



From Campus to Corporate: Evaluating Industry Partnerships to Improve the BSOA Internship Program

Nollie Boy Dangli Jerson

Faculty of College of Business Administration and Accountancy, Kalinga State University, Kalinga, Philippines

Article Info

Article history:

Received Oct 20, 2025

Revised Apr 13, 2026

Accepted Apr 20, 2026

Online First Apr 30, 2026

Keywords:

Communication

Industry Partnership

Internship Evaluation

Office Administration

Work-integrated Learning

ABSTRACT

Purpose of the study: This study evaluated industry partners and the implementation of the Bachelor of Science in Office Administration (BSOA) internship program from the perspective of interns, with the goal of identifying evidence-based priorities for program improvement.

Methodology: An explanatory sequential mixed-method design was employed. Quantitative data were obtained from 70 BSOA interns from academic years 2022–2024 through total enumeration, followed by semi-structured interviews with 10 purposively selected interns using criterion-based maximum-variation purposive sampling. The survey instrument was adapted from a prior internship evaluation tool and contextualized to the BSOA practicum and CMO 104, series of 2017. Quantitative data were analyzed using frequency, percentage, and weighted mean, while qualitative interview data were coded thematically to explain the survey results.

Main Findings: Interns rated collaboration and teamwork (4.33), regard for people (4.41), and work ethics (4.43) as excellent. Communication (4.18), decision-making and empowerment (4.06), and compliance with internship requirements (4.16) were rated very satisfactory. Time management (3.09) and low self-confidence (2.77) emerged as the most salient challenges, highlighting the need for clearer pre-deployment guidance, structured feedback, and continuous partner review.

Novelty/Originality of this study: The study contributes a program-specific evaluation of internship quality in office administration education by integrating intern ratings of industry partnership quality, regulatory compliance, and encountered problems into a single improvement-oriented framework.

This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license



Corresponding Author:

Nollie Boy Dangli Jerson

Faculty of College of Business Administration and Accountancy, Kalinga State University, Dagupan Weste, Tabuk City, Kalinga, 3800, Philippines

Email: nbdjerson@ksu.edu.ph

1. INTRODUCTION

Internships and other work-integrated learning arrangements are widely regarded as important mechanisms for connecting classroom learning with authentic workplace practice and for improving academic, career, and employability outcomes [1]-[7]. For degree programs that prepare students for administrative and coordination roles, internships are especially important because they expose students to real office systems, communication routines, decision processes, and professional expectations that cannot be fully replicated in classroom-based instruction alone.

However, internship benefits do not arise automatically from placement availability. The literature consistently shows that internship quality depends on how well institutions and host organizations coordinate

objectives, define tasks, support students, and create conditions for reflection and learning [3], [8]-[11]. Student voice also matters in this process. Reviews of work-integrated learning scholarship show that student feedback is a crucial but still underused source of evidence for curriculum and placement improvement [9], [12].

In the Philippine context, internship implementation is framed by national policy expectations. CHED CMO No. 104, series of 2017 provides the general Student Internship Program in the Philippines (SIPP) requirements for all programs, while CHED CMO No. 19, series of 2017 sets the policies, standards, and guidelines for the Bachelor of Science in Office Administration [13], [14]. These policy documents underscore the need for structured internship planning, formal agreements with host establishments, documentation, monitoring, and evaluation.

At Kalinga State University, BSOA interns complete practicum hours in partner agencies and usually provide verbal feedback to the practicum instructor after deployment. Yet this feedback has not been formalized into a documented evaluation system that can be used for systematic program review. A related local study provided an adapted instrument that can inform internship evaluation [15], but the present BSOA internship context still lacked a focused assessment of how interns view partner agencies, how they perceive program compliance, and what improvement priorities emerge from their experience.

