside communication and teamwork. Moreover, they were highly important, repeatedly linked to work readiness, performance, and long-term employability (De Souza et al., 2024).

In the study by Ikhtiagung et al. (2022), technical skills was the technical abilities for doing the job based on mastery of science, technology, tools and procedures in a given field. Also, Luthfiani & Wajdi (2025) emphasized that technical skills significantly and positively predicted work/job readiness alongside soft skills and internship through an experienced in several quantitative studies. Caingcoy (2021) highlighted that information and communication technology (ICT) skills wad one of the most important technical competencies for graduates. The study explained that technological proficiencies allowed employees to performed office tasked efficiently, effectively utilize digital tools , and adapts modern workplace technologies. Developing these technical skills were enhanced graduates' readiness for employment in various industries. Additionally, they were an important contributors to internship performance and work readiness, especially when matched to industry needs, but worked best in combined with strong soft skills and confidence as key concepts for a carrier success. (Butar & Wijaya, 2025).

Kasim et al. (2024) defined cognitive skills as higher-order mental abilities used to learned, reasoned, and solved-problems. As Di Pietro (2022) highlighted, in a large industrial internship studies, cognitive skills such as applying theoretical knowledge and making good judgments were significant predictors of mastering tasks and learning new knowledge. Moreover, succeeding in internships and strongly supporting work readiness, they were crucial especially when combined with strong soft and hard skills (Laguador et al., 2020).

The internship skills and work readiness of BSOA interns at Tangub City Global College were shaped by the development of well-rounded competencies that prepared them for professional roles. Through their internship experiences, students cultivate essential internship skills, including communication, teamwork, problem-solving, technical, and cognitive skills that would enhance tasked performance and decision-making. Strengthened communication and teamwork skills enable them to effectively collaborate and interact professionally, while technical proficiency and practical expertise allowed interns to complete office-related tasked accurately and efficiently. Additionally, cognitive thinking supports informed decision-making and problem-solving in complex situations, reinforced both individual performance and organizational contributions. Overall, the integration of internship-acquired skills ensured that BSOA interns were equipped with the knowledge, confidence, and professional adaptability necessary to transition successfully into full-time employment and meet the expectations of today's competitive workforce.

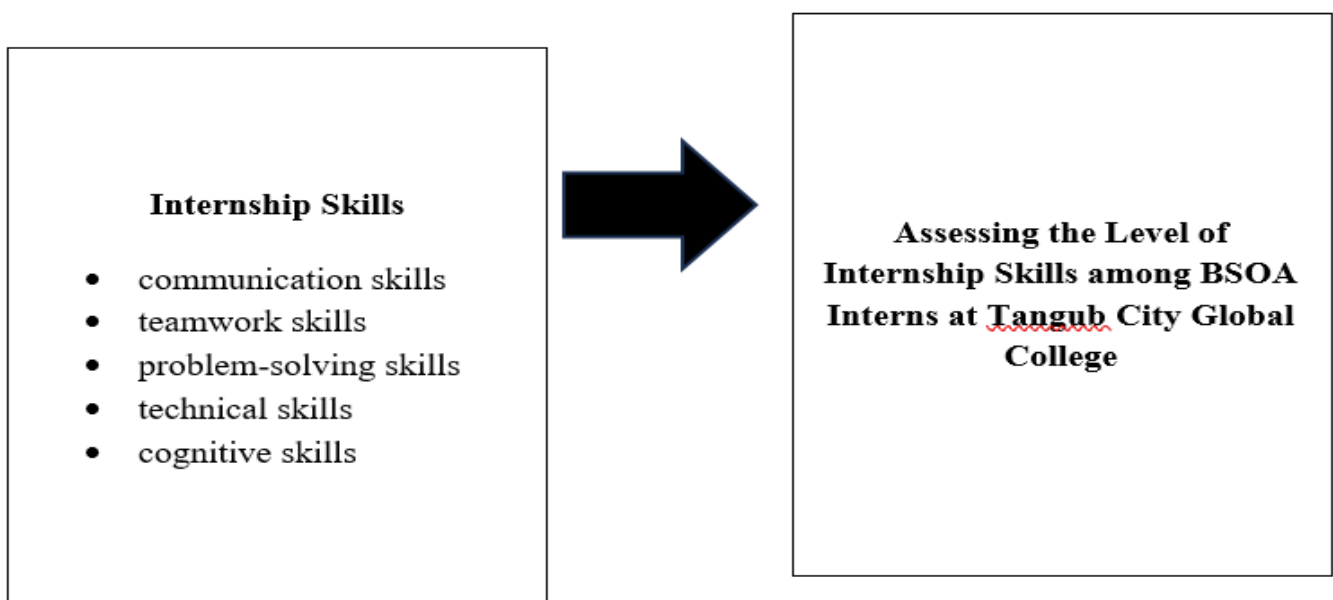


Figure 1. Schematic Diagram of the Study

### Statement of the Problem

This study aimed to assessed the level of internship skills among BSOA interns at Tangub City Global College. Specifically, it sought to answer the following questions:

What was the level of internship skills of BSOA interns at Tangub City Global College in terms of:

1.1 communication;

1.2 teamwork;

1.3 problem-solving;

1.4 technical; and

1.5 cognitive skills?

Which internship skill variables received the lowest level among BSOA interns?

### Significance of the study

The result of this study was beneficial to the following:

**Tangub City Global College.** The results of the study could provide the institution with valuable information on the effectiveness of its internship program on preparing students for professional employment. This could served as the basis for enhancing curriculum design, internship structures, supervision practices, and industry partnerships, ensuring that graduates acquired the practical skills, cognitive abilities, and workplace readiness necessary for success.

**Faculty and Internship Coordinators.** Faculty members and internship coordinators could used the findings to evaluate how internship experiences contribute to the development of both technical and non-technical competencies. This study guides them in designing structured and meaningful internship programs that improved role clarity, decision-making, higher-order thinking, and motivation among BSOA interns.

**BSOA Students.** Current BSOA students would benefit from this study by gaining insights in which specific internship skills need to focused during internship and contributes most effectively to work readiness. Somehow understanding the importance of developing soft skills, hard skills, and cognitive skills during internship experiences also encouraged students to actively cultivate these competencies, clarify their professional roles, strengthens critical thinking, and foster intrinsic and extrinsic motivation before entering the field of employability.

**Future Researchers.** This study could served as the reference for future research on internship skills and work readiness, providing a foundation for exploring additional variables, different populations, or alternative research designs to expand understanding of factors that influenced graduates employability and professional success.

### Scope and Limitation of the Study

This study was focused on assessing the level of internship skills among BSOA interns at Tangub City Global College, specifically examined communication, teamwork, problem-solving, technical, and cognitive as key components of internship skills. The respondents of this study were BSOA interns who enrolled in the second-semester, Academic Year 2025-2026. Data gathered from the respondents were systematically analyzed and interpreted by the researchers. However, this research was limited to BSOA interns from Tangub City Global College, and the findings would not be generalizable to interns from other programs, institutions, or locations. Additionally, the relianced on self-reported data might introduce subjectivity,

personal bias and would not represents actual performance. This study was conducted in the second semester of the academic year 2025–2026.

