

Internship Exposure and Career Confidence of the College Students of Cronasia Foundation College, Inc.

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ABSTRACT

Internship programs have become an essential component of higher education, serving as a bridge between classroom learning and real-world practice and playing a crucial role in shaping students' career readiness and confidence. This study aimed to examine the internship exposure and career confidence of college students at Cronasia Foundation College, Inc., focusing on how experiential learning influences their preparedness for future employment. Employing a descriptive-correlational quantitative design, the researchers gathered data through an adapted survey questionnaire distributed to 220 fourth-year interns across four academic programs. Results revealed that students strongly agreed with the level of internship exposure, particularly in task accomplishment, skill development, and workplace engagement, which provided them with meaningful opportunities to apply theoretical knowledge in professional settings. Career confidence was rated highly, especially in career decision-making and job readiness, indicating that internships not only enhance technical skills but also foster self-assurance in pursuing career paths. Statistical analysis confirmed a significant relationship between internship exposure and career confidence, underscoring the importance of structured experiential learning in higher education. The study concludes that internship experiences contribute to both professional growth and psychological readiness, equipping students with the competence and confidence needed to transition successfully into the workforce. Therefore, it is recommended that internship programs be strengthened through structured guidance, industry partnerships, and active student involvement to maximize career outcomes and support students' smooth transition from college to employment.

Keywords: Internship exposure, Career confidence, College students

INTRODUCTION

Internship programs have become a vital component of higher education, providing students with experiential learning opportunities that bridge academic theory and real-world professional practice. Through internships, students are exposed to actual workplace environments where they can apply classroom knowledge, develop practical skills, and gain insights into industry expectations. However, despite the widespread implementation of internship programs, many graduates still experience uncertainty regarding their career paths and exhibit low levels of career confidence. Career confidence—defined as an individual's belief in their ability to make informed career decisions and succeed professionally—is a crucial determinant of post-graduation success and long-term career development.

At Cronasia Foundation College, internship exposure plays a significant role in preparing students for entry into fast-paced and competitive industries. Beyond technical skill acquisition, internships provide opportunities for students to build self-efficacy, enhance decision-making abilities, and strengthen their confidence in pursuing chosen career paths. Examining the relationship between internship exposure and career confidence allows educators and administrators to better understand the true impact of experiential learning in preparing students for successful transitions from education to employment.

Despite the availability of internship programs, many college students continue to graduate with limited confidence in their career decisions and professional capabilities. This lack of career confidence may result in

delayed employment, frequent job changes, reduced work motivation, and challenges in long-term career development. At Cronasia Foundation College, it remains unclear to what extent internship exposure contributes to strengthening students' career confidence, particularly in terms of clarity of career goals, preparedness for professional responsibilities, and assurance in career-related decision-making. This gap highlights the need for empirical investigation into the effect of internship exposure on career confidence among college students.

Understanding the effect of internship exposure on career confidence is essential for improving the quality and effectiveness of internship programs. The findings of this study will benefit students by providing insights into how real-world training enhances career clarity and self-assurance. Internship coordinators and administrators may use the results to strengthen program design, supervision, and industry partnerships. Educational institutions, particularly Cronasia Foundation College, may utilize the findings as a basis for policy development and curriculum enhancement aimed at improving graduate employability. Furthermore, this study may serve as a valuable reference for future researchers interested in experiential learning, career development, and workforce readiness.

Recent literature strongly supports the positive influence of internship exposure on career confidence and employment outcomes. Clayton et al. (2023) reported that students who participated in internships not only earned higher starting salaries but also expressed greater satisfaction with their career choices. Similarly, Perna (2024) found that interns were nearly 25% more likely to secure full-time employment within six months of graduation compared to non-interns. In the Philippine context, Malbuayo et al. (2024) revealed that internship experiences significantly enhance graduates' skills development, career readiness, and confidence in professional settings. These studies underscore the role of internships as a critical mechanism for fostering career confidence and successful workforce transition.

This study aimed to measure the internship exposure on career confidence among college students at Cronasia Foundation College. Specifically, it seeks to examine how real-world training influences students' clarity of career goals, preparedness for professional work, and assurance in making career decisions. Additionally, the study intends to provide meaningful insights for students, internship coordinators, administrators, and future researchers in enhancing internship and career development programs.

