

Students' Internship Towards Workplace Resilience and Adaptability of BSBA Human Resource Management: Its Job Absorption

Charlene U. Escario, PhD¹, Jennifer Khate C. Matti², Jesica B. Provedincia², Katherine M. Rumbawa²,
Regine T. Tolentino², Rheanne Bereyll P. Notario², Shakira Aisteru A. Padua²

¹Faculty, Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Sampaloc, Manila, Philippines

²Student, Bachelor of Science in Business Administration, Major in Human Resource Management, Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Sampaloc, Manila, Philippines

Publication history: Received: June 11, 2026; Revised: July 14, 2026; Accepted: July 18, 2026

Email of Corresponding Author: notariorbp.cbpa@gmail.com

Abstract

This study examined the workplace resilience, adaptability, and job absorption of Bachelor of Science in Business Administration major in Human Resource Management student interns based on the assessments of the student interns, faculty members, and the on-the-job training coordinator. It was conceptually anchored in the view that internship experiences provide opportunities for developing the behavioral and psychological qualities needed for workplace readiness and employment. A descriptive-correlational research design and cross-sectional survey method were employed. The respondents comprised 91 participants, including 80 student interns, 10 faculty members, and one OJT coordinator, selected through stratified, purposive, and convenience sampling. Data were gathered using a researcher-made questionnaire evaluated by the research adviser and faculty experts. Percentage, ranking, weighted mean, and Analysis of Variance were used to analyze the data. Results showed that the student interns were generally resilient, with a consolidated weighted mean of 3.87; adaptable, with a mean of 3.76; and absorbed in their work, with a mean of 3.53. Social support received the highest composite rating for workplace resilience, continuous learning ranked highest for adaptability, and concentration and focus ranked highest for job absorption. However, emotional resilience and time distortion received comparatively lower ratings, indicating areas requiring further development. No significant differences were found among the assessments of the three respondent groups regarding workplace resilience and adaptability, showing consistency in their perceptions. Internship experiences also provided preparation for employment opportunities in strategic planning, organizational development, talent acquisition, compensation, payroll, and employee relations. The study concluded that internships positively contributed to workplace competence, engagement, employability, and professional readiness. It recommended stronger mentoring, monitoring, feedback, specialized training, career development activities, industry-academe collaboration, and continuous program evaluation. The study supports SDG 4 - Quality Education and SDG 8 - Decent Work and Economic Growth by promoting relevant experiential learning and preparation for productive employment. Its sustainability impact lies in strengthening educational quality, institutional collaboration, workforce readiness, and long-term socio-economic participation.

Keywords: Adaptability, BSBA Human Resource Management, Employability, Internship Programs, Job Absorption, Professional Readiness, Workplace Resilience

1. Introduction

Internship programs support the mission of state universities and colleges (SUCs) to develop well-rounded learners by strengthening the professional and personal qualities required in the workplace. For BSBA Human Resource Management (HRM) students, workplace resilience, adaptability, and job absorption are important qualities that enable them to manage workplace challenges, adjust to changing responsibilities, and remain engaged in assigned tasks. However, differences in internship conditions, supervision, student preparedness, and stakeholder perceptions may influence how these qualities are developed and assessed. Thus, this study examines workplace resilience, adaptability, and job absorption among BSBA HRM student interns based on the assessments of student interns, OJT coordinators, and faculty members.

1.1 Internship-Based Professional Development of BSBA HRM Student Interns

Internship programs provide students with opportunities to apply academic knowledge and develop attributes that support long-term employability and workplace effectiveness. Beyond technical training, internships help BSBA HRM students develop emotional stability, flexibility, interpersonal competence, and commitment to organizational goals. These qualities are particularly important in human resource management, where professionals are expected to respond effectively to workplace demands and maintain productive relationships within organizations.

1.2 Workplace Resilience, Adaptability, and Job Absorption of BSBA HRM Student Interns

Workplace resilience enables student interns to cope with stress, overcome difficulties, and maintain productivity despite challenges encountered during internship placements. Adaptability allows them to adjust to diverse tasks, organizational cultures, supervisory practices, and changing workplace expectations. Job absorption reflects the degree to which interns remain focused, motivated, and deeply engaged while performing their assigned responsibilities. Together, these qualities contribute to the interns' readiness for future employment and professional practice.