## RESEARCH METHODS

This section presents the research design, research setting, research respondents, research instrument and its validity, data-gathering procedure, data analysis, ethical considerations, trustworthiness of the research, and statistical tools used in analyzing the data.

**Research Design.** The researchers employed quantitative, non-experimental descriptive design. Quantitative research allowed for the systematic measurement and analysis of data using numerical tools to objectively described phenomena (Srivastava, 2021). A descriptive research design was appropriate for this study, as it focused on assessing the level of internship skills among BSOA interns, specifically examined communication, teamwork, problem-solving, technical, and cognitive skills. This design enabled the researchers to provide empirical evidences on the status of these skills and generate insights that would informed improvements in internship programs and enhanced the preparation of interns for professional roles (Taherdoost, 2022).

**Research Setting.** The study was conducted at Tangub City Global College, Tangub City, Misamis Occidental, specifically on BSOA interns who were enrolled in the Academic Year 2025–2026 second semester. TCGC offered a variety of academic programs, including the Bachelor of Science in Office Administration (BSOA), which equipped students with an essential clerical, technological, and managerial skills for modern office environments. It was an ideal location for this study, as it allowed researchers to directly assessed interns' readiness for office work. Conducting the study on campus ensured accessibility to respondents and supports from the faculty and administrators. All data collection and analysis were carried out within the academic year 2025–2026, consistent with the studys' scope and limitations.

**Research Respondents.** The respondents of this study focused on BSOA interns at Tangub City Global College, with an entire population of 75 BSOA interns for the second semester, within academic year 2025–2026. In this study, census sampling (complete enumeration) were employed, as data was collected from every member of the defined population rather than from a subset. Census sampling ensured that information from all individuals within the target group was obtained, provided comprehensive coverage and minimized the potential sampling error in the findings (Bafarasat et al., 2023). This sampling approach enabled the researchers to gathered appropriate data on BSOA interns' level of internship skills, such as communication, teamwork, problem – solving, technical, and cognitive skills, and to identified areas that had a low level which contributes to program enhancement, strengthens internship supervision and training and ensuring that BSOA interns possessed the necessary skills to thrived along in a professional settings.

**Research Instrument.** To achieved the objectives of this study, the researchers used an adapted and modified questionnaire based on the studies of Camo and Erellana (2025), titled “Analyzing the Connection of Soft Skills and Student Internship in a Local College: A Convergent Study,” and Tecson et al. (2025), entitled “Bridging the Gap: Aligning Internship Skills with Industry Demand.” The questionnaire was structured to assessed internship skills, with each variables containing ten indicators. All items was rated using a 4-point Likert scale ranged from “Strongly Agree” to “Strongly Disagree.”

**Instrument's Validity.** The validity of the questionnaire ensured through content validation by an experts composed of the research adviser, school editor, internship supervisor and school statistician who reviewed the test items for clarity, relevance, and comprehensiveness. Suggestions from the panel were integrated into the final instrument before distribution. A pilot test was conducted with 30 non-respondents sharing similar characteristics with the actual respondents to assessed reliability. The internal consistency of the questionnaire was measured using Cronbach's Alpha coefficient, with the following interpretation criteria (George & Mallery, 2003):  $\alpha > 0.9$  = excellent;  $\alpha > 0.8$  = good;  $\alpha > 0.7$  = acceptable;  $\alpha > 0.6$  = poor;  $\alpha < 0.5$  = unacceptable. The results showed that communication was  $\alpha=0.737$ , for teamwork  $\alpha=0.724$ , problem-solving  $\alpha=0.826$ , technical  $\alpha=0.805$ , and cognitive skills  $\alpha=0.805$ . These results indicated that the test

questionnaire was in acceptable to good ranged which reliable and suitable for actual administration to the respondents.

**Data Gathering Procedure.** Before distribution, the questionnaire went validation to ensured its clarity, reliability, and relevance to the studys' objectives. The researchers requested permission from the adviser and the dean of the Institute of Business and Financial Services at Tangub City Global College to conduct this study and collect data from the designated respondents. Upon approval, the researchers personally distributed the questionnaires to the selected BSOA interns. Respondents were provided with the clear instructions on how to complete the questionnaires, and any questions or concerns was addressed by the researchers.

The respondents would then provided with their responses regarding the level of their internship skills, including communication, teamwork, problem-solving, technical, and cognitive skills. Data collection was conducted over a period time that sufficient to allowed respondents to answer carefully and thoughtfully. After the collections, the data was collated, tabulated, and analyzed using appropriate statistical tools to determined the level of internship skills among the respondents, as an outlined in the research objectives and variables.

**Data Analysis.** The researchers utilized research instruments such as validated questionnaires to addressed the main purpose of this study. To sum up the data that was gathered, the mean and grand mean was used to determined the overall level of internship skills of the respondents. Each indicator had a calculated meaning to be interpreted using the scale and the corresponding description provided in the table below.

| Numerical Value | Hypothetical Range | Qualitative Description | Implication |
|-----------------|--------------------|-------------------------|-------------|
| 4               | 3.25-4.00          | Strongly Agree          | Very High   |
| 3               | 2.50-3.24          | Agree                   | High        |
| 2               | 1.75-2.49          | Disagree                | Low         |
| 1               | 1.00-1.74          | Strongly Disagree       | Very Low    |

### Verbal Interpretation

**4** – It implies that the respondents strongly agree with the indicators, which indicates that the level of internship skills was very high.

**3** – It implies that the respondents agree with the indicators, which indicates that the level of internship skills was high.

**2** – It implies that the respondents disagree with the indicators, which indicates that the level of internship skills was low.

**1** – It implies that the respondents strongly disagree with the indicators, which indicates that the level of internship skills was very low.

### Ethical Considerations

Upon the study conducted, the researchers uphold the utmost confidentiality of the respondents. Before the distribution of the questionnaires', the informed consent was obtained, and respondents were assured that providing their names was optional to maintain privacy. The purpose of the study and the reasons for selecting the respondents were clearly explained. Respondents was informed that all information gathered were kept in a secured location, used solely for research purposes and would remained strictly between researchers and the respondents.

### Trustworthiness of the Study

The confidentiality of respondents were always maintained. To ensured the credibility and accuracy of the studys' findings, the researchers consulted experts and professionals regarding the collected data. This

processed helped guarantee the correct interpretation of results and supports the development of sound recommendations. The study was conducted with reliability, integrity, and ethical responsibility to produced trustworthy and meaningful outcomes.

## Definition of Terms

To provide a clear understanding to the readers, the following terms was presented both conceptually and operationally in the context of this study.

**Cognitive Skills.** Cognitive skills are higher-order mental abilities used to process information, reason, remember, and solve problems (<https://www.psychologytoday.com/us/basics/cognitive-skills>). In this study, cognitive skills refer to the BSOA intern’s ability to think critically, apply theoretical knowledge, and make effective decisions during internships and in the workplace.