Statement of the Problem

This study aimed to determine the effect of internship exposure on career confidence among college students of Cronasia Foundation College. Specifically, this study sought to answer the following questions:

1. What is the level of internship exposure among college students in terms of
 - 1.1 task accomplishment;
 - 1.2 skill development; and
 - 1.3 workplace engagement?
2. What is the level of career confidence of college students relative to:
 - 2.1 self-efficacy;
 - 2.2 career decision-making; and
 - 2.3 job readiness?
3. Is there a significant relationship between internship exposure and career confidence among the college students of Cronasia Foundation College, Inc.?

Significance of the Study

The findings of this study would be beneficial to the following:

College Students. This study empowers students by showing how internship experiences enhance career confidence, practical skills, and professional readiness. By recognizing the value of real-world training, students can approach internships with purpose, optimize learning, and make informed career decisions that strengthen self-efficacy and long-term success.

Internship Coordinators. The findings identify key internship components task accomplishment, skill development, and workplace engagement that influence student confidence. Coordinators can use this data to improve program structure, mentorship, and student support.

College Administration. The study provides measurable insights into how internships contribute to student growth, employability, and institutional reputation. These findings support accreditation, quality assurance, and alignment with labor market needs.

Researchers. This study will benefit the researchers by deepening their understanding of the relationship between internship exposure and career confidence among college students. Through the process of conducting the research, the researchers will develop essential skills in research design, data collection, analysis, and interpretation, which are valuable for their academic and professional growth. Moreover, the findings of the study will enhance the researchers' awareness of how experiential learning opportunities influence students' career readiness and self-belief, providing them with empirical insights that may guide future academic inquiries, policy recommendations, and professional practice in the field of education and career development.

Future Researchers. It offers a foundation for further studies on internship exposure and career confidence, especially within Philippine private colleges. It encourages comparative research across institutions and disciplines to explore how internship quality and structure affect student development.

Scope and Delimitation of the Study

This study focused on examining the internship exposure and career confidence among students of Cronasia Foundation College, Inc. A stratified sampling method was employed to select one hundred fifty (150) respondents from four academic programs: Bachelor of Science in Social Work, Bachelor of Library and Information Science, Bachelor of Science in Office Administration, and Bachelor of Technical-Vocational Teacher Education major in Computer Programming, all of whom participated in internship. Students from programs that do not require internship enrollment were excluded from the study.

REVIEW OF LITERATURE AND STUDIES

Internship Exposure

Internship exposure emerges as a vital part of experiential learning, allowing students to apply theoretical knowledge in real-world settings while enhancing their professional and personal growth. It emphasizes skill development, workplace adaptation, and career readiness, with interns seen as emerging professionals who benefit from mentorship that strengthens their confidence and progress. Amaliah, Anwar and Syam (2025) stated that internships influence students' career decisions and boost their confidence, while research shows that higher internship satisfaction reduces career indecision. As mentioned by Mishra, Gupta and Sharma, (2022) that internships provide practical experience, helping students identify career goals and acquire new skills. As Bhandari, Basnit and Bhatta (2022) noted, internships serve as transformative experiences that bridge classroom learning with the realities of the professional world, they are more than just resume entries.

Students gain practical experience through internships. This boosts their self-esteem and sharpens their skills while teaching them to be accountable to employers and patients. For instance, Gustiawan et al., (2025) recorded that internships have a direct positive effect on job readiness and workplace knowledge. Research conducted by Martiwi, Santoso & Hartono (2025) indicates that well-plan internship programs, along with

personal development exercises, help students grow professionally and prepare for their careers. Another study by Asta, (2025) highlights that internships teach students the professionalism and adaptability skills need to enter today's workforce. Although the workloads can be heavy, these programs gradually build resilience. As a result, schools continue to promote internships because they connect classroom instruction to real-world work settings.

Internships in nursing education improve clinical competence and help students transition into professional roles (Kannappan, Lee, & Ahmed, 2020). Limited access to internships can slow career development and lower confidence in handling professional challenges (Shakil, Rahman & Khan, 2023). Adding internship courses to academic programs connects classroom learning with workplace needs. Increased performance during internships leads to better career outcomes, including job offers and starting salaries (Alessandri, Caprara and Tognoli, 2021). These performance trends show an intern's growth potential and ability to adapt in real-world situations.