1.3 Stakeholder Assessments of BSBA HRM Internship Experiences

The development of workplace resilience, adaptability, and job absorption may vary according to workplace conditions, supervisory approaches, and the preparedness of student interns. Student interns, OJT coordinators, and faculty members may also differ in how they understand and evaluate these qualities. Such variations may create differences between academic expectations and actual workplace experiences, emphasizing the need to examine internship outcomes from the perspectives of the major stakeholders involved.

1.4 Conceptual Basis of Workplace Resilience, Adaptability, and Job Absorption

The study is conceptually anchored in the view that internship experiences serve as platforms for developing the behavioural and psychological qualities required for employment. Workplace resilience represents the ability to manage stress and challenges, adaptability refers to effective adjustment to changing workplace demands, and job absorption concerns sustained engagement and motivation in assigned responsibilities. These constructs collectively reflect the professional development and workplace readiness of BSBA HRM student interns.

1.5 Assessment Gaps in BSBA HRM Internship Outcomes

Although internship programs are recognized as important components of professional preparation, differences in stakeholder assessments may affect the evaluation of student development. Limited alignment between academic expectations and workplace realities may also reduce the effectiveness of internship experiences. A systematic assessment is therefore necessary to determine the levels of workplace resilience, adaptability, and job absorption among BSBA HRM student interns and establish whether significant differences exist among the assessments of student interns, OJT coordinators, and faculty members. The findings will provide a basis for evidence-based intervention measures that may strengthen the internship program and improve students' professional development.

1.6 Alignment of BSBA HRM Internship Development with Relevant Sustainable Development Goals

The study is aligned with SDG 4 - Quality Education because it examines internship experiences as part of the preparation of BSBA HRM students for professional practice. Assessing the personal and workplace qualities developed during internships may support the improvement of experiential learning and the alignment of academic preparation with workplace expectations. It is also connected to SDG 8 - Decent Work and Economic Growth, particularly through its focus on employability, workplace effectiveness, adaptability, resilience, and sustained engagement. Strengthening these qualities may help prepare students for productive employment and responsible participation in organizational settings.

1.7 Multidisciplinary Sustainability of BSBA HRM Internship Programs

The study contributes to educational sustainability by providing information that may improve internship programs and promote the continued relevance of academic preparation. It supports institutional sustainability by encouraging stronger alignment among students, OJT coordinators, faculty members, and workplace expectations. It also contributes to socio-economic sustainability by developing graduates who are resilient, adaptable, engaged, and better prepared for long-term employment. Through evidence-based intervention measures, the study may strengthen the capacity of SUCs to provide responsive and professionally relevant internship experiences for BSBA HRM students.

2. Material and methods

2.1 Research Design

The study employed a descriptive correlational research design to examine the workplace resilience, adaptability, and job absorption of Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) students during their internship experiences. The descriptive approach was used to present existing conditions and identify patterns without manipulating the variables. A cross-sectional survey was conducted to collect quantitative data regarding the respondents' internship and workplace experiences.

2.2 Locale of the Study

The study was conducted in selected higher educational institutions offering the BSBA-HRM program and implementing internship or on-the-job training programs for their students.

2.3 Respondents of the Study

The respondents consisted of BSBA-HRM students who had completed or were currently undertaking their internship, together with faculty members and the OJT coordinator. The study included 91 respondents, comprising 80 students, 10 faculty members, and one OJT coordinator.

2.4 Sample and Sampling Procedure

Stratified, purposive, and convenience sampling techniques were used to select the respondents. These sampling procedures ensured the representation of the respondent groups while considering their relevance to the study and accessibility during data collection.

2.5 Research Instrument

The study used a researcher-made survey questionnaire to assess internship experiences and the workplace resilience, adaptability, and job absorption of BSBA-HRM student interns. The instrument was developed through a review of related literature and previous studies. It was evaluated by the research adviser and selected faculty experts in research and Human Resource Management. Their comments and recommendations were incorporated to improve the clarity, relevance, and appropriateness of the questionnaire items.

2.6 Data Gathering Procedure

The finalized questionnaire was distributed personally and through online platforms to the selected respondents. Before its administration, the respondents were informed of the purpose of the study. The completed questionnaires were retrieved within the designated period and examined for completeness and accuracy before data analysis.

2.7 Data Analysis Techniques

Percentage and ranking were used to describe the respondents' profiles and determine the proportional importance of their responses. Weighted mean was applied to measure their levels of workplace resilience, adaptability, and job absorption using a five-point Likert scale. The responses were interpreted from highly resilient, adaptable, or absorbed to not resilient, adaptable, or absorbed. Analysis of Variance was used to determine whether significant differences existed among the assessments of the students, faculty members, and OJT coordinator. The results were interpreted to explain the trends and patterns relevant to the objectives of the study.