**Communication Skills.** Communication skills are the ability to convey or exchange information effectively through speaking, writing, listening, and nonverbal behavior ([https://www.mindtools.com/pages/article/newCS\\_00.htm](https://www.mindtools.com/pages/article/newCS_00.htm)). In this study, communication skills refer to the BSOA interns’ capacity to clearly express ideas, provide feedback, and interact professionally with supervisors, coworkers, and clients during their internship.

**Problem-Solving Skills.** Problem-solving skills are the ability to identify, analyze, and implement solutions to challenges or obstacles (<https://www.thebalancecareers.com/problem-solving-skills-with-examples-2063741>). In this study, problem-solving skills refer to the interns’ competence in recognizing workplace challenges and applying logical and creative approaches to resolve them effectively.

**Technical Skills.** Technical skills are job-specific technical abilities, tools, or procedures that are learned through training or practice (<https://www.indeed.com/career-advice/resumescoverletters/technical-skills>). In this study, technical skills refer to the practical competencies that BSOA interns develop through internship experiences, such as office software proficiency, record management, and procedural knowledge, that prepare them for workplace tasks.

**Teamwork Skills.** Teamwork skills are the ability to work collaboratively with others to achieve shared goals and produce quality results (<https://www.mindtools.com/pages/article/teamwork-skills.htm>). In this study, teamwork skills refer to the interns’ ability to cooperate, communicate, and coordinate with colleagues and supervisors effectively during their internship tasks

## Presentation, Analysis, And Interpretation Of Data

This chapter showed the presentation, analysis, and interpretation of the data gathered by the researchers.

**Table 1 Level of Internship Skills among BSOA Interns at Tangub City Global College in terms of Communication Skills**

| Indicator                                                                      | Mean | Interpretation |
|--------------------------------------------------------------------------------|------|----------------|
| 1. I present my ideas clearly to supervisors, coworkers, and clients.          | 3.16 | Agree          |
| 2. I actively listen and respond appropriately during workplace conversations. | 3.29 | Strongly Agree |
| 3. I adjust my communication style based on the audience.                      | 3.27 | Strongly Agree |
| 4. I professionally express suggestions and feedback.                          | 3.10 | Agree          |
| 5. I communicate effectively in written forms such as emails and reports.      | 3.08 | Agree          |
| 6. I use digital communication tools appropriately in completing tasks.        | 3.36 | Strongly Agree |
| 7. I ask clarifying questions when instructions are unclear.                   | 3.02 | Agree          |

|                                                                 |             |                |
|-----------------------------------------------------------------|-------------|----------------|
| 8. I provide information in a concise and organized manner.     | 3.34        | Strongly Agree |
| 9. I resolve misunderstandings through effective communication. | 3.30        | Strongly Agree |
| 10. I speak confidently during meetings or group discussions.   | 3.26        | Strongly Agree |
| <b>Grand mean</b>                                               | <b>3.21</b> | <b>Agree</b>   |

As presented in the Table 1, the highest mean of 3.36, indicates that the respondents strongly agreed that they used digital communication tools appropriately on completing tasked. Meanwhile, the lowest mean of 3.02 indicates that the respondents agreed that they asked clarifying questions when instructions were unclear. Overall, the grand mean of 3.21 indicates that the interns were generally agreed with the indicators, which were measured on their communication skills. This suggests that this variable was demonstrated the high level of Communication skills particularly in using digital communication tools appropriately to complete tasks.

According to Carillaga et al. (2026), Communication skills were among the most critical soft skills required in any workplace success, particularly in professional environments where clarity, accuracy, and responsiveness was much essential. Similarly, Kilcullen et al. (2022) emphasized that effective communication improved workplace efficiencies and reduced misunderstandings among employees and supervisors. Furthermore, recent studies by Megasari et al. (2025) highlighted that interns who were competent in communication was more likely to performed better in real workplace settings due to their ability to interact effectively on a diverse individuals.

**Table 2** Level of Internship Skills among BSOA Interns at Tangub City Global College in terms of Teamwork Skills

| Indicator                                                            | Mean        | Interpretation |
|----------------------------------------------------------------------|-------------|----------------|
| 1. I collaborate effectively with diverse team members.              | 3.09        | Agree          |
| 2. I contribute constructive ideas during group tasks.               | 3.02        | Agree          |
| 3. I respect the roles and opinions of my teammates.                 | 3.28        | Strongly Agree |
| 4. I actively participate in activities that support team success.   | 3.14        | Agree          |
| 5. I coordinate tasks with others to achieve shared goals.           | 3.15        | Agree          |
| 6. I offer assistance to colleagues when needed.                     | 3.18        | Agree          |
| 7. I resolve conflicts within the team professionally.               | 3.14        | Agree          |
| 8. I build trust and maintain positive working relationships.        | 3.23        | Agree          |
| 9. I adapt to different personalities and teamwork styles.           | 3.07        | Agree          |
| 10. I contribute meaningfully to the success of internship projects. | 3.22        | Agree          |
| <b>Grand mean</b>                                                    | <b>3.15</b> | <b>Agree</b>   |

As presented in the Table 2, the highest mean of 3.28 indicates that the respondents strongly agreed that they respected the roles and opinions of their teammates. Meanwhile, the lowest mean of 3.02 indicates that the respondents agreed that they contributed constructive ideas during group discussions. Overall, the grand mean of 3.15 indicates that the interns generally agreed with the indicators, which were measured on their teamwork skills. This suggests that this variable was demonstrated a high level of teamwork skills during internship particularly in respecting the roles and opinions on their teammates.

According to Silaen (2025), Teamwork was a fundamental workplace competencies that enhanced productivity through coordination, trust, and shared responsibility among employees. Likewise, González et al. (2025) emphasized that cooperative interaction among individuals improved tasked performance and strengthened organizational outcomes. In addition, recent research by Mayorga et al. (2024), found that interns who actively participate in team-based tasked tend to developed stronger professional adaptability and interpersonal skills, which were essentials in administrative roles.

**Table 3 Level of Internship Skills among BSOA Interns at Tangub City Global College in terms of Problem-solving Skills**

| Indicator                                                      | Mean        | Interpretation  |
|----------------------------------------------------------------|-------------|-----------------|
| 1. I identify problems encountered in internship tasks.        | 2.36        | Disagree        |
| 2. I analyze problems to determine their root causes.          | 2.33        | Disagree        |
| 3. I generate possible solutions to workplace challenges.      | 2.31        | Disagree        |
| 4. I implement and evaluate appropriate solutions effectively. | 2.28        | Disagree        |
| 5. I approach challenges with positive attitudes.              | 2.49        | Disagree        |
| 6. I anticipate potential issues before they escalate.         | 2.32        | Disagree        |
| 7. I apply logical reasoning when resolving complex task.      | 2.31        | Disagree        |
| 8. I seek appropriate guidance or resources when necessary.    | 2.53        | Agree           |
| 9. I consider different perspectives when resolving problems.  | 2.51        | Agree           |
| 10. I learn from mistakes to improve future performance.       | 2.57        | Agree           |
| <b>Grand mean</b>                                              | <b>2.39</b> | <b>Disagree</b> |

As presented in the Table 3, the highest mean of 2.57, indicates that the respondents agreed that they learned from mistakes to improve their future performance. Meanwhile, the lowest mean of 2.28 indicates that the respondents disagreed that they could implement and evaluate appropriate solutions effectively. Overall, the grand mean of 2.39 indicates that the interns generally disagreed with the indicators, which were measured on their problem-solving skills. This suggests that this variable was demonstrated the lowest level of problem-solving skills during internship particularly in implementing and evaluating the appropriate solutions.