The analytical gap is therefore not only descriptive but programmatic. Existing internship reviews have examined benefits, employability outcomes, and stakeholder perspectives in business and hospitality settings [4], [8], [9], yet there remains limited evidence on how office administration interns evaluate the combined effects of partner quality, regulatory compliance, and encountered problems in one improvement-oriented study. This gap is relevant for program administrators because internship enhancement should be guided by evidence from the learners who directly experience the placement environment.

The study was anchored on experiential learning [1] and on the view that supportive supervision, social support, and structured reflection shape internship outcomes [10], [11]. Conceptually, intern perceptions of industry partnership quality, compliance with internship requirements, and problems encountered were treated as interconnected sources of evidence for evaluating the BSOA internship experience and identifying program improvements. Figure 1 presents this conceptual framework.

This study is timely because program review and accreditation concerns have highlighted the absence of a documented intern-based evaluation of the BSOA practicum. Its novelty lies in combining intern ratings of host-training-establishment practices, compliance with internship requirements, and common difficulties into a single improvement framework tailored to office administration education. Specifically, the study aimed to evaluate industry partners and internship implementation from the perspective of BSOA interns, identify the most salient problems encountered during internship, and propose practical actions to improve program implementation.

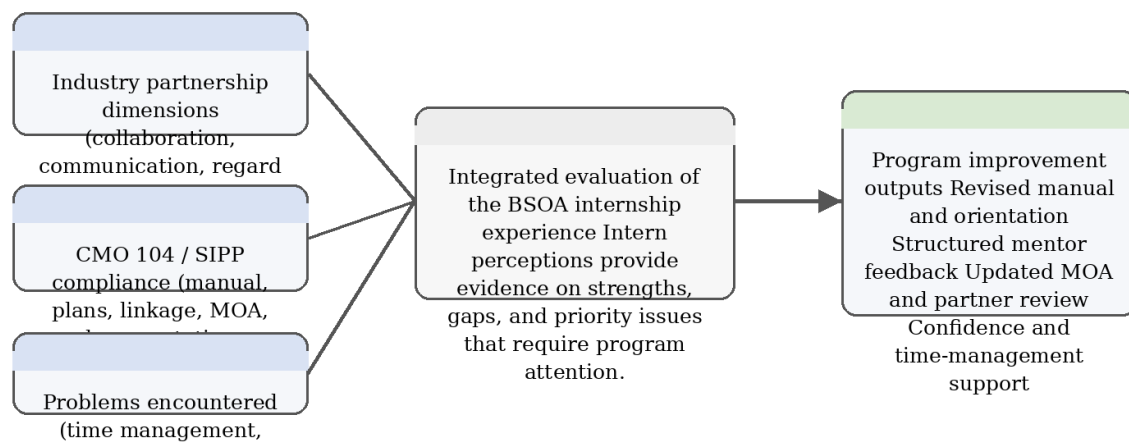


Figure 1. Conceptual framework showing how partner quality, compliance, and problems encountered inform internship program improvement.

2. RESEARCH METHOD

2.1 Research design

The study used an explanatory sequential mixed-method design. Quantitative survey data were collected first to establish the overall pattern of intern evaluations, after which qualitative follow-up interviews were conducted to explain why particular dimensions received stronger or weaker ratings. This design was appropriate because the qualitative phase was intended to deepen and contextualize the survey findings during interpretation.

2.2 Participants and sampling

The quantitative phase involved 70 BSOA interns from Kalinga State University who were enrolled in the practicum course during academic years 2022–2024. A total enumeration approach was used for the survey so that all eligible interns in the covered batches were included.

For the qualitative phase, follow-up semi-structured interviews were conducted with purposively selected interns to capture diverse perspectives across host training establishments and survey-response profiles. Ten (10) interns were selected from the 70 survey respondents through criterion-based maximum-variation purposive sampling. This approach ensured the inclusion of participants from different host training establishments and with varied internship experiences, including interns with stronger, average, and more challenge-laden survey responses. In-depth interviews were conducted until data saturation was reached. The inclusion criteria were as follows: (1) completion of the internship within the study period; (2) completion of the survey questionnaire; (3) completion of the required internship hours in an approved host training establishment; and (4) willingness to participate in the interview.

