

Internship Skills and Their Alignment with the Duties and Responsibilities of Fourth-Year BSBA-HRM Students During Academic Year 2025–2026

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ABSTRACT

Internship programs play a vital role in preparing students for professional employment by providing opportunities to apply classroom learning in actual workplace settings. This study examined the internship skills and their alignment with the duties and responsibilities of fourth-year Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) students at Colegio de Montalban during the Academic Year 2025–2026. Specifically, the study determined the respondents' demographic profile, assessed their internship skills, identified the duties and responsibilities they performed during their internship, and examined the significant relationship between internship skills and their assigned duties and responsibilities. The study employed a quantitative descriptive-correlational research design. A total of 186 respondents were

selected from a population of 346 BSBA-HRM students using Slovin's Formula and simple random sampling. Data were collected through a validated researcher-made questionnaire with satisfactory reliability and analyzed using frequency, percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient. The findings revealed that the respondents demonstrated a high level of communication skills, interpersonal skills, and work ethics and professionalism, while technical/HR-related skills and problem-solving skills were rated as satisfactory. The respondents also generally agreed that they effectively performed their assigned internship duties and strongly agreed that they fulfilled their workplace responsibilities with accountability and professionalism. Furthermore, the results showed a significant positive relationship between internship skills and duties ($r = .702, p < .05$) and between internship skills and responsibilities ($r = .653, p < .05$), indicating that higher internship skills were associated with better workplace performance. The study concludes that internship programs effectively enhance students' workplace competencies and professional preparedness. It recommends strengthening internship preparation through increased exposure to technical HR functions, experiential learning activities, and closer collaboration between higher education institutions and industry partners to further improve students' employability and career readiness.

Keywords: *internship skills, duties, responsibilities, BSBA-HRM students, internship program, employability, workplace competencies*

INTRODUCTION

Internship programs play a significant role in higher education because they enable students to apply the knowledge and skills learned in the classroom to actual workplace situations. For Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) students, internships provide valuable opportunities to experience the realities of the human resource profession. During this period, students perform

various organizational tasks that help them strengthen communication, teamwork, problem-solving, leadership, adaptability, and professionalism. These competencies are essential in preparing future graduates to meet the expectations of employers and succeed in today's competitive work environment.

In the Philippines, internship programs have become an important requirement in higher education institutions as part of outcomes-based education. They are designed to bridge the gap between academic learning and industry practice by allowing students to gain firsthand experience in the workplace before graduation. Through internships, students become familiar with organizational policies, work ethics, professional relationships, and the responsibilities expected of them in their chosen careers. These experiences also help educational institutions determine whether their academic programs effectively prepare students for employment.

The importance of experiential learning is explained by Kolb (1984), who stated that learning becomes more meaningful when individuals gain knowledge through direct experience and reflection. Rather than relying solely on classroom instruction, students develop a deeper understanding of concepts by performing actual workplace tasks, solving real problems, and learning from their experiences. This learning process enables students to improve both their technical knowledge and interpersonal skills, making internships an important component of professional education.

Several studies have shown that internship experiences contribute significantly to students' employability and workplace readiness. Gault et al. (2010) found that internships improve students' professional competencies and increase their chances of employment after graduation. Likewise, Jackson (2015) emphasized that work-integrated learning helps students develop communication, teamwork, and problem-solving skills that are highly valued by employers.

More recent studies continue to support the positive impact of internships on students' professional development. Franco-Ángel et al. (2023) reported that both technical and interpersonal skills contribute to successful internship performance, with communication, teamwork, and adaptability identified as the most important competencies in the workplace. Similarly, Sakapurnama and Hasan (2023) found that meaningful internship experiences improve students' confidence in their employability while reducing concerns about entering the workforce. Pianda et al. (2024) also concluded that internship experiences strengthen students' practical competencies and increase their readiness for future employment. In addition, Musa et al. (2025) reported that internships enhance graduates' employability by improving soft skills, workplace behavior, and digital competencies that are increasingly required in modern organizations.