According to Da Silva Elva (2022), Problem-solving skills involved cognitive processes that includes identifying issues, analyzing causes, and selecting appropriate solutions along dynamic environments. Similarly, Karla et al. (2022) emphasized that critical thinking and problem-solving were essentials in workplace decision-making, especially in administrative and organizational contexts. Moreover, recent studies by Kasim et al. (2024) highlighted that interns who developed strong analytical and reasoning skills was more likely to succeed in complexed and fast-changing work environments.

**Table 4 Level of Internship Skills among BSOA Interns at Tangub City Global College in terms of Technical Skills**

| Indicator                                                                         | Mean        | Interpretation |
|-----------------------------------------------------------------------------------|-------------|----------------|
| 1. I use computers effectively for basic office tasks.                            | 2.53        | Agree          |
| 2. I utilize Microsoft Office applications efficiently in completing assignments. | 2.51        | Agree          |
| 3. I conduct online research effectively to support tasks.                        | 3.02        | Agree          |
| 4. I prepare and deliver organized presentations when required.                   | 3.11        | Agree          |
| 5. I operate office equipment properly and safely.                                | 2.72        | Agree          |
| 6. I manage and maintain records accurately.                                      | 3.19        | Agree          |
| 7. I troubleshoot basic technical or software issues independently.               | 2.05        | Disagree       |
| 8. I follow technical procedures correctly in assigned tasks.                     | 2.29        | Disagree       |
| 9. I use industry-specific software or systems when required.                     | 3.20        | Agree          |
| 10. I document and report technical information accurately.                       | 2.52        | Agree          |
| <b>Grand mean</b>                                                                 | <b>2.67</b> | <b>Agree</b>   |

As presented in the Table 4, the highest mean of 3.20 indicates that the respondents agreed that they used industry-specific software or systems when required. Meanwhile, the lowest mean of 2.05 indicates that the respondents disagreed that they could troubleshoot basic technical or software issues independently. Overall, the grand mean of 2.67 indicates that the interns generally agreed with the indicators, which were measured on their technical skills. This suggests that this variable was demonstrated a high level of technical skills during internship particularly in using industry- specific software or systems when required.

According to Kamaruzaman et al. (2025), Technical skills was essential in preparing students for workplace demands especially in digital and technology-driven environments. Similarly, Seeletse et al. (2024) emphasized that digital competencies enhanced employability and productivity in modern workplaces. Furthermore, technical literacy including software proficiency and digital tool usage, was the key requirement for interns and entry-level employees in administrative professions (Santiago & Gil, 2025).

**Table 5 Level of Internship Skills among BSOA Interns at Tangub City Global College in terms of Cognitive Skills**

| Indicator                                                               | Mean        | Interpretation |
|-------------------------------------------------------------------------|-------------|----------------|
| 1. I adapt quickly to new or unfamiliar tasks.                          | 2.93        | Agree          |
| 2. I manage my time effectively during internship assignments.          | 2.40        | Disagree       |
| 3. I prioritize tasks based on urgency and importance.                  | 3.07        | Agree          |
| 4. I maintain focus and concentration while completing tasks.           | 2.86        | Agree          |
| 5. I recall important information when needed.                          | 3.23        | Agree          |
| 6. I integrate information from multiple sources when making decisions. | 2.78        | Agree          |
| 7. I apply learned knowledge to new workplace situations.               | 2.65        | Agree          |
| 8. I adjust my thinking when faced with unexpected challenges.          | 2.48        | Disagree       |
| 9. I use feedback to improve my performance.                            | 2.97        | Agree          |
| 10. I monitor and regulate my own learning and work progress.           | 2.58        | Agree          |
| <b>Grand mean</b>                                                       | <b>2.83</b> | <b>Agree</b>   |

As presented in the Table 5, the highest mean of 3.23, indicates that the respondents agreed that they could recall important information when needed. Meanwhile, the lowest mean of 2.40 indicates that the respondents disagreed that they could managed their time effectively during internship assignments. Overall, the grand mean of 2.83 indicates that the interns generally agreed with the indicators, which were measured on their cognitive skills. This suggests that this variable was demonstrated the high level of Cognitive skills particularly in recalling important information if needed.

According to Lee et al. (2024), Cognitive skills was involved mental processes such as remembering, understanding, applying, and evaluating information. Similarly, Boeren and Íñiguez-Berrozpe (2022) emphasized that cognitive development supports effectived learning and tasked-performance in real-world settings. In addition, cognitive flexibility and self-regulation was an essential skills for interns to succeed in a dynamic and demanding workplace environments (Predovic et al., 2021).

**Table 6 Summary on the Level of Internship Skills among BSOA Interns at Tangub City Global College**

| Indicators                | Grand Mean | Interpretation |
|---------------------------|------------|----------------|
| 1. Communication Skills   | 3.21       | Agree          |
| 2. Teamwork Skills        | 3.15       | Agree          |
| 3. Problem-solving Skills | 2.39       | Disagree       |
| 4. Technical Skills       | 2.67       | Agree          |
| 5. Cognitive Skills       | 2.83       | Agree          |

Table 6 presented the summary on respondents' level of internship skills. Among five internship skills variables, problem-solving received the lowest grand mean and were interpreted as Disagree, indicated as the lowest level among all internship skills that the respondent's assessed. Therefore, the results showed that the interns were able to communicate effectively, collaborate with others, performed basic technical tasks, and apply efficient cognitive skills during internship assignments. However, problem-solving skills demonstrated as the lowest level and were identified as the area for further skill enhancements.

According to Barman (2025), Communication and Teamwork skills was consistently ranked as the most important skills in employability studies across various disciplines. Similarly, Mardiyah and Hayat (2026) noted that while soft skills were often well-developed among interns, problem solving skills frequently required further enhancement through training and exposures. Furthermore, balanced development of soft, cognitive, and technical skills was an essential on preparing students for a successful transition into the labor market (Lukitasari & Suhartini, 2025).

## **SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

This chapter presented the summary of findings, the conclusion made, and the recommendations endorsed.

### **Summary of Findings**

This study, entitled "Assessing the Level of Internship Skills among BSOA Interns at Tangub City Global College," was conducted to determine the interns' level of internship skills in terms of communication, teamwork, problem-solving, technical, and cognitive skills. A quantitative descriptive research design and census sampling were employed, and data were gathered through an adapted-modified questionnaires especially administered to BSOA interns at Tangub City Global College. The study specifically aimed to assess the level of internship skills across the identified skill areas and determine which variables required further enhancement to ensure interns' workplace readiness.