2.3 Instrumentation and data collection

The survey questionnaire was adapted from the internship evaluation instrument developed by An and Mauhay [15] and contextualized for the BSOA practicum and CMO 104 requirements. The instrument covered six domains: collaboration and teamwork, communication, regard for people, decision-making and empowerment, work ethics, and compliance with internship requirements. Responses were captured using a five-point scale. Google Forms was used to distribute the instrument through official class communication channels, allowing broad and convenient access to respondents.

The qualitative component used semi-structured interview prompts aligned with the major survey domains, namely collaboration and teamwork, communication, regard for people, decision-making and empowerment, work ethics, compliance with internship requirements, problems encountered, and suggested improvements for the practicum program. The prompts were designed to explain patterns observed in the quantitative ratings and to gather examples that could help refine the action plan.

Content validity was established through expert review by research-instrumentation specialists, whose comments and suggestions were incorporated before the final administration of the questionnaire. Reliability was assessed through a pilot test administered to students from another academic program who were not part of the actual respondents. *Cronbach's alpha* was used to determine internal consistency.

The first questionnaire set (28 items) obtained a Cronbach's alpha of 0.943, indicating excellent internal consistency. The second set (7 items) obtained an alpha of 0.878, indicating good internal consistency, while the third set (17 items) obtained an alpha of 0.983, indicating excellent internal consistency. These results support the reliability of the research instrument.

2.4 Data analysis

Quantitative data were analyzed using frequency, percentage, and weighted mean. The weighted means were interpreted using the study's verbal descriptors (e.g., excellent, very satisfactory, satisfactory). Qualitative interviews were transcribed and analyzed through thematic analysis involving familiarization with the data, initial coding, grouping of related codes, review and naming of themes, and comparison of themes with the survey results. Integration occurred at the interpretation stage, where qualitative themes were used to explain and contextualize the quantitative findings.

2.5 Ethical considerations

Participation was voluntary. Respondents were informed about the purpose of the evaluation and assured that their responses would be treated confidentially and reported in aggregate form. Informed consent was obtained before the survey and follow-up interview participation. No personally identifiable information was included in the analytical tables presented in this manuscript.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Interns' feedback on industry partners in terms of collaboration and teamwork

Indicators	Mean	Description
1. The people with whom I worked are an effective team.	4.33	Excellent
2. The people with whom I worked care about one another.	4.29	Excellent
3. The people have strong trust among the team members.	4.36	Excellent

4. The people with whom I worked made themselves available to others to provide assistance.	4.47	Excellent
5. The person to whom I reported helped me solve problems.	4.43	Excellent
6. My team took time to have fun together.	4.10	Very Satisfactory
Area Mean	4.33	Excellent

The finding shows that collaboration and teamwork received an overall excellent rating (area mean = 4.33). The strongest items were the availability of co-workers to provide assistance (4.47) and the support of the person to whom interns reported (4.43), indicating that host agencies generally offered a cooperative and accessible working environment. The lowest item, “My team took time to have fun together” (4.10), remained very satisfactory, suggesting that social bonding existed but was less pronounced than task support and problem solving.

3.1.2 Interns’ feedback on industry partners in terms of communication

Indicators	Mean	Description
1. I had access to the information I needed.	4.33	Excellent
2. I understood what was expected of me.	4.39	Excellent
3. People gave feedback about my work.	4.24	Excellent
4. People enjoy me in constructive discussion/dialogue.	4.09	Very Satisfactory
5. Communication was clear with no hidden meanings.	4.27	Excellent
6. Negative gossiping is sensed in the workplace.	3.73	Very Satisfactory
Area Mean	4.18	Very Satisfactory

Communication was rated very satisfactory overall (area mean = 4.18). Interns most strongly agreed that they understood what was expected of them (4.39) and had access to needed information (4.33), which suggests that task instructions were generally clear. At the same time, lower scores on constructive dialogue (4.09) and sensed workplace gossip (3.73) indicate that communication quality can still be improved through more developmental feedback and stronger professional communication norms.

