International Journal of Science and Research Archive
eISSN: 2582-8185
Cross Ref DOI: 10.30574/ijsra
Journal homepage: https://ijsra.net/

(RESEARCH ARTICLE)

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Effectiveness of industry-based internships on the technical competency of electronics technology students

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International Journal of Science and Research Archive, 2026, 19(02), 1129-1138

Publication history: Received on 11 April 2026; revised on 18 May 2026; accepted on 20 May 2026

Article DOI: https://doi.org/10.30574/ijsra.2026.19.2.1161

Abstract

This study evaluated the effectiveness of industry-based internships in enhancing the technical competency of Electronics Technology Senior High School students. It specifically examined students' levels of competency before and after immersion in terms of knowledge, skills, and work attitude, as well as their perceptions of internship effectiveness and the challenges they encountered. The study employed a descriptive-evaluative design involving 36 Electronics Technology students enrolled in a public Senior High School under the Technical-Vocational-Livelihood (TVL) track in Ligao City during School Year 2025–2026. Data were gathered through competency assessments and survey instruments focusing on pre- and post-internship performance, perceived effectiveness, and encountered challenges.

Results showed that students had a moderate level of technical competency before internship and demonstrated improvement after immersion in knowledge, skills, and work attitude. The internship program was perceived as highly effective in preparing students for workplace demands, although challenges such as limited hands-on experience, difficulty adapting to industry standards, and gaps between school-based training and actual workplace practices were identified. Based on these findings, a Competency-Based Industry Internship Enhancement Program (CBIIEP) was developed to address competency gaps and enhance industry readiness through structured immersion activities.

It was concluded that industry-based internships significantly improve student technical competency and work readiness. However, targeted enhancement strategies are necessary to maximize learning outcomes. The study recommends strengthening pre-immersion training, improving school-industry partnerships, enhancing monitoring systems, and institutionalizing the CBIIEP to ensure continuous improvement of Electronics Technology education and better preparation of learners for employment.

Keywords: Industry-Based Internship; Technical Competency; Electronics Technology SHS; Knowledge Skills Work Attitude; Descriptive-Evaluative Design

1. Introduction

In Electronics Technology programs, technical competency is highly important because the field requires learners to possess practical skills in troubleshooting, installation, maintenance, operation, and repair of electronic devices and systems. However, many educational institutions continue to experience challenges related to limited laboratory facilities, insufficient equipment, outdated tools, and restricted access to modern technologies. These limitations affect the quality of hands-on learning experiences provided to students. As technology continues to evolve rapidly, there is an increasing gap between school-based instruction and the actual technologies and practices used in industries. Because of this situation, students may encounter difficulties when transitioning from classroom learning to real workplace environments.

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Industry-based internships help address these concerns by allowing students to experience actual workplace conditions and modern industry practices. Students are given opportunities to observe and participate in real technical operations using updated equipment and systems under the guidance of experienced industry personnel. These experiences strengthen the connection between school learning and workplace requirements, helping students improve both technical competencies and work readiness. In this context, the study supports United Nations Sustainable Development Goal 4 on Quality Education, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This global goal emphasizes the importance of equipping learners with practical knowledge, technical skills, and competencies necessary for employment, decent work, and sustainable development.

Despite the recognized importance of internships in technical education, there remains a need to determine whether industry-based internships truly improve the technical competency of Electronics Technology students. Although internships are commonly included in technical-vocational programs, some students may not receive sufficient exposure to relevant technical tasks or meaningful hands-on experiences during their training. In some cases, internship assignments may not fully align with the students' field of specialization, which may limit skill development and reduce the effectiveness of the program.

This study is therefore necessary to determine the effectiveness of industry-based internships on the technical competency of Electronics Technology students. Specifically, it seeks to assess whether internships improve students' technical skills, practical knowledge, workplace behavior, and readiness for employment. The findings of the study may provide valuable information to schools, industry partners, and program administrators in improving internship implementation, supervision, and training practices. The study may also strengthen school-industry collaboration by identifying areas that need improvement to ensure that students receive meaningful and competency-based workplace experiences.

1.1. Statement of the Problem

This study aims to evaluate the effectiveness of industry-based internships in enhancing the technical competency of Electronics Technology Senior High School students.

