

INTERNSHIP EXPERIENCE AND ITS ADAPTABILITY TO REAL-WORK ENVIRONMENT AMONG BSAIS GRADUATES BATCH 2024-2025

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Abstract

Internship programs play a vital role in preparing students for the realities of professional practice, particularly in fields requiring both technical expertise and interpersonal competence. Recognizing that graduates possess varied workplace exposure and readiness, this study examined the Internship Experience and Its Adaptability to Real-Work Environment among Bachelor of Science in Accounting Information System (BSAIS) Graduates Batch 2024–2025 of Laguna University. The study specifically explored the internship experiences of graduates in terms of technical, conceptual, and human skills; assessed how internship prepared them for employment; and evaluated their adaptability to workplace environments.

A qualitative descriptive research design was utilized to gather rich and meaningful narratives from fifteen (15) employed BSAIS graduates. Responses were analyzed thematically to draw out recurring patterns, insights, and reflections regarding their internship experiences and current work settings.

Findings revealed that internship significantly enhanced the graduates' technical skills, particularly in accounting software use, documentation accuracy, and digital tools such as ERP systems and Microsoft Office. Their conceptual skills were strengthened through exposure to real-world problem-solving, process evaluation, and decision-making. Likewise, the internship developed essential human skills including communication, teamwork, leadership, and adaptability in dealing with diverse workplace personalities. Results further indicated that the internship improved their confidence in applying for jobs, influenced career choices, and supported a smooth transition into professional roles. Graduates emphasized that practical exposure and mentoring helped them adjust effectively to organizational demands, work pressures, and professional expectations.

Based on the findings, the study concludes that internship experience plays a substantial role in shaping the graduates' competencies and adaptability to real-work environments. The skills and insights gained were found to be valuable in meeting workplace standards and enhancing job readiness. Consequently, an enhanced internship improvement plan is proposed and presented to the Department of Accounting Information System of Laguna University to further strengthen workplace preparation for future BSAIS students.

Keywords: Internship Experience; BSAIS Graduates; Technical Skills; Conceptual Skills; Human Skills; Workplace Adaptability; Employment Preparedness.

1. Introduction

Internship is widely recognized as a crucial component of higher education because it serves as a bridge between academic knowledge and real-world professional practice. In many fields, especially business and accounting, internships provide students with opportunities to gain firsthand exposure to workplace environments, organizational processes, and actual job responsibilities. These practical experiences help learners understand how theories, frameworks, and skills taught in the classroom are applied in real situations, enhancing both their competence and confidence as future professionals.

In the context of accounting and information systems, internship experience becomes even more significant. The field demands not only technical proficiency in financial processes and the use of digital systems, but also accuracy, critical thinking, ethical judgment, and the ability to function effectively within teams or under workplace pressure. As organizations increasingly adopt automated systems and data-driven workflows, accounting information systems students must be prepared to meet both traditional and technology-oriented expectations of employers.

For Bachelor of Science in Accounting Information Systems (BSAIS) students, internship programs serve as a platform for developing essential technical skills such as the use of accounting software, financial documentation, and data processing. Equally important are conceptual skills like problem-solving, analysis, and decision-making, as well as human skills including communication, collaboration, adaptability, and professionalism. These competencies are vital in navigating real-world work environments and ensuring graduates can adjust to the demands of the industry.

Given these considerations, it is important to examine how internship experiences contribute to the overall adaptability of students once they transition into their professional roles. This study focuses on the BSAIS graduates of Batch 2024–2025, assessing how their internship exposure enhanced their technical, analytical, communication, and interpersonal abilities. By exploring their experiences, challenges, and skill development, this research aims to provide insights into how internship programs help shape workplace readiness and improve graduates' adaptability to real work settings.

2. Theoretical Background

This study is grounded in two major theories: Social Cognitive Career Theory (SCCT) by Lent, Brown, and Hackett (1994) and Kolb's Experiential Learning Theory (ELT) (1984). These theories explain how internship experiences influence the development of students' skills, preparedness, and adaptability as they transition into real work environments.

Social Cognitive Career Theory highlights that career development is shaped by three core components: self-efficacy, outcome expectations, and personal goals. During internships, students perform tasks that challenge and strengthen their belief in their abilities. As they gain positive experiences—such as accomplishing tasks, solving problems, or receiving feedback—SCCT asserts that their self-efficacy increases, leading to greater confidence in handling future responsibilities. Their exposure to workplace realities also shapes their outcome expectations, or beliefs about how their skills will influence future employment success. These cognitive processes motivate students to set career goals and develop stronger workplace adaptability. Thus, SCCT provides the foundation for understanding how internship experiences contribute to the development of technical, conceptual, and human skills, as well as employment readiness and workplace adaptability.