Internship programs guide students and those who support them, like coordinators, career counselors, and managers. These programs help everyone make decisions that link performance to long-term career goals. Interns learn to manage their time and energy well, leading to better job opportunities later on. When students take part in well-structured internships, they gain practical experience that prepares them for the job market. Also, Ndamase, and Lukman, (2024) mentioned that internships benefit students, universities, and organizations by producing graduates who are more confident, skilled, and ready for professional roles. Their research emphasizes the importance of internships in academic programs to support students' transition into the workforce.

Task Accomplishment

Internship satisfaction is linked to lower career indecision. Positive internship experiences help reduce uncertainty about future career paths (Amaliah, Anwar & Siyam., 2025). Students who take part in internships often develop strong career adaptability. This ability is key to handling future professional challenges Ameliah and Jatnika, (2024). These programs enable students to apply their theoretical knowledge in real-world settings. This practice improves their chances of being hired and fosters professional growth (Octaviana & Sarimolle, 2025). Well-structured internships also improve both soft and hard skills. They help students meet industry standards and gain valuable experience. Overall, internships connect academic learning to workplace readiness. However, challenges like access to placements and accommodations still exist.

Skill Development

Job interest and soft skills are crucial for improving students' readiness for employment. They directly affect adaptability and success in the workplace (Weall, Halawa and Sarmiento., 2025). International internships, in particular, promote personal growth by improving open-mindedness, self-confidence, practical knowledge, and language skills (Di Pietro, 2022). These experiences help students navigate different work environments and develop global competencies. Internship programs also strengthen soft skills and hard skills. This allows students to meet professional standards and gain valuable work experience (Lutfia & Rahadi, 2020). Together, these findings highlight the need to include internship opportunities in academic programs to prepare students for varied career paths.

Workplace Engagement

Internships give students a look into real professional environments. However, many struggle to link classroom knowledge with actual work situations (Zehr & Korte, 2020). To make these experiences more valuable, it's crucial to involve students in selecting their placements, setting clear goals, and reflecting on their progress during the internship (Breiner, 2022). When students take part in this process, they are more likely to develop good coping strategies and manage stress in tough situations. Resilience is crucial for nursing interns. It helps them stay engaged and perform well under pressure (Aguilar, Santos & Tan, 2023). This means that internships are carefully designed to build skills and support students' growth in their careers and emotionally.

Career Confidence

Recent literature emphasizes that career confidence plays a vital role in students' ability to make informed career decisions and transition successfully into the workforce. According to Lent, Brown, and Hackett (2020), career confidence is closely linked to career decision-making self-efficacy, where students who believe in their competencies demonstrate greater clarity and assurance in choosing career paths. Similarly, Savickas and Porfeli (2021) argue that career confidence develops as part of career adaptability, enabling students to cope with career-related tasks, transitions, and uncertainties. These studies suggest that confidence is not innate but cultivated through continuous exposure to career-related experiences and support systems.

Several recent studies highlight the influence of psychological factors on career confidence. Guan et al. (2021) found that self-esteem and optimism significantly predict career confidence among university students, particularly in uncertain labor market conditions. In a related study, Rossier, Zecca, and Bernaud (2020) reported that students with higher levels of self-efficacy and emotional resilience exhibit stronger confidence in pursuing long-term career goals. These findings indicate that internal personal resources play a crucial role in strengthening students' belief in their future professional success.

Educational experiences, especially experiential learning, have also been identified as strong contributors to career confidence. Jackson and Tomlinson (2022) revealed that participation in internships and work-integrated learning programs significantly enhances students' confidence by allowing them to apply theoretical knowledge in real workplace settings. Likewise, Clarke (2021) emphasized that internships help students develop professional identity and workplace competence, which directly improve their confidence in entering the labor market. These studies affirm that practical exposure bridges the gap between academic learning and career preparedness.