2.8 Ethical Considerations

The respondents were informed of the study's purpose before answering the questionnaire. Their voluntary participation and the confidentiality of the information they provided were assured throughout the research process.

3. Results and Discussion

3.1 Workplace Resilience of BSBA Human Resource Management Student Interns

3.1.1 Workplace Resilience as Assessed by Student Interns

The student interns obtained an overall weighted mean of 3.80, interpreted as Resilient. Coping Skills received the highest weighted mean of 3.99, followed by Emotional Regulation and Learning and Growth, both at 3.94. Psychological Hardiness obtained 3.80, while Social Support recorded the lowest weighted mean of 3.62. All indicators remained within the Resilient category. The findings indicate that student interns generally managed workplace demands, regulated their emotions, and learned from their internship experiences. Their higher rating for Coping Skills suggests reliance on personal coping mechanisms when addressing workplace pressures, while the lower rating for Social Support shows that assistance from supervisors and colleagues was present but less strongly experienced. The findings support Alharethi et al. (2025), who emphasized that internship experiences contribute significantly to work readiness and personal development by exposing students to real workplace situations. Reyes and Santos (2024) found that internships help business students strengthen their coping abilities and workplace competencies. The results further align with Galon (2025), who highlighted that experiential learning develops resilience and employability readiness among management students.

3.1.2 Workplace Resilience as Assessed by Faculty Members

Faculty members assessed the workplace resilience of the interns with an overall weighted mean of 3.67, interpreted as Resilient. Learning and Growth obtained the highest weighted mean of 3.74, followed by Emotional Regulation at 3.72, Social Support at 3.64, Coping Skills at 3.52, and Psychological Hardiness at 3.50. All indicators were interpreted as Resilient. The results suggest that faculty members observed professional growth and emotional maturity among the interns during their workplace experiences. The lower rating for Psychological Hardiness indicates that determination and persistence were demonstrated, although these qualities may require further development when students encounter difficult workplace situations. These findings are consistent with Wei and Phaik (2024), who emphasized that internship experiences enhance career adaptability and workplace competence through experiential learning. Savickas et al. (2023) noted that continuous learning and adaptability are essential components of workforce development. The findings also support Tan

et al. (2023) who argued that internships prepare students for professional life by developing both technical and personal competencies.

3.1.3 Workplace Resilience as Assessed by the OJT Coordinator

The OJT coordinator assessed the interns' workplace resilience with an overall weighted mean of 4.16, interpreted as Resilient. Social Support obtained the highest weighted mean of 5.00 and was interpreted as Highly Resilient. Learning and Growth followed at 4.16, while Coping Skills, Emotional Regulation, and Psychological Hardiness received weighted means of 4.00, 3.80, and 3.60, respectively. The findings indicate that the OJT coordinator observed strong workplace support and opportunities for professional growth among the interns. The resilient ratings for coping, emotional regulation, and psychological hardiness further demonstrate that the interns were able to persevere and maintain emotional stability while completing their responsibilities. The findings support Galon (2025), who found that internship experiences enhance students' professional competencies and readiness for employment. Alharethi et al. (2025) emphasized that supportive workplace environments contribute positively to resilience and work readiness. These findings suggest that effective supervision and workplace support are important factors in strengthening workplace resilience among interns.

3.1.4 Consolidated Assessment of Workplace Resilience

The consolidated assessment produced an overall weighted mean of 3.87, interpreted as Resilient. The student interns, faculty members, and OJT coordinator recorded overall weighted means of 3.80, 3.67, and 4.16, respectively. Social Support obtained the highest composite mean of 4.09, followed by Learning and Growth at 3.95, Coping Skills at 3.84, Emotional Regulation at 3.82, and Psychological Hardiness at 3.63. All indicators were interpreted as Resilient. The results demonstrate that the respondent groups consistently viewed the interns as capable of managing workplace challenges, controlling their emotions, and adapting to professional conditions. The strong rating for Social Support highlights the importance of supportive relationships, while the rating for Learning and Growth reflects the developmental value of internship participation. The findings are supported by Alharethi et al. (2025) and Reyes and Santos (2024), who emphasized that internship experiences strengthen resilience through practical exposure and workplace interactions. Savickas et al. (2023) also noted that resilience is an essential competency for sustainable career development and successful workforce integration. These studies reinforce the importance of internships in preparing students for future employment.