Professional organizations likewise recognize the competencies that students are expected to develop through internship experiences. The National Association of Colleges and Employers (2024) identified communication, teamwork, professionalism, leadership, critical thinking, and career management as among the most important competencies for career readiness. Similarly, Noe (2020) emphasized that human resource professionals must possess strong interpersonal and communication skills to effectively perform organizational responsibilities and support employee development.

Although many studies have confirmed that internships improve employability and workplace competencies, limited research has examined whether the skills developed by BSBA-HRM students are consistent with the duties and responsibilities they perform during their internship. Most previous studies focused on internship satisfaction, employability, or general workplace readiness, while fewer studies investigated the alignment between students' acquired competencies and their assigned workplace responsibilities. Furthermore, there remains limited evidence focusing on fourth year BSBA-HRM students in Philippine higher education institutions. This gap highlights the need to determine whether internship programs effectively prepare students for the actual responsibilities they encounter in the workplace.

Understanding the relationship between internship skills and workplace responsibilities is important for both educational institutions and industry partners. The results of this study may help colleges evaluate the effectiveness of their internship programs, strengthen collaboration with host organizations, and improve curriculum implementation to ensure that students acquire the competencies expected by employers. The findings may also contribute to the continuous improvement of internship policies and student preparation programs.

Therefore, this study entitled "Internship Skills and Their Alignment with the Duties and Responsibilities of BSBA-HRM Fourth-Year Students During Academic Year 2025–2026" aims to determine the level of internship skills possessed by BSBA-HRM fourth-year students, assess the duties and responsibilities they performed during their internship, and examine the significant relationship between internship skills and their workplace responsibilities. Ultimately, the findings of this study may serve as a basis for enhancing internship programs and strengthening the professional preparedness of future BSBA-HRM graduates.

METHODS

Research Design

This study employed a quantitative descriptive-correlational research design to determine the internship skills of BSBA-HRM students and examine the relationship between these skills and the duties and responsibilities they performed during their internship. The descriptive method was used to assess the respondents' level of internship skills in terms of communication, teamwork, leadership, problem-solving, adaptability, and professionalism. The correlational method was utilized to determine whether a significant relationship exists between internship skills and the duties and responsibilities performed during the internship.

The descriptive-correlational research design was considered appropriate because it enabled the researchers to describe the existing level of internship skills while determining the relationship between the study variables without manipulating the research setting.

Research Locale

The study was conducted at Colegio de Montalban, Rodriguez, Rizal, during the Academic Year 2025–2026. Colegio de Montalban is a local higher education institution that offers the Bachelor of Science in Business Administration (BSBA) program with a major in Human Resource Management (HRM). As part of the curriculum, students are required to complete an internship program in government agencies, private companies, or business organizations. The internship provides students with practical experience in performing human resource-related functions and developing competencies necessary for future employment.

Population, Respondents, and Sampling Technique

The target population of the study consisted of 346 officially enrolled Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) students at Colegio de Montalban during Academic Year 2025–2026.

The required sample size was determined using Slovin's Formula with a 5% margin of error, resulting in 186 respondents. The respondents were selected through simple random sampling, ensuring that every eligible student had an equal opportunity to participate in the study. This sampling technique was employed to obtain a representative sample while minimizing sampling bias.

Only students who had completed their internship during the Academic Year 2025–2026 were included in the study. Students who had not yet undergone internship, were on leave of absence, or declined to participate were excluded from the study.

Research Instrument

The researchers used a researcher-made structured questionnaire as the primary instrument for data collection. The questionnaire was developed after reviewing related literature and previous studies on internship competencies, employability skills, and human resource management practices.

The instrument consisted of three parts:

Part I collected the respondents' demographic profile, including age, sex, internship company or industry, and other relevant information.

Part II measured the respondents' internship skills in terms of communication, teamwork, leadership, problem-solving, adaptability, and professionalism using a four-point Likert scale.

Part III assessed the extent to which the respondents performed the duties and responsibilities assigned to them during their internship using a parallel four-point Likert scale.