Recent research further underscores the importance of institutional and social support in building career confidence. For instance, Nguyen, Tran & Pham (2023) found that access to career guidance services, mentoring, and supportive academic environments positively influences students' confidence in career planning. In the Philippine context, Dela Cruz and Santos (2022) reported that students who receive adequate career orientation and internship supervision demonstrate higher career confidence compared to those without structured support.

Self-Efficacy

This is an important factor in learning engagement during internships. It affects emotional involvement, effort quality, psychological adjustment, and colleague interaction (Fu et al., 2023). Research indicates that internship experiences positively impact students' work self-efficacy, particularly in vocational and automotive engineering fields (Tafakur et al., 2024). Also, Herlina et al., (2024) note that there is a transformative shift that occurs when students step out of the classroom and into the real world. For students in vocational and automotive engineering programs, internships are not just academic requirements; they are essential experiences. These opportunities combine theory and practice, helping students move from being passive learners to becoming professionals.

Career Decision-making

The increasing competitiveness of the job market raises anxiety and lowers confidence among recent graduates who lack work experience (Sakapurnama & Hasan, 2023). Their study shows that high-quality internships improve students' self-perceived employability and lower worries about entering a career. This concern mediates the link between internship quality and employability. They suggest that universities in Indonesia require internship programs to help students prepare for their careers. Meanwhile, Akiti, (2023), states that career confidence, which comes from setting clear goals, personal reflection, and emotional intelligence, helps individuals make thoughtful, long-term choices. Meanwhile, Grillo, (2021) added that emotional readiness and self-awareness are crucial for making career decisions. They help students handle uncertainty and trust their judgment when facing professional choices.

Job Readiness

Recent work by Dioquino et al., (2024) looked at how internships affect self-belief and career goals among Filipino undergrads turns out confidence levels directly link to how ambitious students get with their career plans Internships build that confidence by letting students tackle professional tasks successfully Once they see they can handle real job challenges their career targets tend to level up. Cheungs, (2020) research adds more proof Internship participants showed major boosts in figuring out career paths feeling sure about choices and viewing themselves as employable but here's an interesting point science and engineering students felt way more employable post-internship than social science majors Probably because technical fields value hands-on skills so much These experiences help students clarify their professional identity while building practical know-how. The numbers back the hype (Catubig et al., 2024) found internship experiences scored 365 out of 400 on skills development impact with tight clustering around that average Students consistently report internships change how they see their own abilities.

Research Gap

Internships are widely recognized for improving students' skills and job readiness, however, their impact on career confidence remains underexplored. Most existing studies focus primarily on employment outcomes, often overlooking how internships influence students' self-belief, decision-making, and emotional preparedness for the workplace. In the Philippine setting, particularly in private colleges, research on how internship experiences shape students' confidence in pursuing their chosen careers is limited. Additionally, the lack of data across different academic programs also raises questions about how the quality and structure of internships affect personal and professional growth. This study seeks to address these gaps by examining how real-world training contributes to the development of career confidence among college students.

Theoretical Framework

This research is anchored on Social Cognitive Career Theory (SCCT), which posits that career development is shaped by the interplay of self-efficacy beliefs, outcome expectations, and personal goals (Lent, Brown, & Hackett, 1994). According to SCCT, experiences such as internships can enhance self-efficacy through mastery experiences, exposure to role models, and constructive feedback, which in turn strengthen career decision-making and job readiness. In the context of higher education, the theory explains how real-world exposure during internships can bolster students' confidence in navigating career choices and succeeding in professional environments.

Supporting this theoretical foundation, Clayton et al. (2023) found that students who participated in paid internships not only earned higher salaries but also reported greater satisfaction and confidence in their career trajectories. Similarly, Perna (2024) reported that 25% of interns were more likely to secure full-time employment within six months of graduation compared to non-interns. These findings suggest that internships contribute to both skill development and psychological readiness, reinforcing students' preparedness for career advancement.

Conceptual Framework

The figure illustrates the relationship between the independent and dependent variables in this study. The independent variable is internship exposure, while the dependent variable is career confidence among the college students of Cronasia Foundation College, Inc. This framework demonstrates how real-world experiences gained through internships may influence students' self-efficacy, career decision-making, and job readiness.