Kolb's Experiential Learning Theory complements SCCT by explaining how students learn from their internship experiences. Kolb describes learning as a continuous cycle composed of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Internships naturally follow this cycle. Students engage in concrete experiences by performing actual work tasks, reflect on their performance, connect these reflections to academic theories, and apply improved strategies in subsequent tasks. Through this cyclical process, students strengthen their

technical skills (e.g., using accounting systems), conceptual skills (e.g., analyzing data and solving problems), and human skills (e.g., communicating with clients and coworkers). ELT therefore explains how practical exposure during internships transforms theoretical knowledge into applied competence.

Together, SCCT and ELT provide a strong theoretical basis for the variables examined in this study. SCCT explains the psychological mechanisms—self-efficacy, expectations, and goal formation—that influence employment preparedness and adaptability. ELT explains the learning processes that support skills development during internship. Both theories justify the study's focus on technical skills, conceptual skills, human skills, preparedness for employment, and adaptability to the work environment. These variables directly result from the applied learning and personal growth fostered through internship experiences.

3. Research Problem

This study generally aimed to examine how adaptable the internship experience to real work environment of BSAIS graduates of batch 2024-2025. It specifically sought to attain the following objectives: (1) To examine the internship experience in terms of: 1.1 technical skills, 1.2 conceptual skills, 1.3 human skills, (2) To assess how internship prepared BSAIS graduates for employment, (3) To evaluate the adaptability of graduates to work environment based on their internship experience, (4) To propose an action plan based on the findings of the study to enhance the adaptability of BSAIS graduates to the real work environment

4. Data and Methods

The study employed a qualitative research approach to investigate Accounting Information Systems (AIS) students' internship experiences in practical settings. The study aimed to gain a better understanding of how AIS students adapt and navigate real-world professional settings during internships. This qualitative method provided, detailed insights into how students perceive their workplace adaptability, the competencies they learned, and the strategies they used to adapt to professional environments. The study's focus on qualitative data allowed it to capture a variety of the students' internship experiences that numbers alone could not reveal.

This study will be conducted at Laguna University, a government-funded institution committed to providing quality education and practical training. The population of this study consists of 49 graduates from the Bachelor of Science in Accounting Information Systems (BSAIS) program. To effectively represent this group, the study will select 15 respondents. These graduates are the primary focus of the study, as they can provide valuable insights into the skills, knowledge, and competencies they have acquired during their academic journey and internship experiences.

5. Tables

Technical Skills

Technical skills play an essential role in shaping the professional readiness of BSAIS students, as these abilities determine how effectively they can perform technology-driven tasks in actual work settings. Technical skills are included in our Statement of the Problem (SOP) because they reflect the practical competencies that students are expected to demonstrate when exposed to real workplace environments. Based on the respondent experiences, their internship helped them develop and apply abilities such as data encoding in Microsoft Excel, operating ERP systems like Odoo, navigating

banking software, preparing financial and administrative reports, managing databases, and performing office tasks like scanning, photocopying, and organizing documents. These experiences show that the practicum enabled them to use real tools and systems relevant to the accounting field. Since technical proficiency can indicate how well the internship prepares students for future job demands, technical skills serve as a valuable variable in assessing the overall effectiveness of the practicum.

Table 1. Improved Technical Competence Through Internship

Codes	Frequency	Percentage
Improved Work Efficiency and Faster Task Completion	6	40%
Application of Software and Digital Tools	5	33.33%
Enhanced Data Handling and Document Management	4	26.27%
Total	15	100%

The theme Improved Technical Competence Through Internship captures how the internship strengthened the respondents' technical abilities and preparedness for real workplace tasks. This theme emerged from three primary codes: Improved Work Efficiency and Faster Task Completion, Application of Software and Digital Tools, and Enhanced Data Handling and Document Management. These codes collectively show how the internship helped respondents enhance their accuracy, familiarity with workplace procedures, and ability to use digital tools effectively.

The first code, Improved Work Efficiency and Faster Task Completion, was reported by 6 out of 15 respondents (40%), indicating that they were able to apply technical skills such as proper document handling, system navigation, and accurate task execution. As a result, they became more productive and adaptable to workplace demands, leading to increased confidence and improved overall performance.

The second code, Application of Software and Digital Tools, appeared in 5 responses (33.33%), reflecting their expanded familiarity with accounting systems, digital platforms, and office applications used in daily operations. With continuous exposure, they learned to navigate these tools confidently and perform tasks more efficiently.