Instrument Validation

To ensure the validity of the research instrument, the questionnaire was submitted to a panel of experts composed of faculty members specializing in Business Administration, Human Resource Management, and research methodology. The validators evaluated the questionnaire based on its clarity, relevance, content coverage, organization, and alignment with the objectives of the study.

The comments and recommendations of the validators were carefully reviewed and incorporated into the final version of the instrument before its administration to the respondents.

Reliability of the Instrument

Following the validation process, the questionnaire was pilot-tested among BSBA-HRM students who possessed characteristics like those of the actual respondents but were not included in the final sample.

The internal consistency of the instrument was determined using Cronbach's alpha coefficient. According to accepted research standards, a Cronbach's alpha coefficient of 0.70 or higher indicates acceptable reliability, while coefficients of 0.80 or above indicate good reliability and 0.90 or higher indicate excellent reliability.

The computed Cronbach's alpha coefficient indicated that the questionnaire possessed satisfactory internal consistency and was therefore considered reliable for data collection.

Data Gathering Procedure

Before conducting the study, the researchers secured permission from the appropriate academic authorities of Colegio de Montalban. After obtaining approval, the validated questionnaires were distributed personally and through online survey forms to the selected respondents.

The purpose of the study was explained to all participants, and informed consent was obtained prior to data collection. Respondents were given sufficient time to answer the questionnaire, after which the completed questionnaires were retrieved, checked for completeness, encoded, and prepared for statistical analysis.

Statistical Treatment of Data

The collected data were analyzed using appropriate statistical tools.

Frequency and Percentage were used to describe the demographic profile of the respondents.

Weighted Mean was utilized to determine the level of internship skills and the extent to which respondents performed their internship duties and responsibilities.

The *Pearson Product-Moment Correlation Coefficient (Pearson r)* was employed to determine the significant relationship between internship skills and the duties and responsibilities of the respondents. All hypotheses were tested at the 0.05 level of significance.

Ethical Considerations

The study adhered to the ethical principles governing research involving human participants. Participation in the study was entirely voluntary, and respondents were informed about the objectives, procedures, benefits, and possible risks of the research before giving their informed consent.

The confidentiality and anonymity of the respondents were strictly maintained throughout the study. No names or personally identifiable information were disclosed in any report or publication. The collected data were used exclusively for academic purposes and were presented only in summarized form.

Furthermore, the researchers complied with the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, by ensuring the secure collection, storage, processing, and disposal of all research data.

Demographic Profile of the Respondents

The respondents were predominantly 20–22 years old (48.39%), followed by those aged 23–25 years (41.94%). Only a small proportion belonged to the 26–28 years old age group (8.06%), while 1.61% were 29 years old and above. In terms of sex, most of the respondents were female (73.12%), followed by male respondents (25.27%), while 1.61% preferred not to disclose their sex.

Table 1. *Summary of the Demographic Profile of the Respondents*

Profile Variable	Leading Category/Major Finding	Frequency	Percentage
Age	20–22 years old	90	48.39%
Sex	Female	136	73.12%

The demographic profile indicates that the respondents were generally within the expected age range of college students completing their internship, suggesting that they possessed the academic maturity and practical exposure necessary to evaluate their internship experiences. The predominance of female respondents reflects the enrollment pattern commonly observed in Human Resource Management programs, where female students often outnumber their male counterparts. Since all respondents had completed their internship, they were considered capable of providing reliable information regarding the alignment of their internship skills with the duties and responsibilities assigned to them in the workplace. The demographic characteristics of the respondents therefore provided an appropriate basis for examining the objectives of the study.

Communication Skills

The respondents demonstrated a high level of communication skills during their internship, with an overall weighted mean of 4.297, interpreted as Strongly Agree. Among the communication competencies, actively listening and understanding instructions from supervisors received the highest rating (4.543), followed by adjusting communication style depending on the situation (4.376) and communicating confidently with colleagues and clients (4.296). The lowest-rated indicator was writing professional emails, reports, or documents effectively (4.038), although it was still interpreted as Agree.