3.2 Adaptability of BSBA Human Resource Management Student Interns

3.2.1 Adaptability as Assessed by Student Interns

The student interns obtained an overall weighted mean of 3.75, interpreted as Adaptable. Behavioural Adjustments recorded the highest weighted mean of 3.87, followed by Problem-Solving Skills at 3.74, Flexibility in Thinking at 3.73, Continuous Learning at 3.72, and Emotional Resilience at 3.68. All indicators were within the Adaptable category. The findings indicate that the interns were generally able to adjust their behaviour, learn new responsibilities, and respond to changing workplace conditions. Behavioural Adjustments received the highest rating, showing that the interns could modify their actions according to organizational expectations. Emotional Resilience received the lowest rating, suggesting that managing stress and emotional pressure may still be strengthened. The findings support Ameliah and Jatnika (2024), who found that internship experiences enhance career adaptability among college students. Wei and Phaik (2024) emphasized that experiential learning and workplace exposure strengthen adaptability, soft skills, and career readiness. These studies support the role of internships in helping students become more flexible and responsive in professional environments.

3.2.2 Adaptability as Assessed by Faculty Members

Faculty members assessed the interns' adaptability with an overall weighted mean of 3.71, interpreted as Adaptable. Problem-Solving Skills obtained the highest weighted mean of 4.00, followed by Continuous Learning at 3.96, Behavioural Adjustments at 3.73, and Emotional Resilience at 3.54. Flexibility in Thinking received the lowest weighted mean of 3.32 and was interpreted as Moderately Adaptable. The results suggest that faculty members considered the interns capable of addressing workplace concerns and acquiring new knowledge and skills. However, the lower rating for Flexibility in Thinking indicates that some interns may need greater exposure to unfamiliar and unexpected situations to improve their ability to consider alternative perspectives. These findings are consistent with Savickas et al. (2023), who highlighted adaptability as a critical factor in career success and workforce sustainability. Wei and Phaik (2024) emphasized that internships promote problem-solving abilities and continuous learning, which are essential for career readiness.

3.2.3 Adaptability as Assessed by the OJT Coordinator

The OJT coordinator assessed the interns' adaptability with an overall weighted mean of 3.82, interpreted as Adaptable. Flexibility in Thinking obtained the highest weighted mean of 4.40 and was interpreted as Highly Adaptable. Behavioural Adjustments and Continuous Learning both received 4.00, while Emotional Resilience obtained 3.50. Problem-Solving Skills received the lowest weighted mean of 3.20 and was interpreted as Moderately Adaptable. The results indicate that the interns were capable of considering different perspectives and adjusting their behaviour according to workplace

demands. However, their lower rating for Problem-Solving Skills suggests that analytical and decision-making abilities may require additional development. The findings support Ameliah and Jatnika (2024), who emphasized that internship experiences foster adaptability by exposing students to real workplace situations. Savickas et al. (2023) noted that adaptability allows students to manage career transitions successfully and respond effectively to workplace challenges.

3.2.4 Consolidated Assessment of Adaptability

The consolidated assessment produced an overall weighted mean of 3.76, interpreted as Adaptable. The student interns, faculty members, and OJT coordinator recorded weighted means of 3.75, 3.71, and 3.82, respectively. Continuous Learning obtained the highest composite mean of 3.89, followed by Behavioural Adjustments at 3.86, Flexibility in Thinking at 3.82, Problem-Solving Skills at 3.65, and Emotional Resilience at 3.57. All indicators were interpreted as Adaptable. The findings show that the internship experience supported continuous learning, behavioural adjustment, and flexible responses to organizational expectations. Emotional Resilience received the lowest composite rating, indicating that interns may benefit from further preparation in managing emotionally demanding situations. The findings support Wei and Phaik (2024) and Savickas et al. (2023), who emphasized that internships strengthen adaptability through experiential learning and workplace exposure. These results demonstrate the value of internship programs in developing competencies needed for future employment.

3.3 Job Absorption of BSBA Human Resource Management Student Interns

3.3.1 Job Absorption as Assessed by Student Interns

The student interns obtained an overall weighted mean of 3.73, interpreted as Absorbed. Deep Involvement received the highest weighted mean of 3.80, followed by Positive Effect at 3.78, Concentration and Focus at 3.75, and Intrinsic Motivation at 3.73. Time Distortion obtained the lowest weighted mean of 3.56. All indicators remained within the Absorbed category. The results indicate that the interns were actively engaged and interested in their workplace responsibilities. Their ratings for Deep Involvement and Positive Effect suggest meaningful participation and favorable attitudes toward their internship experiences. However, the lower rating for Time Distortion shows that they did not consistently experience complete immersion while performing their tasks. The findings support Erellana (2025), who emphasized that internship experiences enhance students' soft skills, engagement, and career readiness. Ng et al. (2018) found that internships provide meaningful work experiences that improve employability and workplace involvement. These studies reinforce the idea that internship participation contributes positively to students' job absorption and professional goals.