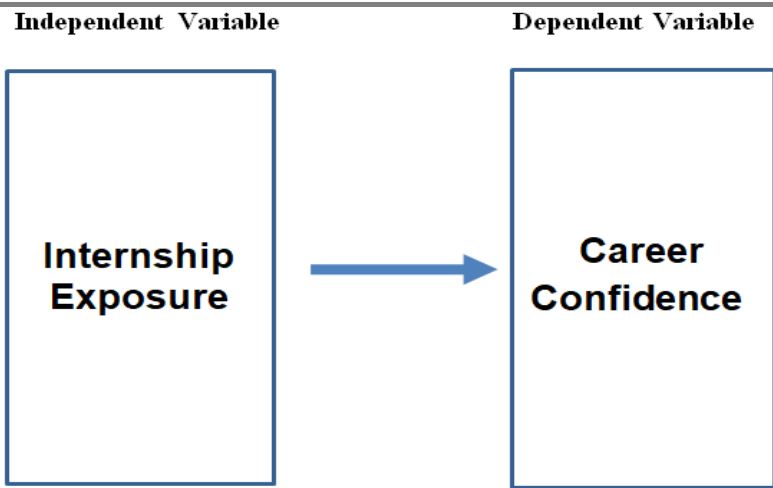


Figure 1. Conceptual Framework

METHODOLOGY

Research Design

This study employed a descriptive–correlational research design to determine the levels of internship exposure and career confidence among college students and to examine the relationship between these variables. The descriptive component provided an overview of the distribution of internship exposure and career confidence, while the correlational component analyzed the association between them without implying causality. This design is appropriate for describing variables and examining relationships using survey data where experimental manipulation is neither feasible nor ethical (McCombes, 2023; Miksza et al. 2023).

Research Locale

The study was conducted at Cronasia Foundation College, Inc., located along Andres-Dizon Pioneer Avenue, General Santos City. Established in 2007, the institution aimed to provide quality educational to economically disadvantaged Filipino youth, with strong emphasis on community service, equality, and holistic development anchored on the principle “serve thrive”.

Respondents of the Study

The respondents of this study were 150 fourth-year intern students enrolled in various programs at Cronasia Foundation College, Inc. including Bachelor of Science in Social Work, Bachelor of Library Information Science, Bachelor of Science on Office Administration, and Bachelor of Technical-Vocational Teacher Education major in Computer Programming at Cronasia Foundation College, Inc. Stratified sampling was used to ensure representation across programs, following the recommendation of Lwanga and Lemeshow (1991).

Research Instrument

Data were collected using an adapted survey questionnaire consisting of two parts. Part I measured internship exposure in terms of task accomplishment, skill development, and workplace engagement, while Part II assessed career confidence in terms of self-efficacy, career decision-making, and job readiness. Both sections were adapted from Shaheen, Muzamil, and Shiraz (2022) and utilized a 5-point Likert scale. To ensure consistency, coherence, and reliability, the instrument was pilot-tested with 30 respondents, yielding a Cronbach's alpha of 0.97, indicating a very high level of reliability.

Statistical Treatment

All data were analyzed at 0.05 level of significance. Mean was used to determine the levels of internship exposure and career confidence, while Pearson Product-Moment Correlation Coefficient was applied to examine the relationship between internship exposure and career confidence among the respondents.

Ethical Consideration

The study adhered to ethical principles to ensure the rights and welfare of the respondents. Informed Consent was obtained prior to participation, and respondents were informed the study’s purpose, minimal risks, and their right to withdraw at any time. Confidentiality and privacy were strictly maintained, with no personal identifiers collected or disclosed, and all data were securely stored to ensure participant protection (Surnial, 2018; Nunan, 2021).

RESULTS AND DISCUSSIONS

This chapter presents the analysis and interpretation of data gathered in the study of internship exposure and career confidence among college students of Cronasia Foundation College, Inc.

Level of Internship Exposure

This section presents the level of internship exposure among students across task accomplishment, skill development, and workplace engagement.