The third code, Enhanced Data Handling and Document Management, was noted in 4 responses (26.67%), demonstrating their improved ability to organize records, file documents properly, and maintain updated information. These skills are essential in administrative and clerical roles, showing that the internship helped them become more systematic and detail-oriented in handling workplace data.

Supporting this finding, Perry and Haluska (2020) describe technical skills as the specific knowledge and abilities required to perform specialized tasks, particularly those related to information systems, mathematics, and technology-driven functions. Their study emphasizes that these skills are best developed through hands-on training, aligning with the present results showing that internship experiences enabled respondents to apply technical knowledge effectively in real workplace settings.

Table 2. Application of Technical Knowledge in Work Tasks

Codes	Frequency	Percentage
Proficiency in Using Digital Tools and Software	5	33.33%
Improved ability to perform specialized tasks accurately	5	33.33%
Independent System Navigation and Task Execution	3	20%
Adaptability to New Systems and Technological Environments	2	13.33%
Total	15	100%

The theme Application of Technical Knowledge in Work Tasks reflects how the respondents effectively applied the technical skills they learned during their internship to their current workplace responsibilities. This theme emerged from four primary codes: Proficiency in Using Digital Tools and Software, improved ability to perform specialized tasks accurately, independent system navigation and task execution, and adaptability to new systems and technological environments. These codes collectively show how internship experiences strengthened their capability to perform digital, system-based, and technical tasks with greater confidence and accuracy.

The first code, *Proficiency in Using Digital Tools and Software*, was reported by 5 out of 15 respondents (33.33%). They shared that their internship helped them become familiar with different systems and applications such as ERP platforms, Excel, accounting software, and other digital tools used in their current work. This exposure improved their efficiency in encoding data, generating reports, and performing system-based operations.

The second code, *Improved Ability to Perform Specialized Tasks Accurately*, was also reported by 5 respondents (33.33%). They emphasized that the internship strengthened their capacity to carry out specialized duties such as bookkeeping, financial recording, data analysis, and document processing. With proper training and guided practice, they were able to perform these tasks with greater precision and reduced errors.

The third code, *Independent System Navigation and Task Execution*, appeared in 3 responses (20%). Respondents noted that the internship taught them to navigate workplace systems independently and understand the flow of operations without constant supervision. This enhanced their confidence and contributed to their ability to perform tasks efficiently. The fourth code, *Adaptability to New Systems and Technological Environments*, was indicated by 2 out of 15 respondents (13.33%). They explained that the internship helped them become more flexible when learning new software, adjusting to system updates, and embracing fast-paced technological environments.

Supporting this finding, Jackson (2023) highlighted that exposure to real workplace technologies and system-based

tasks significantly enhances students' technical competence, allowing them to perform digital operations more accurately and confidently consistent with the improvements observed among the respondents.

Conceptual Skills

Conceptual skills are essential in helping students analyze situations, understand processes, and make sound decisions in a work environment. These abilities were examined in the study because they demonstrate how well interns can think critically, solve problems, and evaluate information during real workplace scenarios. The respondents shared experiences where they applied conceptual abilities such as identifying errors in documents, analyzing discrepancies in financial reports, tracing the source of bookkeeping mistakes, evaluating system issues during ERP testing, organizing filing systems, and understanding client concerns. These experiences show that the internship strengthened their ability to assess situations, find solutions, and improve work processes. As these skills reflect higher-level thinking and decision-making, conceptual skills serve as an important variable in assessing the impact and overall quality of the practicum experience.

Table 3. Use of Analytical and Problem-Solving Skills

Codes	Frequency	Percentage
Problem Identification and Error Checking	6	40%
Information-seeking and Guidance-based Problem Solving	4	26.27%
Organizational and Document Process Analysis	5	33.33%
Total	15	100%

The theme Use of Analytical and Problem-Solving Skills reflects how the respondents applied conceptual abilities such as analysis, logical thinking, and error evaluation during their internship. This theme emerged from three primary codes: Problem Identification and Error Checking, Information-Seeking and Guidance-Based Problem Solving, and Organizational and Document Process Analysis. These codes collectively show how the internship strengthened the respondents' ability to analyze situations, solve work-related issues, and understand procedural structures within the workplace.