3.1.3 Interns’ feedback on industry partners in terms of regard for people

Indicators	Mean	Description
1. People were listened to as equals regardless of race, gender, position, age, education, or career level.	4.51	Excellent
2. People were treated fairly.	4.34	Excellent
3. I felt cared about as an employee/intern.	4.46	Excellent
4. I felt valued for the work I did.	4.46	Excellent
5. My development was a high priority.	4.39	Excellent
6. The people with whom I worked made this a great place to work.	4.29	Excellent
Area Mean	4.41	Excellent

Regard for people received an excellent area mean of 4.41. The highest item—being listened to as equals regardless of status or background (4.51)—suggests that interns generally experienced inclusivity and

respect. Likewise, the high means for feeling cared for and valued (4.46 each) indicate that interns perceived host agencies as supportive workplaces rather than merely task-based placement sites.

3.1.4 Interns' feedback on industry partners in terms of decision-making and empowerment

Indicators	Mean	Description
1. I was given the authority to make decisions on my own.	4.10	Very Satisfactory
2. The person to whom I reported was supportive of my decisions.	4.09	Very Satisfactory
3. I got to provide input when decisions were being made.	4.09	Very Satisfactory
4. I was comfortable raising issues or questions.	3.81	Very Satisfactory
5. I received regular constructive feedback on my performance.	3.96	Very Satisfactory
6. I was trusted to do a good job.	4.29	Excellent
Area Mean	4.06	Very Satisfactory

Decision-making and empowerment produced a very satisfactory area mean of 4.06. Interns felt most strongly that they were trusted to do a good job (4.29), showing that host agencies generally delegated meaningful tasks. However, lower ratings for comfort in raising issues or questions (3.81) and regular constructive feedback (3.96) suggest that empowerment remained somewhat bounded by uncertainty about speaking up and by the inconsistent depth of supervisory feedback.

3.1.5 Interns' feedback on industry partners in terms of work ethics

Indicators	Mean	Description
1. The people with whom I worked acted with integrity.	4.31	Excellent
2. The people with whom I worked take ownership of outcomes and results.	4.39	Excellent
3. The people with whom I worked care about their work.	4.47	Excellent
4. The company values employee satisfaction.	4.53	Excellent
Area Mean	4.43	Excellent

Work ethics obtained the highest overall area mean among the evaluated dimensions (4.43, excellent). Interns especially recognized that the company values employee satisfaction (4.53) and that employees care about their work (4.47). These results indicate that the participating host establishments were generally perceived as ethical, committed, and professionally accountable work environments.

3.1.6 Interns' assessment relative to compliance with the requirements set by CMO 104, series of 2017

Indicators	Mean	Description
1. The student internship manual was readily available and clearly communicated to interns.	3.54	Very Satisfactory
2. The internship plans from Host Training Establishments (HTEs) were provided and aligned with the goals of the internship.	3.73	Very Satisfactory
3. There was a clear and active linkage between the Higher Education Institution (HEI) and the Host Training Establishments (HTEs).	4.16	Very Satisfactory
4. A designated SIPP coordinator was present and actively monitored and evaluated intern performance.	4.17	Very Satisfactory
5. A signed Memorandum of Agreement (MOA) between the HEI and the Host	4.50	Excellent

Training Establishments was in place and accessible.

6. Official documentation (e.g., acceptance letter, deployment letter, internship contract) for intern participation was complete and properly disseminated.	4.41	Excellent
7. An evaluation system for assessing intern performance was established, explained, and properly implemented.	4.61	Excellent
Area Mean	4.16	Very Satisfactory

Compliance with internship requirements was very satisfactory overall (4.16). The strongest areas were the evaluation system (4.61), MOA accessibility (4.50), and official documentation (4.41), indicating that the formal administrative side of the practicum was largely in place. The weakest item was the accessibility and clarity of the student internship manual (3.54), followed by the provision of internship plans from host establishments (3.73), pointing to the need for stronger pre-deployment orientation and written guidance.