The findings reported that communication obtained the highest grand mean of 3.21 interpreted as "Agree," indicated the high level of workplace interaction. This was followed by teamwork skills 3.15, cognitive skills 2.83, and technical skills 2.67, which were all interpreted as "Agree," indicated the high level of collaboration, cognitive processes and technical capabilities. Conversely, problem-solving skills received the lowest grand mean of 2.39 interpreted as "Disagree," indicated as the lowest level in interns' ability to implement and respond workplace challenges. Overall, the results showed that while BSOA interns possessed adequate internship skills, there was a clear need for further skill enhancement specifically in problem-solving area.

### **Conclusion**

Based on the findings, the following conclusions and recommendations were drawn.

The findings showed that the respondents demonstrated the high level of internship skills in communication, teamwork, cognitive and technical, which were reflected by their overall interpretation as Agree. Meanwhile, among the five internship skills, problem-solving received the lowest level and was interpreted as Disagree, indicating the need for further skill enhancement particularly on this area. Therefore, the results revealed that the interns were able to communicate effectively, collaborate through others, performed basic technical tasks and applied efficient cognitive skills during internship assignments, however problem-solving was identified as the lowest skill level, which were indicated that the interns should focus more on enhancing this skill during their office internship. Overall, this study suggested that BSOA interns would more benefits on practical learning activities, training interventions and workplace experiences that involved on problem-solving skills. These activities were somewhat expected to help intern on enhancing their ability to handle office-related issues, generate effective solutions and apply appropriate problem-solving strategies, which were enable them to become more prepared for the future employment.



## Recommendations

Based on the results, findings, and conclusion, the researchers suggested the following recommendations:

1. Tangub City Global College may helped to strengthened its internship program by conducting a Workplace Problem-Solving and Decision-Making Seminar-Workshop prior to internship deployment. The seminar should include training on the root cause analysis, decision-making strategies, workplace conflict resolution, and office simulation exercises, which helped to enhance interns' problem-solving skills and workplace readiness. This interventions may helped improves the lowest area identified, which was problem-solving skills, and enhance students' ability to respond effectively in any workplace challenges.
2. BSOA Faculty and Internship Coordinators were encouraged to implement a Problem-Based Learning (PBL) Workshop Series that includes administrative case studies, time management simulations and reflective learning sessions to strengthened students' analytical reasoning before deployment.
3. Partner Internship Agencies were encouraged to provide interns with more hands-on experiences that involved problem-solving tasks and decision-making responsibilities. Exposures to real workplace challenges would help interns develop analytical skills and proficiency in handling complex situations.
4. BSOA Interns were encouraged to actively engaged in activities that would developed their problem-solving skills, such as office simulations assessment, real-life analytical studies, and collaborative problem-solving task. They should also seek feedback regularly to improves performance and strengthened the lowest skill area which was problem-solving skills.
5. Future Researchers may conduct further studies focusing on the relationship between internship skills and employability outcomes or compare interns' skill assessment and supervisor assessment to test different perceptions. A mixed-method approach was also recommended to gain deeper insights into students' actual workplace performance and experiences.

**TANGUB CITY GLOBAL COLLEGE**  
**Tangub City, 7214 Philippines**

---

**INSTITUTE OF BUSINESS AND FINANCIAL SERVICES**

## CERTIFICATE OF PANEL APPROVAL

This research entitled “**ASSESSING THE LEVEL OF INTERNSHIP SKILLS AMONG BSOA INTERNS AT TANGUB CITY GLOBAL COLLEGE**”, prepared and submitted by **Margie C. Allanic, Cherry Mae M. Carpio, and Ashley Kate S. Lindayao** in partial fulfillment of the requirement for the degree of **BACHELOR OF SCIENCE IN OFFICE ADMINISTRATION** was hereby recommended for approval.

Approved by the committee on oral examination

**ILYN R. DAGUMAN, DBA**  
Chairperson

---

Date

**JASMINE O. BELOY, MPA, MBA, CFMS**  
Adviser

---

Date

This research was approved in partial fulfillment of the requirements for the degree of **BACHELOR OF SCIENCE IN OFFICE ADMINISTRATION**.



**LADY JUNE V. LARGO, DM**

Dean, Institute of Business and Financial Services

---

**CLAIRE P. VENTE, MBA, LPT**

Panel 1 member

---

Date

**ROSANA D. ANDUHAR, MBA, LPT**

Panel 2 member

---

Date

**CLINT JOY M. QUIJE, MA-  
MATH**

VP for Research Extension, Linkages  
And Internationalization

---

Date

## ACKNOWLEDGEMENT

The completion of this study would not have been possible without the guidance, helped, and supports of a various individuals who had extended their hands and hearts to assists us throughout every stages of this research.

First and foremost, we thank our Almighty Father for bestowing us with knowledge, wisdom, strength, and guidance throughout this journey. This study would not have been realized without His blessings and unwavering presence.

To the Chairperson of the panel, **Dr. Ilyn R. Daguman**, along with the panel members, **Ms. Claire P. Vente** and **Ms. Rosana D. Anduhar**, thank you for your insightful comments, valuable knowledge, constructive suggestions, and generous advice that guided us in refining and improving this research.

To our research instructors, **Ms. Myla Jane Y. Jerez**, thank you for consistently reminding us of our goals and for sharing your own knowledge and expertise throughout the research process.

To our adviser, **Ms. Jasmine O. Beloy**, thank you for your full support, endless patience, understandings, and encouragement. Your guidance, especially during the most challenging moments, inspired us to be persevere. We are deeply grateful for your belief in us and for all the important insights and suggestions that made this research study possible.

To our editor, **Ms. Princess Karen S. Ramos**, thank you for your excellent work, dedication, and timely service in helping improved the quality of this manuscript.

To our statistician, **Ms. Kimberly P. Jangad**, thank you for generously sharing your knowledge and expertise in data analysis and statistical computation, which had greatly contributed to this studys' success. To our beloved parents, friends, and classmates, thank you for your moral support, encouragements, understandings, and motivation to helped us complete this study.

Lastly, to our valued respondents, thank you for your participation, openness, and cooperation, which were essential to the success of this study. Your contributions made this research meaningful, memorable and possible.

**-The Researchers**

## Dedication

This research study was wholeheartedly dedicated to our Almighty God, whose guidance, strength, wisdom, and grace made this academic journey be possible. Without Him, this work would not have been completed.

To our dear friends and classmates, thank you for your constant encouragement, support, and motivation that helped us persevere in completing this study. We also recognized and commend ourselves for enduring the hardships, moments of doubt, and challenges that tested our determination. Despite the exhaustion and difficult times, we were still remained strong and overcame every obstacle that came in our way.

Most importantly, this work was dedicated to the people who have always stood by our side, those who provided moral, spiritual, emotional, and financial support throughout this academic journey. This research was especially dedicated to our beloved parents:

**Mr. Teogenis G. Allanic and Mrs. Julieta C. Allanic**

**Mr. Julio D. Carpio and Mrs. Rosevilla M. Carpio**

**Mr. Temoteo E. Lindayao and Mrs. Melisa S. Lindayao**

Your unconditional love, sacrifices, encouragement, and unwavering supports inspired us to continued striving toward the completion of this study.

Lastly, we dedicate this work to our instructor, adviser, editor, and statistician, who generously shared their knowledge, skills, expertise, and experiences that greatly contributed to the success of this research paper.