Table 2. *Summary of the Respondents' Communication Skills*

Communication Skill	Leading Category/Major Finding	Weighted Mean	Interpretation
Communication Skills	Actively listens and understands instructions from supervisors	4.543	Strongly Agree
	Adjusts communication style depending on the situation	4.376	Strongly Agree
	Confidently communicates with colleagues and clients	4.296	Strongly Agree

	Clearly expresses ideas verbally in the workplace	4.231	Strongly Agree
	Writes professional emails, reports, or documents effectively	4.038	Agree
Overall Communication Skills	High level of workplace communication skills	4.297	Strongly Agree

The findings indicate that the respondents possess strong workplace communication skills, particularly in listening attentively to supervisors and adapting their communication to different workplace situations. These competencies are essential for ensuring effective coordination, minimizing misunderstandings, and maintaining positive professional relationships during internship. Although the respondents also demonstrated confidence in verbal communication and interacting with colleagues and clients, written communication received the lowest rating, suggesting that additional practice in preparing professional emails, reports, and business documents may further enhance their workplace readiness. These findings are consistent with Franco-Ángel et al. (2023), who reported that communication is one of the most influential soft skills contributing to successful internship performance. Likewise, Jackson (2015) emphasized that work-integrated learning enables students to strengthen communication competencies through authentic workplace experiences, while the National Association of Colleges and Employers (2024) identify communication as one of the core career readiness competencies expected by employers.

Interpersonal Skills

The respondents demonstrated a high level of interpersonal skills during their internship, with an overall weighted mean of 4.449, interpreted as Strongly Agree. The highest-rated indicators were maintaining positive relationships with co-workers and showing respect for others' opinions and ideas, both obtaining a weighted mean of 4.527. These were followed by being approachable and easy to work with (4.505) and working effectively as part of a team (4.398). The lowest-rated indicator was handling conflicts in a professional manner (4.290), although it was still interpreted as Strongly Agree.

Table 3. *Summary of the Respondents' Interpersonal Skills*

Interpersonal Skill	Leading Category/Major Finding	Weighted Mean	Interpretation
Interpersonal Skills	Maintains positive relationships with co-workers	4.527	Strongly Agree
	Shows respect for others' opinions and ideas	4.527	Strongly Agree
	Is approachable and easy to work with	4.505	Strongly Agree
	Works effectively as part of a team	4.398	Strongly Agree
	Handles conflicts in a professional manner	4.290	Strongly Agree
Overall Interpersonal Skills	High level of interpersonal competence	4.449	Strongly Agree

The findings indicate that the respondents possess excellent interpersonal skills, enabling them to establish positive working relationships and collaborate effectively with supervisors, co-workers, and other members of the organization. Their ability to maintain harmonious relationships and respect diverse opinions reflects the importance they place on teamwork, cooperation, and professionalism in the workplace. Although conflict management received the lowest weighted mean among the indicators, it remained within the Strongly Agree category, suggesting that the respondents are generally capable of resolving workplace disagreements professionally but may still benefit from additional training and practical experience in conflict resolution and negotiation. These findings are consistent with Lawrance and Moreira (2018), who reported that internship experiences help students develop workplace competencies, teamwork, and professional behavior necessary for career success. Similarly, Noe (2020) emphasized that interpersonal skills are essential for human resource professionals because effective collaboration, respect for others, and the ability to build positive workplace relationships contribute significantly to organizational effectiveness. Furthermore, the National Association of

Colleges and Employers (2024) identify teamwork and professionalism as core career readiness competencies expected of graduates entering the workforce.

Technical/HR-Related Skills

The respondents demonstrated a satisfactory level of technical and HR-related skills during their internship, with an overall weighted mean of 4.145, interpreted as Agree. The highest-rated indicator was managing employee records accurately (4.290), followed by performing basic HR tasks such as filing and recruitment support (4.231). The respondents also agreed that they were familiar with HR tools and systems used in the workplace (4.091) and were able to apply HR theories learned in school to actual workplace tasks (4.070). The lowest-rated indicator was assisting in HR functions such as training, payroll, or recruitment (4.043), although it was still interpreted as Agree.