3.1.7 Interns' assessment of the problems encountered during the internship

Problem Indicators	Mean	Description
1. The trainer may not have enough time to teach and supervise the trainee.	1.71	Not Serious
2. The trainer lacks a good working relationship with the practitioner.	1.54	Not Serious
3. The trainer manifests bad habits which may be passed on to the trainee.	1.47	Not Serious
4. Superiors are not willing to listen to suggestions or recommendations.	1.60	Not Serious
5. The training method is inefficient.	1.53	Not Serious
6. The company gives task/s not related to the specialization.	1.80	Not Serious
7. There is a risk of hazard/ accident in the place.	1.57	Not Serious
8. The company is distant from the practicum's place.	1.56	Not Serious
9. There is a time conflict between classes and the OJT schedule.	1.49	Not Serious
10. The right facilities and equipment are not available for the practice.	1.60	Not Serious
11. Instructions are not clearly defined.	1.56	Not Serious
12. Lack of self-confidence.	2.77	Serious
13. Inadequate knowledge regarding the task assigned to.	1.96	Less Serious
14. Difficulty in time management due to lack of experience.	3.09	Serious
15. Overwhelmed with work.	2.14	Less Serious
16. Hesitant to ask questions.	2.04	Less Serious
17. Lack of communication skills.	2.49	Less Serious
Overall Mean	1.89	Less Serious

The overall mean for problems encountered during the internship was 1.89, interpreted as less serious, indicating that interns generally experienced only minor difficulties during their placement. Among the problem indicators, difficulty in time management due to lack of experience obtained the highest mean ($M = 3.09$, Serious), followed by lack of self-confidence ($M = 2.77$, Serious). Other concerns were rated less serious or not serious, including being overwhelmed with work ($M = 2.14$), hesitancy to ask questions ($M = 2.04$), and inadequate knowledge regarding assigned tasks ($M = 1.96$). The lowest-rated problems were related to trainer behavior ($M = 1.47$), time conflict between classes and the OJT schedule ($M = 1.49$), and issues concerning facilities, supervision, and clarity of instructions ($M = 1.53$ – 1.80). These findings indicate that the more prominent difficulties were associated with the interns' adjustment to workplace demands rather than with major deficiencies in the host training establishments.

The interview data supported the quantitative results. One participant shared, "It was overwhelming in the beginning. I didn't know how to manage tasks, and everything felt urgent." Another participant stated, "I wasn't sure if I was doing things right, and I was afraid of disappointing my supervisor." These responses show that interns initially struggled with task pacing, unfamiliar responsibilities, and confidence in carrying out assigned duties. Overall, the qualitative data reinforced that time management and low self-confidence were the most salient challenges encountered during the early stage of internship deployment.

3.1.8 Priority action plan for improving the BSOA internship program

Priority area	Evidence from the study	Recommended action	Lead units
Internship manual and orientation	Manual availability was the lowest compliance item	Revise the internship manual, provide a pre-deployment	Dean, OJT coordinator,

From Campus to Corporate: Evaluating Industry Partnerships to Improve... (Nollie Boy Dangli Jerson)