The first code, Problem Identification and Error Checking, was reported by 6 out of 15 respondents (40%). These respondents often encountered issues such as incorrect entries, mismatched figures, and inconsistencies in documents during their internship. This indicates that they were able to analyze these errors by reviewing files, verifying supporting documents, and tracing where mistakes originated. Their ability to detect and resolve discrepancies reflects a solid development of analytical and error-checking skills, which are fundamental conceptual abilities in professional accounting environments.

The second code, Information-Seeking and Guidance-Based Problem Solving, appeared in 4 out of 15 responses (26.67%). This shows that when faced with uncertainties, respondents were able to clarify procedures, consult available references, and ask for assistance from supervisors or colleagues. Their use of information strategically demonstrates their ability to address work-related challenges through guided problem-solving—an essential aspect of conceptual decision-making.

The third code, Organizational and Document Process Analysis, was noted in 5 out of 15 responses (33.33%). These respondents showed the ability to evaluate and understand how documents and processes were organized within the workplace. They analyzed workflows, checked procedural steps, and noted how tasks were structured within the office system. This indicates that their internship helped them build process-analysis skills, enabling them to understand how different tasks connect and contribute to organizational operations.

These findings are further supported by the study of Anjum (2020) emphasized that internships significantly promote higher-order thinking skills by immersing students in authentic tasks that require analysis, evaluation, and decision-making. Similarly, Baker Jr. (2020) noted that exposure to real workplace challenges enhances interns' capacity to diagnose problems and apply appropriate solutions, thereby reinforcing their analytical and conceptual skill sets. Together, these studies affirm that internship experiences serve as a vital platform for cultivating strong analytical reasoning and problem-solving competencies among students.

Table 4. Enhanced Critical Thinking from Internship Experience

Codes	Frequency	Percentage
Strengthened Analytical Decision-making	4	26.27%
Improved Accuracy and Attention to Detail	5	33.33%
Increased confidence and professional mindset	6	40%
Total	15	100%

The theme Enhanced Critical Thinking from Internship Experience illustrates the improvement of respondents' analytical judgement and professional mindset through internship exposure. Emerging from the codes Strengthened Analytical Decision-Making, Improved Accuracy and Attention to Detail, and Increased Confidence and Professional Mindset, it reflects how respondents developed sharper reasoning, greater precision, and a more composed approach in completing tasks.

The first code, Strengthened Analytical Decision-Making, was reported by 4 out of 15 respondents (26.67%), who conveyed that their internship strengthened their ability to evaluate situations and make sound decisions. They learned to

examine task requirements more carefully, weigh possible actions, and anticipate results before completing a task, showing growth in analytical judgement.

The second code, Improved Accuracy and Attention to Detail, appeared in 5 out of 15 responses (33.33%). These respondents noted significant improvement in their accuracy and attentiveness. Their internship trained them to review documents thoroughly, detect inconsistencies, and ensure the correctness of information. This heightened precision helped them produce more reliable outputs in their workplace responsibilities.

The third code, Increased Confidence and Professional Mindset, was reported by 6 out of 15 respondents (40%). These individuals mentioned that their internship contributed to a stronger sense of confidence and a more professional mindset. By facing real-world issues such as unclear transactions, system errors, or incomplete information, they learned how to analyze situations calmly and choose appropriate solutions. As a result, they developed a more organized, logical, and confident approach to handling work-related concerns.

Supporting this finding, Ferras and Garcia et al. (2020) emphasized that internship experiences significantly contribute to the enhancement of students' critical thinking skills by exposing them to actual workplace challenges that require analytical judgment and systematic decision-making. Their study found that when interns are placed in environments where they must assess information, verify accuracy, and respond to real-time issues, they naturally develop stronger reasoning abilities and a more mature professional mindset. This aligns with the present study's results, wherein respondents demonstrated noticeable growth in their capacity to analyze tasks thoroughly, maintain precision, and approach work responsibilities with greater confidence and logical structure.

Human Skills

Human skills are vital in enabling students to work effectively with colleagues, supervisors, and clients in a professional environment. These interpersonal competencies were considered in the study because they indicate students' readiness to function within organizational settings and adapt to workplace dynamics. According to the respondents, their internship helped them develop abilities such as teamwork, communication, collaboration, leadership, handling client concerns, conflict resolution, adjusting to different personalities, and maintaining professionalism in daily interactions. These experiences show that the practicum allowed them to apply and strengthen interpersonal behavior essential in real work situations. Since strong human skills support smooth collaboration and productive workplace relationships, they serve as a meaningful variable in evaluating the success of the practicum.