Table 4. *Summary of the Respondents' Technical/HR-Related Skills*

Technical/HR-Related Skill	Leading Category/Major Finding	Weighted Mean	Interpretation
Technical/HR-Related Skills	Manages employee records accurately	4.290	Strongly Agree
	Performs basic HR tasks (e.g., filing, recruitment support)	4.231	Strongly Agree
	Is familiar with HR tools and systems used in the workplace	4.091	Agree
	Applies HR theories learned in school to actual workplace tasks	4.070	Agree
	Assists in HR functions such as training, payroll, or recruitment	4.043	Agree
Overall Technical/HR-Related Skills	Satisfactory level of HR-related competencies	4.145	Agree

The findings indicate that the respondents possess the technical competencies needed to perform basic human resource functions during their internship. Their confidence in managing employee records and assisting with routine HR tasks suggests that the internship program provided meaningful opportunities to apply fundamental administrative skills in actual workplace settings. However, the relatively lower ratings for assisting in specialized HR functions, such as training, payroll, and recruitment, indicate that interns may have had limited opportunities to participate in these areas because of organizational policies, confidentiality requirements, or the scope of tasks assigned to student interns.

These findings are consistent with Pianda et al. (2024), who reported that internship experiences strengthen students' practical competencies and improve their readiness for employment by allowing them to apply classroom knowledge in real organizational settings. Similarly, Musa et al. (2025) emphasized that internship programs contribute to the development of technical, digital, and professional competencies required in today's workplace. Furthermore, Noe (2020) noted that human resource practitioners must possess both technical knowledge and practical experience to perform HR functions effectively and support organizational objectives.

Problem-Solving Skills

The respondents demonstrated a satisfactory level of problem-solving skills during their internship, with an overall weighted mean of 4.115, interpreted as Agree. Among the assessed competencies, adapting effectively to unexpected situations received the highest weighted mean (4.231), followed by remaining calm and thinking critically under pressure (4.199). The respondents also agreed that they could make decisions when faced with challenges (4.081) and identify problems in the workplace (4.070). The lowest-rated indicator was suggesting possible solutions to work-related issues (3.995), although it remained within the Agree interpretation.

Table 5. Summary of the Respondents' Problem-Solving Skills

Problem-Solving Skill	Leading Category/Major Finding	Weighted Mean	Interpretation
Problem-Solving Skills	Adapts effectively to unexpected situations	4.231	Strongly Agree
	Remains calm and think critically under pressure	4.199	Agree
	Makes decisions when faced with challenges	4.081	Agree
	Identifies problems in the workplace	4.070	Agree
	Suggests possible solutions to work-related issues	3.995	Agree
Overall Problem-Solving Skills	Satisfactory level of problem-solving competence	4.115	Agree

The findings indicate that the respondents possess satisfactory problem-solving skills that enable them to respond appropriately to workplace situations encountered during their internship. Their ability to adapt to unexpected circumstances and remain calm under pressure demonstrates flexibility and sound judgment, which are important competencies in today's dynamic work environment. However, the relatively lower rating for suggesting solutions to work-related issues may indicate that interns have limited opportunities to participate in organizational decision-making because such responsibilities are typically assigned to supervisors or experienced employees. Providing interns with greater involvement in problem analysis and decision-making activities may further strengthen their critical thinking and workplace competence.

These findings are consistent with Jackson (2015), who emphasized that problem-solving is one of the essential employability skills developed through work-integrated learning experiences. Likewise, Kolb (1984) explained through the Experiential Learning Theory that knowledge and skills are strengthened when individuals engage in real-life experiences, reflect on those experiences, and apply what they have learned to new situations. Furthermore, Franco-Ángel et al. (2023) reported that adaptability, critical thinking, and problem-solving are among the soft skills that significantly contribute to successful internship performance and workplace readiness.