	(3.54); internship plans were also lower than other compliance indicators (3.73).	orientation, and require host establishments to submit concise internship plans before student deployment.	HTEs
Structured mentoring and feedback	Communication, constructive dialogue, and regular feedback were only very satisfactory; interns wanted more developmental feedback.	Assign a workplace mentor to each intern and use scheduled feedback logs or brief biweekly check-ins between supervisor and intern.	HTE supervisors, OJT coordinator
Confidence and time-management preparation	The most salient problems were time management (3.09) and low self-confidence (2.77).	Conduct pre-internship workshops on task prioritization, office communication, and confidence building; involve alumni in peer mentoring sessions.	Faculty, alumni, OJT coordinator
Psychological safety and professional communication	Comfort in raising issues (3.81) and sensed gossip (3.73) point to room for improvement in communication climate.	Orient supervisors on feedback practices, establish a clear escalation or consultation channel, and emphasize respectful communication norms in the MOA.	College, HTE supervisors
Partnership review and continuous monitoring	Strong MOA/documentation indicators show a stable base, but linkage and plan alignment still need strengthening.	Use intern feedback as part of annual partner review, revise MOA provisions where needed, and prioritize agencies that provide meaningful task alignment and supervision.	College administration, HTEs

The table reorganizes the proposed action plan into a concise improvement matrix based on the evaluation findings. The emphasis is on strengthening the parts of the internship system that interns rated as comparatively weaker, while retaining the strengths already observed in collaboration, respect, and work ethics.

3.2 Discussion

The results show that the BSOA internship program is functioning on a generally positive footing. The strongest ratings clustered around collaboration and teamwork, regard for people, and work ethics, suggesting that partner agencies are not merely providing task exposure but also offering a social and professional environment that supports learning. This pattern is consistent with internship research showing that mentoring, task support, and fit between learner and work setting are central predictors of satisfaction, commitment, and perceived internship effectiveness [16]-[20].

At the same time, the findings also show that quality improvement should focus on communication, developmental feedback, and student adjustment. Ratings for constructive dialogue, comfort in raising issues, and regular feedback were positive but not as strong as the ratings for support and ethics. The problem indicators further reinforce this point: time management and low self-confidence were the most notable difficulties. Research on internships and mentoring suggests that these issues can be mitigated when institutions provide structured feedback, purposeful supervisory contact, and mentoring interventions before and during placement [21]-[23].

The lower score for internship manual availability is also educationally important. A manual is not a minor administrative document; it communicates expectations, procedures, reporting lines, and rights and responsibilities. Likewise, clearer internship plans from host establishments can reduce uncertainty and help ensure alignment between assigned tasks and program outcomes. Recent mentoring scholarship in higher education highlights that students benefit most when support systems are intentionally designed, theoretically grounded, and measured as part of employability-oriented programming [24]-[26]. For the BSOA practicum, this means moving from a largely experience-driven model toward a more explicitly designed and monitored learning system.

The results also suggest that office administration internships should not be interpreted narrowly as clerical task exposure. Even when some internship tasks are routine or administrative, meaningful learning can

still occur if students are given support, autonomy, and opportunities to reflect on how their work connects to office systems and professional standards [27]. Thus, the challenge for program improvement is not simply to increase activity volume, but to improve the quality of supervision, communication, and alignment around those activities.

3.2.1 Educational implications

Three implications follow from the evaluation. First, the program should institutionalize intern feedback as part of partner review rather than treating feedback as anecdotal. Second, pre-deployment preparation should more directly address transition issues such as confidence, task prioritization, and consultation behavior. Third, internship governance documents—particularly the manual and MOA—should more explicitly communicate what meaningful supervision, feedback, and task alignment look like for BSOA placements.

3.2.2 Limitations

This evaluation is limited to one academic program in one state university and therefore reflects a bounded institutional context. The findings are also based primarily on self-reported perceptions, which are useful for program review but do not directly measure long-term employability or supervisor-side outcomes. The qualitative phase involved a small purposive subsample of interns, which supports in-depth interpretation but is not intended for statistical generalization. Future studies may therefore triangulate intern reports with supervisor evaluations, document analysis, and multi-institutional data.

4. CONCLUSION

This study set out to evaluate industry partners and internship implementation from the perspective of BSOA interns and to identify concrete priorities for program improvement. The findings show that interns generally experienced host agencies as collaborative, respectful, and ethically grounded workplaces. However, the program can still be strengthened through clearer written guidance, more structured mentoring and feedback, and stronger preparation for time management and confidence-building during internship.