1.1.1. Specifically, it seeks to answer the following questions:

- What is the level of technical competency of electronics technology senior high school students before undergoing industry-based internships in terms of:
    - Knowledge;
    - Skills; and
    - Work Attitude?
- What is the level of technical competency of electronics technology senior high school students after undergoing industry-based internships in terms of:
    - Knowledge;
    - Skills; and
    - Work Attitude?
- What is the effectiveness of industry-based internships as perceived by the students?
- What are the challenges encountered by the students during their industry-based internship program?
- What enhancement program can be developed based on the findings?

1.2. Scope and Delimitation

This study focuses on evaluating the effectiveness of industry-based internships in enhancing the technical competency of Electronics Technology Senior High School students. Specifically, it examines the students' level of technical competency before and after undergoing industry-based internships in terms of knowledge, skills, and work attitude. It also determines the effectiveness of the internship program as perceived by the students and identifies the challenges they encountered during their industry immersion. The findings of the study will serve as basis for the development of an enhancement program intended to further improve the technical competency of the students.

The respondents of the study are limited to 36 Electronics Technology Senior High School students enrolled in one public senior high school under the Technical-Vocational-Livelihood (TVL) track in Ligao City offering Electronics Technology specialization. The study covers School Year 2025–2026 during which the data were collected.

This study is delimited only to the assessment of the students' technical competency in terms of knowledge, skills, and work attitude before and after participation in the industry-based internship program. It is likewise limited to the

students' perceptions regarding the effectiveness of the internship and the challenges encountered during the conduct of the program. The investigation does not include other variables such as long-term employment outcomes, academic performance in unrelated subjects, or internship programs of other schools and institutions outside the identified locale.

2. Materials and Methods

2.1. Research Design

This study employed a descriptive research design, which, according to Calmorin and Calmorin (2016), is used to systematically describe the current status of variables and examine relationships among them without manipulating any conditions. In this study, the design was utilized to document the technical competencies of Electronics Technology Senior High School students and to determine how participation in industry-based internships is associated with changes in their knowledge, skills, and work attitude.

The descriptive design is appropriate for this study because it allows the researcher to gather data in a natural setting and focus on actual experiences of students during their internship exposure. As explained by Best and Kahn (2017), descriptive research is suitable for educational studies that aim to observe, describe, and interpret existing conditions as they naturally occur. In this case, data were collected through surveys, skills assessments, and performance evaluations to obtain quantitative evidence of students' competency levels before and after the internship program.

To analyze the data, statistical tools such as mean comparison and correlation analysis were used to determine differences in competency levels and to examine the relationship between internship exposure and technical skill development. According to Fraenkel, Wallen, and Hyun (2019), descriptive-comparative and correlational techniques are effective in identifying patterns and relationships between variables in educational research. These methods ensured that the findings are objective, measurable, and based on empirical evidence.

The use of a descriptive research design is appropriate because it provides a systematic and evidence-based approach in assessing competency development without manipulating the learning environment. It also supports the generation of reliable findings that can be used to evaluate the effectiveness of industry-based internships and strengthen collaboration between schools and industry partners in improving students' technical competencies..

2.2. Respondents of the Study

The respondents of the study were the 36 Electronics Technology Senior High School students enrolled in one public senior high school under the Technical-Vocational-Livelihood (TVL) track in Ligao City who had participated in industry-based internships during School Year 2025–2026.

2.3. Research Instrument

The researcher made use of the following tools in gathering of data:

2.3.1. Survey Questionnaire

Survey Questionnaire is a data-gathering instrument that is specifically created by the researcher for the purposes of a particular study.

2.3.2. Preparation of the Questionnaire

The survey questionnaire was developed by the researchers as the main data-gathering instrument of the study. It was designed based on an extensive review of related literature and studies, as well as existing Electronics Technology competency standards. The instrument was structured to measure the students' technical competencies in terms of knowledge, skills, and work attitude in relation to their participation in industry-based internships. It consisted of three main parts: (1) demographic profile of the respondents, (2) internship experiences, and (3) self-assessment of technical competencies before and after internship exposure. The items were carefully constructed to ensure that they directly addressed the objectives of the study and provided relevant and meaningful data for analysis.