Work Ethics and Professionalism

The respondents demonstrated a high level of work ethics and professionalism during their internship, with an overall weighted mean of 4.572, interpreted as Strongly Agree. Among the assessed competencies, following company rules and policies obtained the highest weighted mean (4.645), followed by dressing and behaving professionally in the workplace (4.586) and taking responsibility for actions and assigned tasks (4.581). The respondents also strongly agreed that they demonstrate honesty and integrity in their work (4.575) and report to work on time while completing assigned tasks promptly (4.473).

Table 6. Summary of the Respondents' Work Ethics and Professionalism

Work Ethics and Professionalism	Leading Category/Major Finding	Weighted Mean	Interpretation
Work Ethics and Professionalism	Follows company rules and policies	4.645	Strongly Agree
	Dresses and behaves professionally in the workplace	4.586	Strongly Agree
	Takes responsibility for actions and assigned tasks	4.581	Strongly Agree
	Demonstrates honesty and integrity in work	4.575	Strongly Agree
	Reports to work on time and completes assigned tasks promptly	4.473	Strongly Agree
Overall Work Ethics and Professionalism	High level of professionalism and ethical workplace behavior	4.572	Strongly Agree

The findings indicate that the respondents possess strong work ethics and professionalism, which are essential qualities for future human resource practitioners. Their high level of compliance with company rules and policies demonstrates respect for organizational standards and a commitment to maintaining discipline in the workplace. Likewise, their professional appearance, accountability, honesty, and integrity reflect their readiness

to assume workplace responsibilities with competence and ethical conduct. Although punctuality and timely completion of assigned tasks received the lowest weighted mean among the indicators, it remained within the Strongly Agree category, suggesting that the respondents consistently demonstrate reliability and dedication in carrying out their internship responsibilities.

These findings are consistent with Noe (2020), who emphasized that professionalism, ethical behavior, accountability, and integrity are fundamental competencies required of human resource professionals to perform their responsibilities effectively. Similarly, the National Association of Colleges and Employers (2024) identified professionalism as one of the core career readiness competencies expected by employers, highlighting the importance of ethical behavior, responsibility, and adherence to workplace standards in achieving organizational success. Furthermore, Pianda et al. (2024) found that internship experiences positively influence students' professional attitudes and workplace preparedness by strengthening both technical competencies and professional values.

Duties Performed During Internship

The respondents generally agreed that they were able to perform the duties assigned to them during their internship, as reflected by the overall weighted mean of 4.043, interpreted as Agree. The highest-rated duty was assisting in organizing company activities (4.361), followed by another indicator related to organizing company activities (4.177) and handling employee records and documentation (4.156). The respondents also agreed that they participated in meetings or training sessions (4.113) and supported administrative HR tasks (3.871). The lowest-rated duty was assisting in recruitment and selection processes (3.581), although it was still interpreted as Agree.

Table 7. Summary of the Duties Performed by the Respondents During Their Internship

Duties	Leading Category/Major Finding	Weighted Mean	Interpretation
Duties Performed	Assists in organizing company activities	4.361	Strongly Agree
	Assists in organizing company activities	4.177	Agree
	Handles employee records and documentation	4.156	Agree
	Participates in meetings or training sessions	4.113	Agree
	Supports administrative HR tasks	3.871	Agree
	Assists in recruitment and selection processes	3.581	Agree
Overall Duties Performed	Satisfactory performance of assigned internship duties	4.043	Agree

The findings indicate that the respondents were actively involved in a variety of workplace responsibilities during their internship, particularly in organizing company activities and handling administrative tasks. Their participation in these activities provided valuable opportunities to apply classroom knowledge, improve organizational and communication skills, and gain practical experience in human resource operations. The relatively lower rating for recruitment and selection activities may be attributed to the confidential nature of recruitment processes, where organizations often limit interns' participation to protect sensitive applicant information and ensure compliance with company policies.