Overall, the evaluation suggests that the BSOA practicum already has a solid partnership base, but its next stage of improvement should focus on systematizing the learning supports around those partnerships. Future research may test the proposed action plan across multiple internship cycles and institutions, examine the perspectives of supervisors and coordinators, and explore whether improvements in mentoring and program structure lead to stronger work-readiness outcomes for office administration students.

ACKNOWLEDGEMENTS

The author gratefully acknowledges Kalinga State University for supporting the conduct of this study and the respondents for sharing their time and internship experiences. Appreciation is also extended to the partner agencies that contributed to the practicum experiences evaluated in this paper.

REFERENCES

- [1] D. A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ, USA: Prentice Hall, 1984.
- [2] J. F. Binder, T. Baguley, C. Crook, and F. Miller, "The academic value of internships: Benefits across disciplines and student backgrounds," *Contemp. Educ. Psychol.*, vol. 41, pp. 73–82, 2015, doi: 10.1016/j.cedpsych.2014.12.001.
- [3] V. K. Narayanan, P. M. Olk, and C. V. Fukami, "Determinants of internship effectiveness: An exploratory model," *Acad. Manag. Learn. Educ.*, vol. 9, no. 1, pp. 61–80, 2010, doi: 10.5465/amle.9.1.zqr61.
- [4] G. Sanahuja Vélez and G. Ribes Giner, "Effects of business internships on students, employers, and higher education institutions: A systematic review," *J. Employ. Couns.*, vol. 52, no. 3, pp. 121–130, 2015, doi: 10.1002/joec.12010.
- [5] N. Wilton, "The impact of work placements on skills development and career outcomes for business and management graduates," *Stud. High. Educ.*, vol. 37, no. 5, pp. 603–620, 2012, doi: 10.1080/03075079.2010.532548.
- [6] D. Jackson and B. A. Dean, "The contribution of different types of work-integrated learning to graduate employability," *High. Educ. Res. Dev.*, vol. 42, no. 1, pp. 93–110, 2023, doi: 10.1080/07294360.2022.2048638.
- [7] T. Bolli, K. Caves, and M. E. Oswald-Egg, "Valuable experience: How university internships affect graduates' income," *Res. High. Educ.*, vol. 62, no. 8, pp. 1198–1247, 2021, doi: 10.1007/s11162-021-09637-9.
- [8] M. Yiu and R. Law, "A review of hospitality internship: Different perspectives of students, employers, and educators," *J. Teach. Travel Tour.*, vol. 12, no. 4, pp. 377–402, 2012, doi: 10.1080/15313220.2012.729459.
- [9] E. M. Azila-Gbettor, C. Mensah, A. N. K. Quarshie, and M. K. Abiemo, "Thematic, research design and theory application of business internship research: A systematic review," *Cogent Educ.*, vol. 11, no. 1, Art. no. 2331270, 2024, doi: 10.1080/2331186X.2024.2331270.
- [10] C. Mensah, M. E. Appietu, and V. K. Asimah, "Work-based social support and hospitality internship satisfaction," *J. Hosp. Leis. Sport Tour. Educ.*, vol. 27, Art. no. 100242, 2020, doi: 10.1016/j.jhlste.2020.100242.