Table 1: Level of Internship Exposure in terms of Task Accomplishment

Indicators	Mean	Description
1. I often volunteer for tasks.	4.48	Strongly Agree
2. I am given a clear plan about how to do the assignments.	4.29	Strongly Agree
3. The job requires me to use several complex or high-level skills.	4.26	Strongly Agree
4. The supervisor provides assignments that allow me to develop and strengthen new skills.	4.19	Agree
5. The job is quite simple and repetitive.	4.11	Agree
General Weighted Mean	4.27	Strongly Agree

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

Table 1 presents the level of internship exposure of the respondents in terms of task accomplishment with a general weighted mean of **4.27**, interpreted as **Strongly Agree**, indicating that students experienced a high level of task accomplishment during their internship. Among the indicators, the highest mean was obtained by the statement “I often volunteer for tasks,” which implies that students demonstrated initiative and willingness to engage in workplace responsibilities. Conversely, the lowest mean was recorded for the statement “The job is quite simple and repetitive,” although it was still interpreted as Agree. This indicates that while some tasks may have involved routine activities, students generally perceived their internship work as varied and development-oriented rather than overly repetitive. The result is supported by Amaliah, Anwar, and Syam (2025), who emphasized that positive internship experiences characterized by proper guidance and constructive feedback significantly enhance students’ confidence and career readiness. Similarly, Octaviana and Sarimolle (2025) reported that structured internship programs strengthen both soft and technical skills by providing clear work plans and consistent supervisory support that facilitate the development of new competencies. Furthermore, Amaliah and Jatnika (2024) noted that students’ career adaptability increases when they are given opportunities to apply their academic knowledge to real-world workplace tasks.

Table 2: Level of Internship Exposure in terms of Skill Development

Indicators	Mean	Description
1. The supervisor gives me helpful advice about improving my performance when I need it.	4.36	Strongly Agree
2. I acquire first-hand experience in applying theoretical knowledge to solve real-world problems.	4.18	Agree
3. The internship develops my interpersonal skills.	4.29	Strongly Agree

4. The internship improves my ability to communicate effectively.	4.26	Strongly Agree
5. The internship improves my ability to identify, analyze, and solve technical problems.	4.33	Strongly Agree
General Weighted Mean	4.28	Strongly Agree

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

Table 2 presents the level of internship exposure of the respondents in terms of skill development. The findings reveal a general weighted mean of **4.28**, interpreted as **Strongly Agree**, indicating that students experienced a high level of skill development during their internship. Among the indicators, the highest mean was obtained for the statement “The supervisor gives me helpful advice about improving my performance when I need it,” highlighting the significant role of supervisory guidance and feedback in fostering students’ skill development. In contrast, the lowest mean was recorded for the statement “I acquire first-hand experience in applying theoretical knowledge to solve real-world problems,” although it was still interpreted as Agree. This indicates that while students were able to apply theoretical concepts in practice, there remains room to further strengthen opportunities for theory-to-practice integration during internships. As cited by Lutfia and Rhadi (2020), that clear guidance helps students adjust to different work environments, strengthen both soft and hard skills, and prepare to meet professional standards. Also, Di Pietro (2022), noted that meaningful tasks promote personal growth, confidence and practical skills.

Table 3: Level of Internship Exposure in terms of Workplace Engagement

Indicators	Mean	Description
1. I am given a clear plan about what assignments to complete.	4.40	Strongly Agree
2. The supervisor gives me the autonomy to work independently.	4.18	Agree
3. The supervisor gives me feedback about my performance daily.	4.17	Agree
4. The internship is a valuable opportunity to work and learn.	4.13	Agree
5. The internship increases my respect for diversity and understanding of cultural differences.	4.26	Strongly Agree
General Weighted Mean	4.23	Strongly Agree

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

Table 3 shows the level of internship exposure of the respondents in terms of workplace engagement. The results reveal a general weighted mean of **4.23**, interpreted as **Strongly Agree**, indicating that students experienced a high level of engagement during their internship. Among the indicators, the highest mean was obtained for the statement “I am given a clear plan about what assignments to complete,” indicating that structured guidance and clear expectations played a significant role in enhancing students’ engagement in the workplace. On the other hand, the lowest mean was recorded for the statement “The internship is a valuable opportunity to work and learn,” which was still interpreted as Agree. This implies that while students generally viewed the internship positively, perceptions of its overall value may be influenced by the degree of autonomy, feedback, and learning opportunities provided. These results agree with the study of Zehr and Korte (2020) emphasized that structured guidance helps students connect classroom learning with workplace realities. Aligning with Breiner (2022) who emphasized that goal-setting, reflection, and resilience are needed to make internships more meaningful and engaging.