2.3.3. Validation of the Questionnaire

After the initial construction, the questionnaire underwent content validation to ensure clarity, relevance, and appropriateness of the items. It was reviewed by experts in the field of Electronics Technology and research methodology. Their suggestions and comments were incorporated to improve the clarity of statements, correctness of

technical terms, and alignment of items with the research objectives. A pilot test was also conducted among a small group of similar respondents to determine the reliability and consistency of the instrument. Revisions were made based on the results of the pilot testing to ensure that the final questionnaire was valid and reliable for actual data collection.

2.3.4. Administration of the Questionnaire

The validated questionnaire was administered to the selected respondents, who were the Electronics Technology Senior High School students who had participated in industry-based internships. The distribution was done using both online and printed formats to ensure accessibility and maximum response rate. Clear instructions were provided to the respondents to guide them in answering the questionnaire accurately and honestly. The researchers also ensured that all ethical considerations were observed, including confidentiality of responses and voluntary participation.

2.3.5. Retrieval of the Questionnaire

After the respondents completed the questionnaire, the instruments were collected systematically to ensure the completeness and accuracy of the data gathered. For printed questionnaires, retrieval was done personally by the researchers, while online responses were monitored and downloaded from the survey platform used. Follow-ups were conducted to ensure a high response rate and minimize missing data. All collected questionnaires were checked, organized, and prepared for statistical analysis to ensure that only complete and valid responses were included in the study**.**

3. Results and Discussion

3.1. Level of Technical Competency of Electronics Technology Senior High School Students Before Undergoing Industry-Based Internships

The technical competency of students before internship exposure serves as a baseline in determining their readiness for industry-based training. It reflects the extent of their knowledge, skills, and work attitude acquired through classroom instruction and laboratory activities prior to actual workplace immersion. This initial assessment is essential in identifying the strengths and areas for improvement of Electronics Technology Senior High School students before engaging in real industry settings.

3.1.1. Knowledge

Before industry-based internships, Electronics Technology students have basic knowledge but limited practical and real-world application skills. This gap highlights the need for hands-on experiences that bridge theory and practice and improve readiness for technical work.

Table 1 Level of Technical Competency of Electronics Technology SHS Students Before Industry-Based Internship in Terms of Knowledge

Evaluation Criterion	Weighted Mean	Verbal Interpretation	Rank
I understand the basic concepts and principles of electronics.	4.40	Highly Competent	2
I can identify electronic components and their functions.	4.00	Competent	8
I can interpret circuit diagrams accurately.	3.70	Competent	9
I have knowledge in using electronic tools and equipment	4.40	Highly Competent	2
I understand the principles of direct current (DC) and alternating current (AC) circuits.	4.28	Highly Competent	4
I have knowledge of semiconductor devices such as diodes and transistors.	4.21	Highly Competent	5
I understand the operation of digital and analog electronic systems.	4.14	Competent	7
I am familiar with electronic testing and measuring instruments (e.g., multimeter, oscilloscope).	4.19	Competent	6

I understand basic troubleshooting procedures for electronic circuits and devices.	4.35	Highly Competent	3
I have knowledge of safety practices when working with electronic equipment and systems.	4.51	Highly Competent	1
Average Weighted Mean	4.22	Highly Competent	

Legend: 4.21-5.00 Highly Competent; 3.41-4.20 Competent ; 2.61-3.40Moderately Competent ; 1.81-2.60Less Competent ; 1.00-1.80 Not Competent

Table 1 results suggest that students already possess strong foundational knowledge in electronics prior to industry-based internship, particularly in safety practices, basic principles, and tool utilization. However, competencies involving circuit interpretation, system analysis, and component identification are comparatively lower, indicating gaps in higher-order technical understanding.

Boton (2024)[1] emphasized that exposure to actual workplace demands improves technical skill application and confidence in handling tasks. Justo (2025)[2] also highlighted that structured training improves knowledge acquisition when activities are aligned with specialization, supporting the need for practical exposure in strengthening technical understanding.

3.1.2. Skills

Before undergoing industry-based internships, Electronics Technology senior high school students typically demonstrate basic practical skills in handling tools, assembling simple circuits, and performing routine tasks, but still require further experience to achieve proficiency in complex applications. These skills reflect initial competency developed through classroom and laboratory activities. However, students may still lack confidence and efficiency when dealing with advanced or unfamiliar tasks. This situation highlights the need for continued practice and exposure to real-world technical environments.