Table 5. Improved Interpersonal and Teamwork Skills

Codes	Frequency	Percentage
Improved Communication and Professional Interaction	4	26.27%
Enhanced Teamwork and Collaboration	6	40%
Increased Confidence and Social Comfort	2	13.33%
Development of Leadership and Conflict-resolution skills	2	13.33%
Total	15	100%

The theme Improved Interpersonal and Teamwork Skills describes how respondents enhanced their human skills by interacting with colleagues and supervisors in real workplace settings. Arising from the codes Improved Communication, Teamwork Enhancement, Increased Social Confidence, and Emerging Leadership Skills, it shows how internship experiences helped shape their ability to collaborate, communicate, and participate effectively in teams.

The first code, Improved Communication and Professional Interaction, was reported by 4 out of 15 respondents (26.67%). These respondents experienced notable improvement in their communication and workplace interaction skills during the internship. They became more comfortable conveying information, asking work-related questions, and engaging in conversations with supervisors and co-workers. This indicates that the internship environment helped them develop clearer, more professional communication habits.

The second code, Enhanced Teamwork and Collaboration, appeared in 6 out of 15 responses (40%). Respondents shared that their internship enhanced their teamwork and collaboration abilities. Working with diverse groups allowed them to adjust to different work styles, coordinate tasks efficiently, and support shared responsibilities. This reveals that the internship strengthened their capacity to function as effective members of a team.

The third code, Increased Confidence and Social Comfort, was reported by 2 out of 15 respondents (13.33%). These respondents stated that the internship boosted their confidence in social interactions. Being exposed to various workplace situations helped them become more at ease when speaking, participating in discussions, and approaching colleagues. This suggests that the internship provided a space where they could gradually build social confidence and overcome hesitation.

The fourth code, Development of Leadership and Conflict-Resolution Skills, was noted in 3 out of 15 responses (20%). These respondents mentioned that they had opportunities to guide others, take initiative, or manage minor concerns. Although fewer participants reported this, these experiences show that internships can help learners develop foundational leadership traits and early conflict-resolution skills by placing them in situations that require responsibility, initiative, and sound judgment.

Supporting this conclusion, Pratt (2025) highlights that internship environments provide essential social learning opportunities where students practice communication, collaboration, and adaptability in real organizational settings. Through regular interaction with supervisors and peers, interns refine their interpersonal skills, develop clearer communication patterns, and learn to work cohesively within teams. Similarly, Lobo (2020) emphasizes that exposure to workplace dynamics helps interns build social confidence, adjust to diverse personalities, and take initiative when necessary. Together, these studies reinforce the present findings by showing that internships not only enhance technical

Table 6. Effective Communication and Collaboration Practices

Codes	Frequency	Percentage
Maintaining Open and Respectful Communication	2	13.33%
Collaborative Teamwork and Mutual Assistance	3	20%
Seeking Guidance and Clarification	7	46.67%
Professional Attitude and Workplace Etiquette	3	20%
Total	15	100%

The theme Effective Communication and Collaboration Practices focuses on how respondents used various communication strategies and professional behaviors to maintain smooth workflow. Based on the codes Maintaining Open Communication, Collaborative Teamwork, Seeking Guidance, and Professional Etiquette, the theme reflects how clear communication and respectful interaction supported efficiency and workplace harmony.

The first code, Maintaining Open and Respectful Communication, was reported by 2 out of 15 respondents (13.33%). These participants shared that they consistently practiced clear and respectful communication during their internship. They regularly updated supervisors, asked questions politely, and listened carefully to instructions. Their ability to communicate openly and professionally contributed to efficient task completion and strengthened workplace relationships.

The second code, Collaborative Teamwork and Mutual Assistance, appeared in 3 out of 15 responses (20%). These respondents frequently engaged in teamwork activities, working alongside colleagues by dividing responsibilities, coordinating shared tasks, and offering assistance during demanding periods. Their experiences demonstrated their capacity to collaborate effectively and adjust to different team dynamics within the workplace.

The third code, Seeking Guidance and Clarification, was reported by 7 out of 15 respondents (46.67%). This larger group often sought help or confirmation when unsure about specific tasks or procedures. Their willingness to ask questions, clarify instructions, and ensure accuracy reflects a strong sense of responsibility and reduces the risk of errors, showing interpersonal maturity and commitment to quality work.

The fourth code, Professional Attitude and Workplace Etiquette, was noted in 3 out of 15 responses (20%). These respondents emphasized the importance of maintaining professionalism such as courteous behavior, respectful interaction, and adherence to workplace norms. Even though this appeared less frequently, it highlights how proper etiquette supports a harmonious environment and reinforces the overall value of professional conduct during internship training.