Level of Career Confidence

This section presents students’ career confidence levels based on their self-efficacy, career decision making, and job readiness.

Table 4: Level of Career Confidence in terms of Self - Efficacy

Indicators	Mean	Description
1. The internship increases my confidence in my capabilities in doing my job tasks.	4.27	Very Highly Confident
2. The internship improves my ability to function effectively within teams.	4.17	Highly Confident
3. The internship contributes to my career advancement.	4.17	Highly Confident
4. The internship proved me with opportunities for increased responsibilities at work.	4.04	Highly Confident
5. The internship helps me build confidence in professional responsibilities.	4.15	Highly Confident
General Weighted Mean	4.17	Highly Confident

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

Table 4 presents the level of career confidence of the respondents in terms of self-efficacy. The findings reveal a general weighted mean of **4.17**, interpreted as **Highly Confident**, indicating that students possessed a high level of self-efficacy as a result of their internship experience. Among the indicators, the highest mean was obtained for the statement “The internship increases my confidence in my capabilities in doing my job tasks,” which was interpreted as **Very Highly Confident**. This indicates that hands-on exposure to real workplace tasks enhanced students’ confidence in their own abilities. Conversely, the lowest mean was recorded for the statement “The internship provided me with opportunities for increased responsibilities at work,” although it was still interpreted as **Highly Confident**. This implies that while students generally felt confident, not all interns were consistently entrusted with higher-level responsibilities during their internship. The results complement the study of Fu et al. (2023), which emphasized that internships significantly enhance students’ self-efficacy by allowing them to apply theoretical knowledge in real workplace settings. Similarly, Tafakur et al. (2024) highlighted that internships are valuable learning experiences and that organizations should not limit interns to basic or routine tasks. Restricting interns to such tasks reduces opportunities to assume greater responsibilities, which may hinder the development of their confidence and self-efficacy.

Table 5: Level of Career Confidence in terms of Career Decision - Making

Indicators	Mean	Description
1. I know my values well enough to make a career decision during the internship.	4.54	Very Highly Confident
2. The internship gives me direction in preparing for real independent life.	4.13	Highly Confident
3. The internship provides me with an advantage in securing employment after graduation.	4.12	Highly Confident
4. The internship fills the gap between the academic and business environment.	4.01	Highly Confident
5. The internship influences my decision about the type of job or career I want to pursue.	4.11	Highly Confident
General Weighted Mean	4.18	Highly Confident

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

Table 5 presents the level of career confidence of the respondents in terms of career decision-making. The findings show a general weighted mean of **4.18**, interpreted as **Highly Confident**, indicating that the internship experience positively influenced students’ ability to make informed and confident career decisions. Among the indicators, the highest mean was obtained for the statement “I know my values well enough to make a career decision during the internship,” which was interpreted as **Very Highly Confident**. This indicates that exposure

to real workplace environments helped students gain self-awareness and clarity regarding their personal values and career preferences. In contrast, the lowest mean was recorded for the statement “The internship fills the gap between the academic and business environment,” although it remained within the **Highly Confident** range. This implies that while internships generally helped bridge theory and practice, there is still room to further strengthen alignment between academic preparation and industry demands. Similar findings were reported by Grillo (2021), who highlighted that while internships improve students’ confidence, some students still experience a disconnect between classroom learning and workplace realities. In addition, Sakapurnama and Hassan (2023) found that students with strong self-awareness are more likely to make clear and confident career choices, reinforcing the role of internships in fostering value clarification and informed decision-making.