- [11] S. F. Bailey, L. K. Barber, and V. L. Nelson, "Undergraduate internship supervision in psychology departments: Use of experiential learning best practices," *Psychol. Learn. Teach.*, vol. 16, no. 1, pp. 74–83, 2017, doi: 10.1177/1475725716671234.
- [12] K. E. Thomson *et al.*, "Student voice in work integrated learning scholarship: A review of teacher education and geographical sciences," *Teach. Learn. Inq.*, vol. 5, no. 1, pp. 22–34, 2017, doi: 10.20343/teachlearning.5.1.4.
- [13] Commission on Higher Education, "CMO No. 104, Series of 2017 – Revised Guidelines for Student Internship Program in the Philippines (SIPP) for All Programs," 2017.
- [14] Commission on Higher Education, "CMO No. 19, Series of 2017 – Revised Policies, Standards and Guidelines for the Bachelor of Science in Office Administration," 2017.
- [15] I. An and R. C. Mauhay, "Intern's feedback on industry partners: Inputs for an enhanced internship program," *Asia Pac. J. Educ. Arts Sci.*, vol. 3, no. 2, pp. 74–81, 2016.
- [16] C.-S. Wan, J.-T. Yang, S.-Y. Cheng, and C. Su, "A longitudinal study on internship effectiveness in vocational higher education," *Educ. Rev.*, vol. 65, no. 1, pp. 36–55, 2013, doi: 10.1080/00131911.2011.634969.
- [17] C. M. Jones, J. P. Green, and H. E. Higson, "Do work placements improve final year academic performance or do high-calibre students choose to do work placements?" *Stud. High. Educ.*, vol. 42, no. 6, pp. 976–992, 2017, doi: 10.1080/03075079.2015.1073249.
- [18] H. Poltimäe, K. Rõigas, and A. Lorenz, "The linkages between antecedents, processes and outcomes of internship," *Educ. + Train.*, vol. 65, no. 10, pp. 98–117, 2023, doi: 10.1108/ET-09-2021-0364.
- [19] T.-L. Chen, C.-C. Shen, and M. Gosling, "Does employability increase with internship satisfaction? Enhanced employability and internship satisfaction in a hospitality program," *J. Hosp. Leis. Sport Tour. Educ.*, vol. 22, pp. 88–99, 2018, doi: 10.1016/j.jhlste.2018.04.001.
- [20] B. S. Ramaprasad *et al.*, "Linking hospitality and tourism students' internship satisfaction to career decision self-efficacy: A moderated-mediation analysis involving career development constructs," *J. Hosp. Leis. Sport Tour. Educ.*, vol. 30, Art. no. 100348, 2022, doi: 10.1016/j.jhlste.2021.100348.
- [21] H. Tinoco-Giraldo, E. M. Torrecilla Sánchez, and F. J. García-Peñalvo, "E-mentoring pilot program in academic internships: Effectiveness in improving participants' competencies," *Sustainability*, vol. 14, no. 7, Art. no. 4025, 2022, doi: 10.3390/su14074025.
- [22] A. Edmondson, "Psychological safety and learning behavior in work teams," *Adm. Sci. Q.*, vol. 44, no. 2, pp. 350–383, 1999, doi: 10.2307/2666999.
- [23] E. Kramer-Simpson, "Feedback from internship mentors in technical communication internships," *J. Tech. Writing Commun.*, vol. 48, no. 3, pp. 359–378, 2018, doi: 10.1177/0047281617728362.
- [24] W. Nuis, M. Segers, and S. Beusaert, "Conceptualizing mentoring in higher education: A systematic literature review," *Educ. Res. Rev.*, vol. 41, Art. no. 100565, 2023, doi: 10.1016/j.edurev.2023.100565.
- [25] W. Nuis, M. Segers, and S. Beusaert, "Measuring mentoring in employability-oriented higher education programs: Scale development and validation," *High. Educ.*, vol. 87, pp. 899–921, 2024, doi: 10.1007/s10734-023-01042-8.
- [26] G. Nabi, A. Walmsley, M. Mir, and S. Osman, "The impact of mentoring in higher education on student career development: A systematic review and research agenda," *Stud. High. Educ.*, vol. 50, no. 4, pp. 739–755, 2025, doi: 10.1080/03075079.2024.2354894.
- [27] A. Brodsky, A. Rausch, and J. Seifried, "Informal learning in business internships in higher education – Findings from a diary study," *Vocat. Learn.*, vol. 17, pp. 433–458, 2024, doi: 10.1007/s12186-024-09349-y.