## REFERENCES

1. Anjum, S. (2020). Impact of internship programs on professional and personal development of business students: a case study from Pakistan. *Future Business Journal*, 6(1). <https://doi.org/10.1186/s43093-019-0007-3>
2. Avleeva, E., Byrd, J. W., Pratt, S., & Gonzalez, V. (2025). The internship experience: Students' self-evaluations of soft skill development during hospitality internships. *Journal of Hospitality Leisure Sport & Tourism Education*, 36, 100552. <https://doi.org/10.1016/j.jhlste.2025.100552>
3. Bafarasat, A. Z., Oliveira, E., & Grove, A. (2023). A researcher companion of data collection and validation methods. *Urban Resilience and Sustainability*, 1(2), 91–106. <https://doi.org/10.3934/urs.2023007>
4. Barman, N. (2025). Enhancing Employability through Soft Skills and Interdisciplinary Approaches: An Analytical Perspective. *International Journal for Multidisciplinary Research*, 7(6). <https://doi.org/10.36948/ijfmr.2025.v07i06.65174>
5. Bawica, I. (2021). The University Internship Program and Its Effects on Students' Employability Readiness. *International Journal of Academe and Industry Research*, 2(3), 86–101. <https://doi.org/10.53378/348731>
6. Boeren, E., & Íñiguez-Berrozpe, T. (2022). Unpacking PIAAC's cognitive skills measurements through engagement with Bloom's taxonomy. *Studies in Educational Evaluation*, 73, 101151. <https://doi.org/10.1016/j.stueduc.2022.101151>
7. Butar-Butar, R., & Wijaya, T. (2025). The influence of hard skills and soft skills on work readiness through self-efficacy as an intervening variable in students. *International Journal of Humanities and Social Sciences Reviews*, 2(3), 44–57. <https://doi.org/10.62951/ijhs.v2i3.445>
8. Caingcoy, M. (2021). Scoping Review on Employability Skills of Teacher Education Graduates in the Philippines: A Framework for Curriculum Enhancement. *International Journal of Education and Literacy Studies*, 9(4), 182–188. <https://doi.org/10.7575/aiac.ijels.v.9n.4p.182>
9. Camo, J., & Erellana, E. (2025). Analyzing the connection of soft skills and student internship in a local college: a convergent study. *Psychology and Education: A Multidisciplinary Journal*, 42(1), 15–57. <https://doi.org/10.70838/pemj.420102>

10. Carillaga, M. Cogay, J Guillermo, N. Manlangit, D & Novales, Z. (2026). Internship Experience and Its Adaptability to Real-Work Environment Among Bsais Graduates Batch 2024-2025. *International Journal of Research Publications*, 195(1). <https://doi.org/10.47119/ijrp1001951420268867>
11. Choudhar, S, Singh, P. & Talwar, P. (2022). Study on problem solving skills and its importance. *World Journal of English Language*, 12(3), 47. <https://doi.org/10.5430/wjel.v12n3p47>
12. Da Silva Elva, A. (2022). Development of Administrative Skills: How to Improve Business Analysis, Problem Solving, and Critical Thinking. *International Seven Journal of Multidisciplinary*, 1(2). <https://doi.org/10.56238/isevmjv1n2-013>
13. De Souza, A, De Sousa Cardozo, J., & Ayub, S. (2024). As soft skills desenvolvidas pelos alunos da Faculdade de Tecnologia de Catanduva por meio do estágio supervisionado. *Colloquium Humanarum*, 21(1), 1–22. <https://doi.org/10.5747/ch.2024.v20.h579>
14. Di Pietro, G. (2022). International internships and skill development: A systematic review. *Review of Education*, 10(2), e3363. <https://doi.org/10.1002/rev3.3363>
15. Dunn, S., & Lane, P. (2019). Do interns know what they think they know? Assessing business communication skills in interns and recent graduates. *Business and Professional Communication Quarterly*, 82, 202–213. <https://doi.org/10.1177/2329490619826258>
16. González, L, De Jesús A, A., Martínez, M., Pacheco, R, Lugo, D., Betin, A., Vergara, C, Lazaro, E, De Jesús V, J., Flórez, R. De La Hoz C, & Ozuna, H. (2025). Transformative impact of Internships in Professional Training: An Approach from the Unadista Administration. *International Journal of Human Sciences Research*, 5(5), 1–12. <https://doi.org/10.22533/at.ed.5585525260214>
17. Gjini, T. & Hernandez-Gantes, V. (2025). Who gets to intern? Demographic and institutional predictors of internship participation among international students. *European Journal of Education & Language Review*, 1(1), 1. <https://doi.org/10.20897/ejeler/17312>
18. George, D., & Mallery, P. (2003). *SPSS for Windows step by step guide: A simple guide and reference* (4th ed.). Allyn and Bacon. <https://books.google.com.ph/books?id=KS1DPgAACAAJ>
19. Haritha, D., & Rao, D. (2024). A holistic approach to professional development: integrating KOLB's experiential learning theory for soft skills mastery. *Journal of Engineering Education Transformation*, 37(IS2), 415–424. <https://doi.org/10.16920/jeet/2024/v37is2/24069>
20. Ikhtiangung, G., Firdhaus, F., & Sarapil, C. (2022). Mapping the quality of soft and hard skills of industrial internships using the importance-performance index and the customer satisfaction index. *JMKSP (Jurnal Manajemen Kepemimpinan dan Supervisi Pendidikan)*, 7(1), 337. <https://doi.org/10.31851/jmksp.v7i1.6926>
21. Ingles, D. & Retallick, M. (2025). Reflective Practice in an Experiential Learning Program: An exploratory content analysis of reflective writing in experiential learning portfolios. *Journal of Agricultural Education*, 66(2), 1. <https://doi.org/10.5032/jae.v66i2.3029>
22. Jackson, D., & Tomlinson, M. (2020). Investigating the relationship between career planning, proactivity and employability perceptions among higher education students in uncertain labour market conditions. *Higher Education*, 80(3), 435–455. <https://doi.org/10.1007/s10734-019-00490-5>
23. Kamaruzaman, F, Othman, N. Omar, M., & Zaid, M. (2025). Future generic skills for technical Vocational education graduates. *International Journal of Learning Teaching and Educational Research*, 24(3), 312–332. <https://doi.org/10.26803/ijlter.24.3.15>
24. Karla, D., Pandey, V, Rastogi, P., & Kumar, S. (2022). A Comprehensive review on Significance of Problem-Solving Abilities in Workplace. *World Journal of English Language*, 12(3), 88. <https://doi.org/10.5430/wjel.v12n3p88>
25. Kasim, A, Puad, M, & Abdullah, A. (2024). Exploring problem-solving and critical thinking skills of TVET students: An SME employer perspective. *International Journal of Academic Research in Economics and Management Sciences*, 13(4). <https://doi.org/10.6007/ijarems/v13-i4/23262>
26. Kilcullen, M., Bisbey, T, Rosen, M., & Salas, E. (2022). Does team orientation matter? A state-of-the-science review, meta-analysis, and multilevel framework. *Journal of Organizational Behavior*, 44(2), 355–375. <https://doi.org/10.1002/job.2622>
27. Laguador, J, Chavez-Prinsipe, N, & De Castro, E (2020). Employability skill development needs of engineering students and employers' feedback on their internship performance. *Universal Journal of Educational Research*, 8(7), 3097–3108. <https://doi.org/10.13189/ujer.2020.080738>