Table 6: Level of Career Confidence in terms of Job Readiness

Indicators	Mean	Description
1. The internship enhances my ability to transition into my employer’s organization.	4.26	Very Highly Confident
2. The internship contributes to my overall career development.	4.11	Highly Confident
3. I gain knowledge about job expectations.	4.10	Highly Confident
4. Based on my internship, I recommend that students obtain internship experience before seeking job.	4.21	Very Highly Confident
5. I receive different job opportunities because of the internship.	4.20	Highly Confident
General Weighted Mean	4.18	Highly Confident

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

Table 6 presents the level of career confidence of the respondents in terms of job readiness. The findings reveal a general weighted mean of **4.18**, interpreted as **Highly Confident**, indicating that students perceived themselves as well-prepared to enter the workforce as a result of their internship experience. Among the indicators, the highest mean was obtained for the statement “The internship enhances my ability to transition into my employer’s organization,” which was interpreted as **Very Highly Confident**. This indicates that exposure to real workplace environments helped students adapt more easily to organizational culture and work demands. Similarly, the statement “Based on my internship, I recommend that students obtain internship experience before seeking employment” obtained a high mean of also interpreted as **Very Highly Confident**, reflecting students’ strong recognition of the value of internships in preparing for employment. In contrast, the lowest mean (4.10) was recorded for the statement “I gain knowledge about job expectations,” although it was still interpreted as **Highly Confident**. This implies that while students generally understood workplace expectations, further emphasis on role clarification and industry standards may enhance job readiness. The findings align with the study of Cheungs (2020), which emphasized that internships provide real-world work functions that boost job readiness and career confidence. Likewise, Dioquino et al. (2024) and Catubig et al. (2022) have highlighted that internships equip students with the skills, knowledge, and confidence needed for a smooth transition into the workforce.

Table 7: Correlation Results Between Internship Exposure and Career Confidence

Variables	<i>r</i>	<i>p-value</i>	Decision	Interpretation
Internship Exposure and Career Confidence	0.400	0.0001	Rejected	Significant

*Significance level at 0.05

Table 7 presents the correlation results between internship exposure and career confidence of the respondents. The computed Pearson correlation coefficient ($r = 0.400$) indicates a moderate positive relationship between the two variables. The corresponding *p*-value of **0.0001** is less than the significance level of 0.05, leading to the rejection of the null hypothesis. This indicates that the relationship between internship exposure and career confidence is statistically **significant**.

The results suggest that higher levels of internship exposure are associated with higher levels of career confidence among college students. In other words, students who engage more actively in internships—through task accomplishment, skill development, and workplace engagement—tend to exhibit stronger self-efficacy, better career decision-making, and greater job readiness.

These findings are consistent with previous studies. For instance, Fu et al. (2023) emphasized that internships provide real-world experiences that enhance students' confidence in performing job-related tasks. Similarly, Amaliah, Anwar, and Syam (2025) noted that positive internship experiences, supported by guidance and feedback, boost both skill development and career readiness, thereby strengthening overall career confidence.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

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

1. The extent of internship exposure in terms of task accomplishment, skill development, and workplace engagement was rated **Strongly Agree**, indicating a high level of student involvement and learning. This shows that the internship effectively provided opportunities for practical experience, skill enhancement, and meaningful participation in the workplace.
2. The extent of career confidence in terms of self-efficacy, career decision-making, and job readiness was rated **Highly Confident**, indicating that students developed strong belief in their abilities through their internship experience. This suggests that internships not only enhanced students' confidence in making informed career decisions but also prepared them to transition effectively into the workforce.
3. There is a **significant positive relationship** between internship exposure and career confidence. Students who actively engage in tasks, develop skills, and participate in workplace activities tend to exhibit stronger self-efficacy, better career decision-making, and higher job readiness.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were given:

1. College students are encouraged to actively participate in internship programs and maximize learning opportunities by developing skills, seeking feedback, and reflecting on their experiences. Taking internships seriously can improve their confidence and preparedness for future employment.
2. Internship coordinators should strengthen preparation, monitoring, and evaluation processes before, during, and after internships. Providing continuous guidance and assessing internship outcomes can help ensure that programs effectively support students' professional development.
3. College Administration are encouraged to provide structured and meaningful internship programs that allow students to gain hands-on experience relevant to their field. Offering mentorship, clear task assignments, and constructive feedback can help enhance students' confidence and career readiness.
4. Future Researchers may expand this study by examining internship experiences across different institutions, industries, or academic programs. Further studies may also explore the long-term effects of internships on career development and employment outcomes.

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