Supporting this finding, Pietro (2022) explains that effective communication practices such as seeking clarification, maintaining respectful dialogue, and following workplace protocols serve as essential foundations for successful internship performance. His study emphasizes that interns who practice open communication and demonstrate professionalism are more likely to complete tasks accurately and build stronger relationships with colleagues.

Likewise, Pierra (2025) highlights that collaborative engagement within teams enhances workplace efficiency and strengthens interns' ability to adapt to organizational dynamics. She notes that when interns actively participate in team efforts and uphold proper workplace etiquette, they contribute to a more harmonious environment and develop skills essential for future employment. These studies align with the present findings, reinforcing that internships significantly enhance communication, collaboration, and professional behavior, ultimately improving overall workplace effectiveness.

Employment Preparedness

Employment preparedness is a crucial aspect of determining whether the internship experience successfully equips BSAIS students with the confidence and readiness needed to enter the workforce. This variable was explored in the study because it reflects how internship experiences influence graduates' ability to apply for jobs, choose career paths, and handle early professional responsibilities. Based on respondents' accounts, their OJT helped them gain confidence by giving them real exposure to tasks such as document handling, accounting processes, communicating with clients, processing transactions, data encoding, and navigating office systems. Many shared that the internship guided their career decisions, whether they pursued accounting, administrative work, government positions, banking, or roles requiring client interaction. Since preparedness for employment indicates how well students transition from school to work, it stands as a significant variable in assessing the practicum's contribution to their professional development.

Table 7. Increased Confidence in Applying for Jobs After Internship

Codes	Frequency	Percentage
Gained Confidence because of Hands-on Experience and Skills	9	60%
Moderately Confident but Recognized Areas for Improvement	4	26.67%
Highly Confident due to Strong Preparation and Supervisor Support	2	13.33%
Total	15	100%

The theme *Increased Confidence in Applying for Jobs After Internship* explains how the internship boosted respondents' readiness for employment by providing meaningful hands-on experience. Formed from the codes Confidence Gained Through Experience, Moderate Confidence with Areas for Growth, and High Confidence from Supervisor Support, it demonstrates how exposure to real tasks improved their self-assurance in applying for jobs.

The first code, *Gained Confidence Because of Hands-On Experience and Skills*, was reported by **9 out of 15 respondents (60%)**. These respondents shared that real workplace tasks significantly strengthened their confidence. They explained that learning actual processes such as data entry, client assistance, accounting tasks, and system navigation made them feel more job-ready and capable of handling real responsibilities. This suggests that internship exposure enhanced their self-assurance, allowing them to perform workplace tasks with greater independence, readiness, and trust in their own abilities.

The second code, *Moderately Confident but Recognized Areas for Improvement*, appeared in 4 out of 15 responses (26.67%). These respondents stated that although their confidence improved after the internship, they still felt the need for further development. They gained foundational skills and became more comfortable with workplace tasks, yet they acknowledged that their confidence was still gradually building. This suggests that while the internship contributed to strengthening their self-assurance, additional experience is still necessary for them to feel fully confident in performing job responsibilities.

The third code, *Highly Confident Due to Strong Preparation and Supervisor Support*, was reported by 2 out of 15 respondents (13.33%). These individuals expressed very high confidence due to receiving positive supervisor feedback, strong workplace support, or exposure to more advanced tasks. This implies that these respondents felt fully prepared to apply for jobs, as their internship offered substantial guidance and meaningful hands-on experience. This suggests that strong mentorship and involvement in higher-level responsibilities can significantly enhance interns' workplace readiness and overall confidence.

According to Lañas and Relacion (2025), employment preparedness refers to the readiness of graduates to meet job market requirements through appropriate knowledge, skills, and professional attitudes. They emphasize that preparedness involves both job readiness and professional awareness, and highlight that high-quality internships significantly strengthen these attributes by exposing students to real tasks, workplace expectations, and professional standards.

Table 8. Internship as a Guide in Choosing Career Path and Job Direction

Codes	Frequency	Percentage
Internship Directly Influenced Chosen Career Field	12	80%
Internship Clarified Interest and Strengthened Preferred Path	2	13.33%
Internship Indirectly Influenced Career Through Skill Development	1	6.67%
Total	15	100%

The theme Internship as a Guide in Choosing Career Path and Job Direction examines how internship experiences influenced the career decisions of respondents. Developed from the codes Direct Influence on Career Choice, Strengthened Interest in Preferred Field, and Indirect Influence Through Skill Development, it shows how real-work exposure helped shape their career preferences and professional direction.