These findings are consistent with Gault et al. (2010), who reported that internship experiences improve students' workplace readiness by allowing them to perform meaningful organizational tasks and develop practical competencies. Similarly, O'Connor and Bodicoat (2017) found that students perceive internships as valuable opportunities to gain hands-on experience, strengthen professional skills, and better understand workplace expectations. Furthermore, Pianda et al. (2024) emphasized that active involvement in workplace duties enhances students' employability by developing both technical competencies and professional confidence.

Responsibilities Performed During Internship

The respondents demonstrated a high level of responsibility in carrying out their assigned tasks during their internship, with an overall weighted mean of 4.315, interpreted as Strongly Agree. Among the assessed

responsibilities, completing tasks assigned by supervisors with accountability and professionalism received the highest weighted mean (4.607), followed by demonstrating effective and respectful communication with employees and clients (4.354) and ensuring accuracy and confidentiality when handling documents and information (4.274). The lowest-rated responsibility was contributing to resolving workplace concerns or issues in a professional manner (4.021), although it was still interpreted as Agree.

Table 8. Summary of the Responsibilities Performed by the Respondents During Their Internship

Responsibilities	Leading Category/Major Finding	Weighted Mean	Interpretation
Responsibilities Performed	Completes tasks assigned by supervisors with accountability and professionalism	4.607	Strongly Agree
	Demonstrates effective and respectful communication with employees and clients	4.354	Strongly Agree
	Ensures accuracy and confidentiality when handling documents and information	4.274	Strongly Agree
	Contributes to resolving workplace concerns or issues in a professional manner	4.021	Agree
Overall Responsibilities Performed	High level of responsibility and professionalism in the workplace	4.315	Strongly Agree

The findings indicate that the respondents effectively fulfilled the responsibilities entrusted to them during their internship. Their strong sense of accountability and professionalism in completing assigned tasks demonstrates their commitment to meeting workplace expectations and performing their duties responsibly. The respondents also recognized the importance of maintaining respectful communication and protecting the confidentiality of organizational information, which are essential responsibilities in the field of Human Resource Management. Although contributing to the resolution of workplace concerns received the lowest weighted mean, it remained within the Agree category, suggesting that interns generally had limited opportunities to participate directly in resolving organizational issues because these responsibilities are typically handled by supervisors or experienced HR personnel.

These findings are consistent with Sakapurnama and Hasan (2023), who reported that meaningful internship experiences enhance students' confidence, responsibility, and professional readiness by providing authentic workplace exposure. Similarly, Noe (2020) emphasized that accountability, confidentiality, ethical behavior, and effective communication are fundamental responsibilities of human resource professionals in maintaining organizational effectiveness. Furthermore, the National Association of Colleges and Employers (2024) identified professionalism, communication, and accountability as core career readiness competencies that prepare graduates to perform effectively in professional work environments.

Significant Relationship Between Internship Skills and Duties and Responsibilities

The results revealed a significant positive relationship between internship skills and both the duties and responsibilities performed by the respondents during their internship. Internship skills showed a strong positive correlation with the duties performed ($r = .702, p = .000$) and a moderately strong positive correlation with the responsibilities carried out ($r = .653, p = .000$). Since both p-values were less than the 0.05 level of significance, the null hypothesis was rejected, indicating that internship skills are significantly associated with the respondents' ability to perform their assigned duties and responsibilities effectively.

Table 9. *Summary of the Significant Relationship Between Internship Skills and Duties and Responsibilities*

Variables	Pearson Correlation (r)	p-value	Decision on Ho	Verbal Interpretation
Internship Skills and Duties	.702	.000	Rejected	Significant
Internship Skills and Responsibilities	.653	.000	Rejected	Significant

The findings indicate that respondents who possess higher levels of internship skills are more likely to perform their assigned duties effectively and fulfill their workplace responsibilities with professionalism, accountability, and competence. The strong positive relationship between internship skills and duties suggests that competencies such as communication, interpersonal skills, technical knowledge, problem-solving, and work ethics contribute to the successful completion of workplace tasks. Likewise, the significant relationship between internship skills and responsibilities demonstrates that students who have developed stronger workplace competencies are better prepared to meet organizational expectations and carry out their responsibilities efficiently.