3.3.2 Job Absorption as Assessed by Faculty Members

Faculty members assessed the interns' job absorption with an overall weighted mean of 3.53, interpreted as Absorbed. Intrinsic Motivation and Positive Effect obtained the highest weighted means of 3.76. Concentration and Focus received 3.42, while Time Distortion obtained 3.40 and was interpreted as Moderately Absorbed. Deep Involvement recorded the lowest weighted mean of 3.32 and was also interpreted as Moderately Absorbed. The results suggest that faculty members observed internal motivation and positive attitudes among the interns. However, the lower ratings for Deep Involvement and Time Distortion indicate that sustained immersion and deeper engagement in workplace tasks may still be improved. These findings are supported by Erellana (2025), who noted that internships strengthen motivation, confidence, and professional engagement among students. Karakiraz et al. (2021) emphasized that internship experiences play an important role in shaping students' career aspirations and professional commitment. These suggest that internships contribute significantly to students' workplace engagement and future career development.

3.3.3 Job Absorption as Assessed by the OJT Coordinator

The OJT coordinator gave the interns an average job absorption rating of 3.32, interpreted as Moderately Absorbed. Concentration and Focus obtained the highest weighted mean of 5.00 and was interpreted as Highly Absorbed. Deep Involvement and Intrinsic Motivation both received 3.40 and were interpreted as Absorbed. Positive Effect obtained 3.00 and was interpreted as Moderately Absorbed, while Time Distortion received the lowest weighted mean of 1.80 and was interpreted as Least Absorbed. The findings indicate that the interns maintained strong concentration on their assigned responsibilities but did not consistently experience complete immersion in their work. Their moderate ratings for involvement, motivation, and positive affect suggest that workplace engagement may still be strengthened through more meaningful and challenging assignments. The findings partly support Ng et al. (2018) who emphasized that internships contribute to workplace engagement and employability development. However, the relatively lower ratings may also reflect Damoah et al. (2021), who noted that gaps can still exist between student competencies and workplace expectations. This suggests the need for continued enhancement of internship experiences to further strengthen job absorption among student interns.

3.3.4 Consolidated Assessment of Job Absorption

The consolidated assessment produced an overall weighted mean of 3.53, interpreted as Absorbed. The student interns, faculty members, and OJT coordinator obtained overall weighted means of 3.72, 3.53, and 3.32, respectively. Concentration

and Focus obtained the highest composite mean of 4.06, followed by Intrinsic Motivation at 3.63. Deep Involvement and Positive Effect both received composite means of 3.51. Time Distortion obtained the lowest composite mean of 2.92 and was interpreted as Moderately Absorbed. The findings indicate that the interns remained attentive and internally motivated while carrying out workplace responsibilities. However, their moderate rating for Time Distortion suggests that complete immersion in assigned tasks was not consistently experienced. The findings support Erellana (2025), who emphasized that internship experiences enhance workplace engagement, confidence, and employability skills. Ng et al. (2018) argued that internships are valuable learning experiences that promote professional involvement and career readiness. These studies affirm that internships contribute positively to the development of job absorption among Human Resource Management students.

3.4 Differences in Workplace Resilience and Adaptability Assessments

The analysis showed no significant differences among the assessments of the student interns, faculty members, and OJT coordinator. Workplace resilience obtained an F-value of 0.17590 and a p-value of 0.8412. Adaptability obtained an F-value of 0.01111 and a p-value of 0.9889. Since both p-values were greater than the 0.05 level of significance, the null hypotheses for workplace resilience and adaptability were accepted. The absence of significant differences indicates that the three respondent groups had similar perceptions of the interns' ability to cope with workplace challenges, adjust to changing conditions, and perform assigned responsibilities. This consistency suggests a shared understanding of the competencies demonstrated during the internship and strengthens the reliability of the assessments concerning workplace resilience and adaptability.