The first code, Internship Directly Influenced Chosen Career Field, was reported by 12 out of 15 respondents (80%). These respondents indicated that their internship significantly shaped their career direction. They shared that exposure to real tasks particularly in accounting, banking, government offices, and administrative functions helped them identify which profession best aligned with their skills and interests. This suggests that internship experience played a crucial role in guiding their career decisions and clarifying the paths they intend to pursue after graduation.

The second code, Internship Clarified Interests and Strengthened Preferred Path, appeared in 2 out of 15 responses (13.33%). These respondents developed very high confidence following their internship. They noted that positive supervisor feedback, strong workplace support, and opportunities to handle advanced or specialized tasks contributed to this boost in confidence. This indicates that meaningful guidance and hands-on experiences can greatly enhance interns' readiness for employment and strengthen their belief in their own capabilities.

The third code, Internship Indirectly Influenced Career Through Skill Development, was noted in 1 out of 15 responses (6.67%). This respondent shared that although they pursued careers different from their internship field, they still benefited from the skills they acquired—such as communication, accuracy, and client interaction. This implies that internships continue to provide transferable skills that remain valuable even when graduates choose a different career path.

According to Lañas and Relacion (2025), career preparedness is shaped by students' knowledge, skills, and professional awareness developed through real-work exposure, emphasizing that high-quality internships play a crucial role in strengthening these attributes and helping graduates determine suitable career pathways.

Adaptability to Real-Work Environment

Adaptability to a real-world work environment is an essential indicator of how well the internship experience prepares BSAIS students to transition into their first jobs. This variable was explored because it reflects graduates' ability to adjust to workplace routines, professional expectations, and the fast-paced nature of organizational operations. Based on the respondents' experiences, their OJT helped them adapt more smoothly by exposing them to real work settings where they learned time management, proper communication with supervisors, teamwork, client interaction, and task prioritization. Many shared that being familiar with office systems—such as document handling, data encoding, professional correspondence, and customer service—helped them cope with the demands of their current work. Their internship also taught them how to handle pressure, stay organized, and manage responsibilities independently. Since adaptability determines how quickly graduates can integrate into professional environments and perform tasks confidently, it stands as a significant variable in assessing how the practicum contributed to their readiness for the realities of the workplace.

Table 9. Smooth Adjustment to Workplace Through Internship Exposure

Codes	Frequency	Percentage
Familiarity with Workplace Routines & Professionalism	6	40%
Improved Communication and Collaboration Skills	5	33.33%
Increased Confidence, Independence, And Responsibility	4	26.67%
Total	15	100%

The theme *Smooth Adjustment to Workplace Through Internship Exposure* reveals how prior internship training helped respondents transition more easily into actual work environments. With the codes Familiarity with Workplace Routines, Improved Communication and Collaboration, and Increased Confidence and Independence, the theme reflects how early exposure equipped respondents with foundational behaviors and skills needed for workplace adaptation.

The first code, *Familiarity with Workplace Routines and Professionalism*, was reported by 6 out of 15 respondents (40%). These respondents believed that the internship prepared them for actual work environments by exposing them to real office procedures, deadlines, communication protocols, and professional expectations. This exposure made it easier for them to adjust once they entered the workplace, as they already understood how to manage responsibilities and behave professionally.

The second code, *Improved Communication and Collaboration Skills*, appeared in 5 out of 15 responses (33.33%). These respondents strengthened their teamwork, communication, and coordination skills through continuous interaction with colleagues during their internship. Working closely with teams allowed them to share tasks, collaborate effectively, and support group objectives skills that became essential when they began working in actual job settings.

The third code, *Increased Confidence, Independence, and Responsibility*, was noted in 4 out of 15 responses (26.67%). These respondents reported that their internship boosted their confidence and improved their ability to work independently. They became more capable of handling tasks on their own, making decisions when needed, and performing responsibilities without heavy supervision. This suggests that the internship helped enhance their overall workplace performance and self-reliance.

Supporting this finding, Peltola (2021) explains that early workplace exposure helps students develop the practical skills, behavioral readiness, and professional awareness needed to transition effectively into full-time employment. His study emphasizes that interns who experience real organizational tasks and interactions tend to adjust more quickly and confidently once they enter the actual workforce, aligning with the present results.