28. Lee, L, Healy, M, Fischer, N, Tong, K., Chen, A, Sahakian, B, & Kourtzi, Z. (2024). Cognitive flexibility training for impact in real-world settings. *Current Opinion in Behavioral Sciences*, 59, 101-413. <https://doi.org/10.1016/j.cobeha.2024.101413>
29. Lukitasari, F., & Suhartini, R. (2025). Employability Skill in Vocational Education: A Literature Review on Innovation and Industry Collaboration. *International seminar*, 7, 507–518. <https://doi.org/10.36563/vkb80b56>
30. Luthfiani, W, & Wajdi, M. (2025). Pengaruh internship experience, soft skill, dan hard skill terhadap kesiapan kerja. *Al-Kharaj Jurnal Ekonomi Keuangan & Bisnis Syariah*, 7(2). <https://doi.org/10.47467/alkharaj.v7i2.6954>
31. Mainga, W., Daniel, R., & Alamil, L. (2022). Perceptions of employability skills of undergraduate business students in a developing country: An exploratory study. *Higher Learning Research Communications*, 12(1). <https://doi.org/10.18870/hlrc.2022.v12i1.1257>
32. Mardiyah, A, & Hayat, A. (2026). Soft Skills vs Technical Skills: A Narrative Literature Review on the Determinants of Work Readiness Among Recent Graduates. *Jurnal Indonesia Sosial Sains*, 7(1), 336–344. <https://doi.org/10.59141/jiss.v7i1.2172>
33. Mayorga, V, Guzmán, M, Alamilla, M., Moreno, R, & Hernández, M. (2024). Effects of the consolidation of work teams within organizations. *Scientific Journal of Applied Social and Clinical Science*, 4(10), 2–17. <https://doi.org/10.22533/at.ed.2164102415053>
34. Megasari, E, Yoto, Y., & Widiyanti, W. (2025). The Role of Internship Experience, Soft Skills, and Self-Efficacy in Enhancing Vocational Readiness: A Systematic literature review. *Didaktika Jurnal Kependidikan*, 14(4), 6353–6370. <https://doi.org/10.58230/27454312.3032>
35. Min-En, L., Teck-Heang, L., Melissa, T, Boon-Liat, C., & Wai-Mun, H. (2024). Accounting Internships: a qualitative investigation on issues and challenges. *International Journal of Academic Research in Business and Social Sciences*, 14(6). <https://doi.org/10.6007/ijarbss/v14-i6/21537>
36. Papp, I, Molnar, C., & Juhász, T. (2023). Soft skills of business students in relation to higher education internships. *Problems and Perspectives in Management*, 21(4), 113–126. [https://doi.org/10.21511/ppm.21\(4\).2023.09](https://doi.org/10.21511/ppm.21(4).2023.09)
37. Predovic, D., Dennis, J., & Jones, E. (2021). International internships and employability: a game-based assessment approach. *Higher Education Research & Development*, 41(4), 1231–1246. <https://doi.org/10.1080/07294360.2021.1889994>
38. Santiago, T., & Gil, M. (2025). Preparing graduates for digital futures: critical insights from High-Tech internships in business administration. *Education and Information Technologies*, 30(17), 24259–24289. <https://doi.org/10.1007/s10639-025-13751-x>
39. Schmidt, D., Raupach, T., Wiegand, A., Herrmann, M., & Kanzow, P. (2021). Relation between examinees' true knowledge and examination scores: systematic review and exemplary calculations on multiple-true-false items. *Educational Research Review*, 34, 100409. <https://doi.org/10.1016/j.edurev.2021.100409>
40. Seeletse, S., Azizah, M, & Fathoni, T. (2024). Digital Literacy as a core competency: Preparing students for the future workforce. *Assoeltan Indonesian Journal of Community Research and Engagement*, 2(1), 29–42. <https://doi.org/10.70610/edujavare.v2i1.799>
41. Sein-Echaluce, M., Blanco, Á., García-Peñalvo, F., & Escudero, D. (2024). Integrating individual and collective skills: A rubric-based model for teamwork competence assessment. *Learning and Collaboration Technologies*, 147-22. [https://doi.org/10.1007/978-3-031-61672-3\\_17](https://doi.org/10.1007/978-3-031-61672-3_17)
42. Sharma, L., Jha, S., Koirala, R., Aryal, U., & Bhattarai, T. (2023). Navigating the research landscape: A guide to the selection of the right research design. *International Research Journal of MMC*, 4(1), 64–77. <https://doi.org/10.3126/irjmmc.v4i1.51863>
43. Silaen, M. (2025). Team behaviour and teamwork. *Indonesian Journal of Advanced Research*, 4(9), 2141–2156. <https://doi.org/10.55927/ijar.v4i9.15418>
44. Slyvka, M., & Madzhara, T. (2023). Developing effective communication skills in teaching English. *Grail of Science*, (34). <https://doi.org/10.36074/grail-of-science.08.12.2023.70>
45. Sumaiya, B., Srivastava, S., Jain, V., & Prakash, V. (2022). The role of effective communication skills in professional life. *World Journal of English Language*. <https://doi.org/10.5430/wjel.v12n3p134>

46. Taherdoost, H. (2022). What are different research approaches? Comprehensive review of qualitative, quantitative, and mixed method research, their applications, types, and limitations. *Journal of Management Science & Engineering Research*, 5(1), 53–63. <https://doi.org/10.30564/jmser.v5i1.4538>
47. Tecson, C, Quilaton, J., Pido, J, Famat, A., & Rullan, J. (2025). Bridging the gap: Aligning internship skills with industry demand. *International Journal of Research and Innovation in Social Science*, 11(11), 4831–4848. <https://doi.org/10.47772/ijriss.2025.909000398>
48. Tholia, S., Rastogi, M., Gupta, S., & Pandey, D. (2022). Role of interpersonal communication in workplace. *World Journal of English Language*, 12(3). <https://doi.org/10.5430/wjel.v12n3p64>
49. Tushar, H., & Sooraksa, N. (2023). Global employability skills in the 21st century workplace: A semi-systematic literature review. *Heliyon*, 9(11), e21023. <https://doi.org/10.1016/j.heliyon.2023.e21023>
50. Wale, B, & Bishaw, K. (2020). Effects of using inquiry-based learning on EFL students' critical thinking skills. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1). <https://doi.org/10.1186/s40862-020-00090-2>
51. Wang, F. (2025). The impact of internship experience on professional identity, motivation, and attitude among aviation service majors: A cross-sectional empirical study. *Frontiers in Psychology*, 16, 1661-068. <https://doi.org/10.3389/fpsyg.2025.1661068>
52. Wilopo, C, Arianto, A, Hartono, P, Suade, Y, & Triany, N. (2025). Assessing the work readiness of students: the role of internship experience and soft skill competencies. *International Journal of Digital Entrepreneurship and Business*, 6(1), 14–30. <https://doi.org/10.52238/ideb.v6i1.216>
53. Yeong, J., Kam, C., Lye, E, & Boo, S. (2024). The impact of internships in graduates' employability: Employers insights. *Singapore Labour Journal*, 3(1), 101–112. <https://doi.org/10.1142/S281103152400007X>