Table 2 Level of Technical Competency of Electronics Technology SHS Students Before Industry-Based Internship in Terms of Skills

Evaluation Criterion	**Weighted Mean**	**Verbal Interpretation**	**Rank**
I can assemble electronic components according to circuit diagrams.	4.16	Competent	7
I can properly use electronic tools and equipment (e.g., soldering iron, multimeter).	4.49	Highly Competent	3
I can solder and desolder electronic components properly.	4.53	Highly Competent	2
I can measure voltage, current, and resistance using appropriate instruments.	4.33	Highly Competent	4
I can troubleshoot basic electronic circuits and identify faults.	4.12	Competent	8
I can install and maintain electronic devices or equipment	4.09	Competent	8
I can follow technical instructions and procedures in performing tasks.	4.23	Highly Competent	6
I can interpret and apply circuit diagrams when assembling or repairing devices.	4.09	Agree	8
I can maintain tools and equipment properly after use.	4.65	Highly Competent	1
I can diagnose and repair simple electronic equipment under the guidance of a supervisor.	4.07	Competent	9
I can complete assigned technical tasks efficiently during internship training.	4.30	Highly Competent	5
Average Weighted Mean	4.28	Highly Competent	

Table 2 results indicate that students demonstrate strong practical skills in handling tools, performing soldering tasks, and maintaining equipment prior to industry-based internship. These skills reflect effective hands-on classroom training and laboratory exposure. However, lower ratings are observed in higher-order technical tasks such as troubleshooting, installation, interpretation of circuit diagrams, and diagnostic repair, suggesting limited exposure to complex, real-world problem-solving situations. This pattern supports the idea that technical skills are strengthened when learners are exposed to actual workplace environments where they can apply theories and laboratory practices to real industrial tasks.

Romance (2025)[3] and Rosario (2025)[4] further highlighted that applying learned skills in real settings enhances both technical performance and professional behavior. Richmond et al. (2020) found that students assigned to relevant technical tasks during immersion showed greater skill improvement compared with those exposed to unrelated tasks, reinforcing the importance of task relevance in competency development.

3.1.3. Work Attitude

Before undergoing industry-based internships, Electronics Technology senior high school students generally demonstrate positive work attitudes such as responsibility, willingness to learn, cooperation, and adherence to safety practices, though these may still need refinement in real workplace settings. These attitudes reflect their readiness to engage in professional environments and follow basic workplace expectations

Table 3 Level of Technical Competency of Electronics Technology SHS Students Before Industry-Based Internship in Terms of Work Attitude

Evaluation Criterion	Weighted Mean	Verbal Interpretation	Rank
I demonstrate responsibility in completing assigned tasks.	4.35	Highly Competent	7
I show willingness to learn new skills and knowledge during internship.	4.42	Highly Competent	5
I follow safety rules and workplace policies.	4.63	Highly Competent	1
I show respect and professionalism toward supervisors and co-workers.	4.53	Highly Competent	3
I manage my time effectively when completing tasks.	4.37	Highly Competent	6
I show initiative in performing tasks without constant supervision.	4.21	Highly Competent	9
I work cooperatively with other workers or trainees.	4.56	Highly Competent	2
I demonstrate honesty and integrity in performing my duties.	4.49	Highly Competent	4
I maintain a positive attitude toward tasks.	4.53	Highly Competent	3
I demonstrate commitment to produce quality work during my internship tasks.	4.30	Highly Competent	8
Average Weighted Mean	4.44	Highly Competent	

Table 3 reveals that students demonstrate strong work attitude prior to industry-based internship. The highest result in safety compliance shows that learners already understand the importance of following workplace rules, which is essential in electronics environments where safety is critical. High ratings in cooperation, respect, and professionalism indicate that students already possess positive interpersonal behavior needed in technical workplaces.

Laguador, Chavez Prinsipe, and De Castro (2020)[5] explained that supervision and industry related tasks contribute to the development of proper work attitude. Despite these strengths, the lowest rating in initiative suggests limited independence in performing tasks without supervision. This aligns with findings that students still require workplace exposure to develop confidence and self-directed behavior in technical tasks.

3.2. Summary the Level of Participation of Senior High School Students in School Gardening

The Level of Participation of Senior High School Students in School Gardening presents the analysis and interpretation gathered in relation to the study focusing on students' level of involvement based on three indicators, the frequency of involvement, type of activities performed, and time commitment. These variables are used to determine the extent of

participation of respondents in the given context. The results are interpreted using the weighted mean (WM) and verbal interpretation (VI) to provide a clearer understanding of the level of involvement of the respondents in relation to the study.