3.5 Job Absorption Opportunities for BSBA Human Resource Management Student Interns

Among the 80 student interns, 22 respondents or 27.50 percent identified HR Strategic Planner and Organizational Development Consultant as a possible employment opportunity associated with their internship experiences. Talent Acquisition Partner was identified by 18 respondents or 22.50 percent, while Compensation, Payroll, and Total Rewards Specialist was selected by 17 respondents or 21.25 percent. Employee Relations and Engagement Officer was identified by 14 respondents or 17.50 percent, while E-Learning Developer was selected by nine respondents or 11.25 percent. The findings indicate that the internship experience provided greater preparation for strategic planning, organizational development, talent acquisition, compensation, payroll, and employee relations roles than for specialized electronic learning development. This supports Alharethi et al. (2025), who emphasized that meaningful internship experiences enhance students' work readiness by developing practical competencies, professional confidence, and employability, enabling graduates to pursue a wide range of career opportunities within the field of human resource management.

4. Conclusion & Recommendations

BSBA Human Resource Management student interns were generally assessed as resilient, adaptable, and absorbed, indicating that their internship experiences contributed positively to workplace competence and engagement. No significant differences were found among the assessments of student interns, faculty members, and the OJT coordinator regarding workplace resilience and adaptability, reflecting consistent perceptions across the respondent groups. The internship program also provided potential employment opportunities in strategic and specialized human resource functions, particularly HR strategic planning and organizational development, talent acquisition, and compensation and benefits.

The EARIST administration, Human Resource Management college administration, OJT coordinator, faculty members, and industry partners should continue implementing internship activities that develop workplace resilience, adaptability, job absorption, employability, and professional readiness. Regular communication, monitoring, feedback, specialized training, seminars, career development activities, competency-based programs, workplace mentoring, industry-academe collaboration, and continuous program evaluation should also be strengthened to support students' preparation for strategic and emerging human resource management opportunities.

The study was limited to the assessment of workplace resilience, adaptability, and job absorption among BSBA Human Resource Management student interns based on the perceptions of student interns, faculty members, and the OJT coordinator. Its findings were therefore confined to the respondents, internship experiences, workplace competencies, and potential human resource management employment opportunities examined in the study.

Compliance with ethical standards

The study observed voluntary participation and confidentiality throughout the research process. Respondents were informed of the purpose of the study before answering the survey questionnaire, and the information they provided was treated confidentially.

REFERENCES

- Alharethi, T., Awan, M. I., & Saleem, M. S. (2025). Investigating the impact of internship experience on work readiness among hospitality program students: The moderating role of student mindfulness. *Frontiers in Education*, 10.
- Ameliah, A. D., & Jatnika, R. (2024). Descriptive study of college students' career adaptability with an internship experience. *Annals of Human Resource Management Research*, 4(1), 1-11.
- Damoah, O. B. O., Peprah, A. A., & Brefo, K. O. (2021). Does higher education equip graduate students with the employability skills employers require? The perceptions of employers in Ghana. *Journal of Further and Higher Education*, 45(10), 1311–1324. <https://doi.org/10.1080/0309877X.2020.1860204>
- Erellana, E. (2025). Analyzing the connection of soft skills and student internship experiences: Impact on career readiness. *Philippine Journal / e-Journal*.
- Galon, D. I. (2025). International internship and employability readiness of management students in state colleges and universities in the Philippines. *International Journal of Advanced and Applied Sciences*, 12(6), 216-222.
- Karakiraz, A., Üstündağ, A., Karataş, A., & Özdemir, Y. (2021). From realizable dreams to sustainable facts: An empirical study on the role of internships in students' career plans in a Turkish business school. *SAGE Open*, 11(1), 1-12.
- Ng, E. S., Díaz-García, C., & Pulido-Fernández, J. (2018). Internships and employability: Theoretical and empirical perspectives. *Sustainability*, 13(23), 13454.
- Reyes, & Santos. (2024). Internship outcomes for business students (including HRM). *International Journal of Advanced and Applied Sciences*.
- Savickas, M. L., et al. (2023). Career adaptability for sustainable workforce development: A systematic review in vocational education. *International Journal of Research and Innovation in Social Science*.
- Tan, N., Shien, C., Ong, C., & Billett, S. (2023). Promoting student readiness for work-life through internships: Challenges and support. *Australian Journal of Adult Learning*, 63(3), 343–367. <https://files.eric.ed.gov/fulltext/EJ1409388.pdf>
- Wei, B., & Phaik, P. C. (2024). Enhancing career readiness through internship efficacy, career adaptability, soft skills development, experiential learning, social competency, and curriculum alignment: Hypothesis development. *Education Today*.