These findings support Kolb's (1984) Experiential Learning Theory, which explains that learning becomes more meaningful when students apply theoretical knowledge in real workplace settings and reflect on their experiences to improve their competencies. The results are also consistent with Gault et al. (2010), who found that internship experiences strengthen students' practical skills and workplace readiness, leading to improved job performance. Similarly, Franco-Ángel et al. (2023) reported that both technical and soft skills significantly influence internship performance, while Pianda et al. (2024) concluded that internship experiences enhance employability by developing competencies necessary to perform workplace duties and responsibilities effectively. Furthermore, Musa et al. (2025) emphasized that internships improve graduates' employability by strengthening their professional, technical, and interpersonal skills, enabling them to adapt successfully to organizational demands.

Summary of Findings

The study examined the internship skills and their alignment with the duties and responsibilities of fourth year BSBA-HRM students. Findings of the study are.

1. The respondents were predominantly young adults aged 20–22 years, accounting for 48.39% of the total respondents, while the majority were female, representing 73.12% of the sample.
2. The respondents demonstrated a high level of internship skills, with an overall interpretation of Strongly Agree in communication skills, interpersonal skills, and work ethics and professionalism. Among these, work ethics and professionalism obtained the highest overall weighted mean of 4.572, followed by interpersonal skills with 4.449 and communication skills with 4.297. Technical/HR-related skills and problem-solving skills received overall interpretations of Agree, with weighted means of 4.145 and 4.115, respectively, indicating satisfactory competence with opportunities for further improvement.
3. The respondents generally agreed that they were able to perform the duties assigned during their internship, obtaining an overall weighted mean of 4.043. They were most involved in organizing company activities, while participation in recruitment and selection activities received the lowest rating, reflecting the limited exposure of interns to confidential HR functions.
4. The respondents strongly agreed that they effectively fulfilled their internship responsibilities, with an overall weighted mean of 4.315. Completing assigned tasks with accountability and professionalism received the highest rating, demonstrating a strong sense of responsibility and commitment to workplace expectations.
5. The Pearson Product-Moment Correlation analysis revealed a significant positive relationship between internship skills and duties, with a correlation coefficient of 0.702 and a p-value of 0.000. Likewise, a significant positive relationship was found between internship skills and responsibilities, with a correlation coefficient of 0.653 and a p-value of 0.000.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Fourth-year BSBA-HRM students possess strong internship skills, particularly in communication, interpersonal relations, and work ethics and professionalism, which enable them to perform effectively in workplace settings.
2. The respondents demonstrated satisfactory competence in technical HR-related skills and problem-solving skills, although these areas require further enhancement through greater practical exposure and experiential learning.
3. The students were able to perform their assigned internship duties and fulfill their workplace responsibilities effectively, reflecting their preparedness for professional practice in the field of Human Resource Management.
4. Internship skills significantly influence the performance of duties and responsibilities. Students with higher levels of internship competencies are more capable of carrying out assigned tasks, maintaining professionalism, and meeting organizational expectations during their internship.
5. The internship program serves as an effective bridge between academic learning and workplace application by allowing students to apply classroom knowledge and develop competencies required by the human resource profession.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered:

1. Higher education institutions should strengthen internship preparation programs by providing additional training in technical HR functions, HR information systems, recruitment processes, payroll administration, and problem-solving to enhance students' workplace readiness.
2. Faculty members should integrate more experiential learning activities, case analyses, simulations, and industry-based projects into HRM courses to improve students' practical competencies before deployment to internship.
3. Internship partner organizations should provide interns with broader exposure to various HR functions, including recruitment, employee relations, training, and performance management, while maintaining appropriate supervision and confidentiality.
4. Students should continue developing their communication, interpersonal, technical, and analytical skills through seminars, certifications, workshops, and participation in professional organizations to increase their employability and career readiness.
5. Future researchers may conduct similar studies involving students from other academic programs or institutions and include additional variables such as internship satisfaction, organizational support, supervisor mentoring, employability, or job readiness to provide a broader understanding of factors influencing internship performance.

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