Table 4 Summary of the Level of Technical Competency of Electronics Technology SHS Students Before and After Industry-Based Internship

Indicators	**Before**			**After**		
	WM	**VI**	**R**	**WM**	**VI**	**R**
Knowledge	4.22	Highly Competent	3	4.34	Highly Competent	3
Skills	4.28	Highly Competent	2	4.53	Highly Competent	1
Attitude	4.44	Highly Competent	1	4.50	Highly Competent	2
Over -all AWM	4.31	Highly Competent		4.46	Highly Competent	

Table 4 findings indicate that there is an improvement in the technical competency of students after industry-based internship across all three domains. The most notable increase is observed in skills, which became the highest post-internship indicator, suggesting that hands-on exposure in actual workplace settings significantly strengthened practical performance. This improvement supports the idea that industry-based internship enhances applied competencies through real task execution, supervision, and exposure to workplace standards.

Laguador, Chavez Prinsipe, and De Castro (2020) highlighted that supervised industry exposure and task relevance are key factors in competency development. The slight increase in knowledge and attitude further confirms that internship reinforces both cognitive understanding and behavioral readiness, although the most substantial gain is clearly in skills development.

3.3. Level of Effectiveness of Industry-Based Internships as Perceived by Students

The level of effectiveness of industry-based internships, as perceived by students, reflects their experiences in gaining practical knowledge, developing technical skills, and improving work attitudes through actual workplace exposure. It highlights how students view the internship program as a meaningful opportunity that connects classroom learning with real industry practices, helping them become more prepared for future employment.

Table 5 Level of Effectiveness of Industry-Based Internships as Perceived by the Students

Evaluation Criterion	**Weighted Mean**	**Verbal Interpretation**	**Rank**
The internship enhanced technical knowledge in electronics.	4.44	Strongly Agree	3
The internship improved practical skills in handling electronic tools and equipment.	4.37	Strongly Agree	5
The internship developed work attitude such as responsibility and discipline.	4.47	Strongly Agree	2
The tasks assigned were relevant to the field of study.	4.05	Agree	12
Mentors or supervisors provided adequate guidance during the internship.	4.26	Strongly Agree	9
The work environment supported learning and skill development.	4.33	Strongly Agree	6
The internship helped apply what learning in school to real work situations.	4.49	Strongly Agree	1
The internship improved ability to troubleshoot electronic devices and systems.	4.28	Strongly Agree	8
The internship helped improve communication with supervisors and co-workers.	4.40	Strongly Agree	4
The internship developed teamwork and collaboration skills.	4.30	Strongly Agree	7

The internship improved problem-solving skills in technical tasks.	4.40	Strongly Agree	4
Tools, equipment, and facilities provided were adequate for learning.	4.21	Strongly Agree	11
The internship increased confidence in performing electronics-related tasks.	4.23	Strongly Agree	10
The internship prepared student for future employment in the electronics industry.	4.37	Strongly Agree	5
The industry-based internship program was effective in developing competencies.	4.23	Strongly Agree	10
Average Weighted Mean	4.32	Strongly Agree	

Legend: 4.21-5.00 Strongly Agree; 3.41-4.20Agree; 2.61-3.40 Neutral ; 1.81-2.60 Disagree ; 1.00-1.80 Strongly Disagree

Table 5 findings indicate that students perceive industry-based internship as highly effective in enhancing their technical and professional competencies. The highest rating in applying school learning to real work situations suggests that internship successfully bridged theoretical instruction and actual workplace application. Strong ratings in work attitude development, knowledge enhancement, communication, and problem-solving further show that students experienced meaningful growth across multiple competency areas.

3.4. Challenges Encountered by the Students During Their Industry-Based Internship Program

Students in industry-based internship programs encounter challenges such as adapting to workplace expectations, handling real-world tasks, and managing time effectively, while also practicing professionalism, teamwork, and the application of their technical skills in actual work settings. These challenges help students develop resilience and adaptability as they transition from school-based learning to industry environments.