### Assessing the Level of Internship Skills among BSOA Interns at TANGUB City Global College

**Directions:** Listed below was a series of statements that pertained to communication, teamwork, cognitive, technical and cognitive skills. Please indicate your level of agreement with each statements by selecting a number from 1 to 4 using the scale below:

| Indicators                                                                     | 4 | 3 | 2 | 1 |
|--------------------------------------------------------------------------------|---|---|---|---|
| <b>I. Communication Skills</b>                                                 |   |   |   |   |
| 1. I present my ideas clearly to supervisors, coworkers, and clients.          |   |   |   |   |
| 2. I actively listen and respond appropriately during workplace conversations. |   |   |   |   |
| 3. I adjust my communication style based on the audience.                      |   |   |   |   |
| 4. I professionally express suggestions and feedback.                          |   |   |   |   |
| 5. I communicate effectively in written forms such as emails and reports.      |   |   |   |   |
| 6. I use digital communication tools appropriately in completing tasks.        |   |   |   |   |
| 7. I ask clarifying questions when instructions are unclear.                   |   |   |   |   |
| 8. I provide information in a concise and organized manner.                    |   |   |   |   |
| 9. I resolve misunderstandings through effective communication.                |   |   |   |   |
| 10. I speak confidently during meetings or group discussions.                  |   |   |   |   |
| <b>II. Teamwork Skills</b>                                                     |   |   |   |   |
| 1. I collaborate effectively with diverse team members.                        |   |   |   |   |
| 2. I contribute constructive ideas during group tasks.                         |   |   |   |   |
| 3. I respect the roles and opinions of my teammates.                           |   |   |   |   |
| 4. I actively participate in activities that support team success.             |   |   |   |   |
| 5. I coordinate tasks with others to achieve shared goals.                     |   |   |   |   |
| 6. I offer assistance to colleagues when needed.                               |   |   |   |   |
| 7. I resolve conflicts within the team professionally.                         |   |   |   |   |
| 8. I build trust and maintain positive working relationships.                  |   |   |   |   |

|                                                                                   |  |  |  |  |
|-----------------------------------------------------------------------------------|--|--|--|--|
| 9. I adapt to different personalities and teamwork styles.                        |  |  |  |  |
| 10. I contribute meaningfully to the success of internship projects.              |  |  |  |  |
| <b>III. Problem-Solving Skills</b>                                                |  |  |  |  |
| 1. I identify problems encountered in internship tasks.                           |  |  |  |  |
| 2. I analyze problems to determine their root causes.                             |  |  |  |  |
| 3. I generate possible solutions to workplace challenges.                         |  |  |  |  |
| 4. I implement and evaluate appropriate solutions effectively.                    |  |  |  |  |
| 5. I approach challenges with positive attitudes                                  |  |  |  |  |
| 6. I anticipate potential issues before they escalate.                            |  |  |  |  |
| 7. I apply logical reasoning when resolving complex tasks.                        |  |  |  |  |
| 8. I seek appropriate guidance or resources when necessary.                       |  |  |  |  |
| 9. I consider different perspectives when resolving problems.                     |  |  |  |  |
| 10. I learn from mistakes to improve future performance.                          |  |  |  |  |
| <b>IV. Technical Skills</b>                                                       |  |  |  |  |
| 1. I use computers effectively for basic office tasks.                            |  |  |  |  |
| 2. I utilize Microsoft Office applications efficiently in completing assignments. |  |  |  |  |
| 3. I conduct online research effectively to support tasks.                        |  |  |  |  |
| 4. I prepare and deliver organized presentations when required.                   |  |  |  |  |
| 5. I operate office equipment properly and safely.                                |  |  |  |  |
| 6. I manage and maintain records accurately.                                      |  |  |  |  |
| 7. I troubleshoot basic technical or software issues independently.               |  |  |  |  |
| 8. I follow technical procedures correctly in assigned tasks.                     |  |  |  |  |
| 9. I use industry-specific software or systems when required.                     |  |  |  |  |
| 10. I document and report technical information accurately.                       |  |  |  |  |
| <b>V. Cognitive Skills</b>                                                        |  |  |  |  |
| 1. I adapt quickly to new or unfamiliar tasks.                                    |  |  |  |  |
| 2. I manage my time effectively during internship assignments.                    |  |  |  |  |
| 3. I prioritize tasks based on urgency and importance.                            |  |  |  |  |
| 4. I maintain focus and concentration while completing tasks.                     |  |  |  |  |
| 5. I recall important information when needed.                                    |  |  |  |  |
| 6. I integrate information from multiple sources when making decisions.           |  |  |  |  |
| 7. I apply learned knowledge to new workplace situations.                         |  |  |  |  |
| 8. I adjust my thinking when faced with unexpected challenges.                    |  |  |  |  |
| 9. I use feedback to improve my performance.                                      |  |  |  |  |
| 10. I monitor and regulate my own learning and work progress.                     |  |  |  |  |

Sources:

1. Camo, J., & Erellana, E. (2025). Analyzing the connection of soft skills and student internship in a local college: a convergent study : Psychology and Education: A Multidisciplinary Journal, 42(1), 15–57. <https://doi.org/10.70838/pemj.420102>
2. Tecson, C. P., Quilaton, J., Pido, J. S., Famat, A. J. G., & Rullan, J. P. (2025). Bridging the gap: Aligning internship skills with industry demand. International Journal of Research and Innovation in Social Science, 9(9), 4831–4848. <https://doi.org/10.47772/ijriss.2025.909000398>

## APPENDIX E

### Pilot Testing Result

#### Reliability Analysis

##### Scale Reliability Statistics

| Cronbach's $\alpha$ |       |
|---------------------|-------|
| scale               | 0.737 |

[3]

#### Reliability Analysis

##### Scale Reliability Statistics

| Cronbach's $\alpha$ |       |
|---------------------|-------|
| scale               | 0.724 |

[3]

#### Reliability Analysis

##### Scale Reliability Statistics

| Cronbach's $\alpha$ |       |
|---------------------|-------|
| scale               | 0.826 |

[3]

#### Reliability Analysis

##### Scale Reliability Statistics

| Cronbach's $\alpha$ |       |
|---------------------|-------|
| scale               | 0.805 |

[3]

#### Reliability Analysis

##### Scale Reliability Statistics

| Cronbach's $\alpha$ |       |
|---------------------|-------|
| scale               | 0.805 |

[3]

### City Works/ Trainings Seminar Career Launch:

Application Essentials and Professionals Styles (2025)

Tangub City Global College

Maloro Tangub City

Academic Preparedness for Research Building Knowledge and Skills (2025)

Tangub City Global College

Maloro Tangub City