Table 10. Development of Practical Coping Strategies and Real-World Skills

Codes	Frequency	Percentage
Time Management, Organization, and Prioritization	7	46.67%
Communication, Teamwork, and Asking for Help	6	40%
Problem-solving, Analytical thinking, Attention to Detail	2	13.33%
Total	15	100%

The theme Development of Practical Coping Strategies and Real-World Skills outlines how respondents used strategies learned during their internship to manage workplace challenges. Supported by the codes Time Management and Organization, Communication and Teamwork, and Problem-Solving with Analytical Thinking, it highlights how respondents relied on planning, collaboration, and critical thinking to perform effectively in real job settings.

The first code, Time Management, Organization, and Prioritization, was demonstrated by 7 out of 15 respondents (46.67%). These respondents reported that they relied on time management, planning, and task prioritization to meet real workplace demands. By organizing their responsibilities and allocating their time efficiently, they were able to handle deadlines, manage workload pressures, and complete tasks on schedule. This indicates that they applied effective time-management strategies developed during their internship to perform better in their current work settings.

The second code, Communication, Teamwork, and Asking for Help, appeared in 6 out of 15 responses (40%). Several respondents explained that they depended on communication, teamwork, and guidance-seeking behaviors when facing workplace challenges. They frequently coordinated with colleagues, asked questions when needed, and worked collaboratively to accomplish shared tasks. This shows that they used interpersonal and collaborative skills strengthened during their internship to function more confidently and efficiently in their actual work environment.

The third code, Problem-Solving, Analytical Thinking, and Attention to Detail, was reported by 2 out of 15 respondents (13.33%). This smaller group of respondents shared that they utilized critical thinking and attention to detail as their primary strategies for handling workplace responsibilities. They carefully analyzed tasks, examined information, and ensured accuracy to prevent errors in their work. This reflects that they relied on the conceptual and analytical abilities they developed during the internship to maintain quality and precision in their job performance.

Supporting this finding, Cruz (2022) emphasizes that internships play a vital role in developing students' practical coping strategies by immersing them in real workplace tasks that require time management, collaboration, and analytical thinking. His study explains that when interns experience actual workload pressures, deadlines, and team-based responsibilities, they learn to organize tasks, communicate effectively, and solve problems with greater accuracy. Cruz further notes that these abilities become essential tools once students transition into full employment, as the skills they practiced during internship directly influence their confidence, adaptability, and overall job performance. This aligns with the present study, which shows that respondents relied on the strategies they developed during their internship to manage workplace challenges more effectively.

The findings of Chapter IV revealed that the internship experience significantly contributed to the overall development of BSAIS graduates in terms of technical skills, conceptual skills, human skills, employment preparedness, and adaptability to the real-work environment. The results show that students enhanced their technical competence through hands-on exposure to accounting systems, digital tools, and workplace software, which improved their efficiency, accuracy, and task performance. Conceptual skills were strengthened as graduates developed critical thinking, problem-solving abilities, and sound judgment in analyzing errors and making informed decisions. Additionally, human skills such as communication, teamwork, professionalism, and interpersonal confidence improved through continuous interaction with colleagues and supervisors. The internship experience also enhanced employment preparedness by increasing graduates' self-confidence, career clarity, and readiness to apply for jobs. Furthermore, adaptability to the real-work environment was reinforced as students learned to manage time, handle workplace pressure, work independently, and adjust to professional expectations. Overall, the results demonstrate that internship participation plays a crucial role in preparing BSAIS graduates for effective work performance and successful transition into the professional environment.

6. Conclusion

After careful analysis of the findings of the study, the following conclusions are drawn:

1. In terms of technical skills, the internship experience enabled the graduates to develop competence in using accounting systems, digital tools, and workplace technologies essential to their field. Exposure to real work tasks allowed the respondents to perform system-based activities more accurately and independently, which contributed to increased confidence and efficiency in handling job-related responsibilities.
2. With respect to conceptual skills, the internship experience strengthened the graduates' ability to analyze situations, understand organizational processes, and apply theoretical concepts to practical decision-making. These skills supported effective problem-solving and critical thinking, which are necessary for navigating complex and dynamic workplace environments.

3. Regarding **human skills**, the study concludes that internships significantly enhanced the graduates communication, teamwork, and interpersonal abilities. Through interactions with supervisors, coworkers, and clients, the respondents developed professional behavior and collaborative skills that are essential for effective workplace integration.

Overall, the study concludes that the internship experience significantly contributed to the graduates **adaptability to the real work environment**. While the level of adaptability varied depending on task exposure and supervision, the internship generally equipped BSAIS graduates with the necessary competencies to adjust to workplace demands, organizational culture, and professional responsibilities. Thus, a well-structured internship program is essential in ensuring that graduates are adequately prepared to transition from academic life to professional practice.

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