Table 6 Challenges Encountered by the Students During Industry-Based Internship Program

Evaluation Criterion	**Weighted Mean**	**Verbal Interpretation**	**Rank**
Lack of tools and equipment needed to perform assigned tasks	3.63	Challenging	4
Limited supervision or guidance from mentors or supervisors	3.47	Challenging	9
Tasks assigned were not related to my specialization	3.16	Moderately Challenging	11
Difficulty adapting to the workplace environment	3.49	Challenging	8
Communication barriers with supervisors or co-workers	3.12	Moderately Challenging	11
Time management issues in completing assigned tasks	3.56	Challenging	6
Lack of prior experience in handling electronic tools and equipment	3.63	Challenging	4
Difficulty understanding technical instructions or procedures	3.51	Challenging	7
Limited opportunity to practice electronics-related skills	3.72	Challenging	3
Exposure to unfamiliar technologies or equipment	3.63	Challenging	4
Difficulty applying classroom knowledge to real work situations	3.79	Challenging	1
1Pressure in meeting deadlines or work expectations	3.77	Challenging	2
Lack of confidence in performing electronics-related tasks	3.44	Challenging	10
Safety concerns when working with electronic devices or equipment	3.72	Challenging	3
Transportation or distance issues going to the internship site	3.58	Challenging	5
Average Weighted Mean	3.55	Challenging	

Legend: 4.21-5.00 Very Challenging; 3.41-4.20 Challenging; 2.61-3.40 Moderately Challenging ; 1.81-2.60 Less Challenging ; 1.00-1.80 Not Challenging

Table 6 reveals that students faced both technical and adjustment-related difficulties during their internship. The most prominent challenge centers on applying classroom knowledge to actual work tasks, which suggests a clear gap between theoretical instruction and real industry application. This difficulty is reinforced by high ratings in deadline pressure and limited opportunities for hands-on practice, showing that students were exposed to workplace demands that require faster decision-making and more consistent performance. These results align with Abides (2024), who reported that electronics students commonly experience gaps in troubleshooting and technical application when exposed to real workplace environments.

3.5. Competency-Based Industry Internship Enhancement Program.

The output of the study is a Competency-Based Industry Internship Enhancement Program (CBIIEP) designed as a structured intervention manual that systematically guides the implementation of Work Immersion for Electronics Technology students. It contains a complete framework divided into pre-immersion, immersion, and post-immersion components, each with clearly defined activities, procedures, and assessment tools aligned with TESDA EPAS NC II standards and DepEd Work Immersion guidelines. The output includes detailed technical skills training modules, workplace readiness activities, safety orientation procedures, progressive task exposure strategies, mentoring systems, and competency monitoring tools to ensure consistent learner development.

4. Conclusion

In consideration of the objectives of the study, the following conclusions were derived:

- Electronics Technology students begin their industry-based internship with only a moderate level of technical competency in terms of knowledge, skills, and work attitude, indicating that foundational preparation still needs strengthening before deployment.
- Industry-based internships contribute significantly to the improvement of students' technical competency, as evidenced by higher levels of knowledge, skills, and work attitude after immersion.
- Students perceive industry-based internships as an effective learning experience that bridges classroom instruction and actual workplace application, enhancing their readiness for employment.
- Various challenges such as limited hands-on opportunities, adjustment to workplace standards, and gaps between school training and industry practices hinder the full development of student competencies during immersion.
- The development of a Competency-Based Industry Internship Enhancement Program (CBIIEP) is necessary to address identified gaps and further improve the technical competency, work attitude, and industry readiness of Electronics Technology students.

Compliance with ethical standards

Acknowledgments

- The researcher expresses deepest gratitude to God, the Supreme Teacher, for the wisdom, strength, and constant guidance that sustained the completion of this research endeavor.
- Sincere appreciation is extended to Dr. Jose B. Ballesteros, OIC of Graduate Studies and Research, for his valuable insights and genuine concern that inspired perseverance throughout the study.
- Heartfelt thanks are given to the adviser, Dr. Nerwin R. Ibarrientos, for his unwavering guidance, dedication, and steadfast support from the beginning until the completion of the research.
- Deep gratitude is likewise conveyed to the members of the thesis committee for their expertise, constructive feedback, and meaningful contributions that significantly strengthened the study.

Disclosure of conflict of interest

I declare that I have no conflicts of interest related to this research. I have no personal or financial relationships that could influence my work.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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