**IMPACT OF INTERNSHIP EXPERIENCES ON THE CAREER READINESS OF HUMSS STUDENTS**

**A RESEARCH PAPER PRESENTED TO THE SENIOR HIGH SCHOOL DEPARTMENT OF KING THOMAS LEARNING ACADEMY, INC.**

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**The requirements for the Practical Research II**

**HUMANITIES AND SOCIAL SCIENCES STRAND**

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**IMPACT OF INTERNSHIP EXPERIENCES ON THE CAREER READINESS OF HUMSS STUDENTS**

**2025**

**ABSTRACT**

This study aimed to explore the impact of internship experiences on the career readiness of Grade 12 HUMSS students from King Thomas Learning Academy, Inc., located in Sipocot, Camarines Sur. The research specifically examined how students developed both soft skills—such as leadership, communication, and problem-solving—and technical skills—including management, technical writing, and research—during their internship programs. A descriptive-correlational quantitative research design was employed to assess the extent of skill development and the relationship between these competencies. To gather data, a survey questionnaire consisting of 60 questions on a 5-point Likert scale was distributed among 32 students who completed their internships in the elementary department. The collected data were then analyzed using Pearson Product-Moment Correlation, which allowed the researchers to determine the statistical relationship between the development of soft skills and technical skills. The findings revealed a high positive correlation (0.59) between the two skill sets, indicating that as students enhanced their soft skills, there was a corresponding improvement in their technical skills. Furthermore, the statistical analysis produced a p-value of 0.00, which is below the standard significance level of 0.05, confirming that this relationship is statistically significant. As a result, the study rejected the null hypothesis, which initially posited that no significant relationship existed between soft and technical skills gained during internships. Based on these findings, the study concludes that internship experiences play a crucial role in enhancing students' career readiness by providing opportunities for both soft and technical skill development. The results suggest that structured internship programs can significantly contribute to preparing students for future professional environments by equipping them with essential competencies that are highly valued in the workforce. Additionally, these findings highlight the importance of integrating internship experiences into academic programs to ensure that students gain not only theoretical knowledge but also practical skills applicable to real-world career settings. Further research is recommended to explore additional factors influencing career readiness and to assess the long-term impact of internship experiences on students' professional success.

Keywords: *Internship Experiences, Career Readiness, Grade 12 HUMSS Students, Soft Skills, Technical Skills*

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**CHAPTER I**

**INTRODUCTION**

Internships are organized and a structured learning opportunity where individuals work under the guidance of experienced professionals that the students will gain a hands-on knowledge and develop relevant skills and use what they’ve learned in real-life settings, see what their chosen fields are really like, and build important career skills. For HUMSS students, who study critical thinking, communication, and analysis, can practice creating clear messages or handling public relations in a real job setting and can work on collecting and analyzing data for a company or organization. The soft skills and technical skills that the students experience and learn during internships can have a great impact how ready they feel for their careers, what they hope to achieve professionally, and how confident they are about finding a job.

HUMSS students mainly seek internships to improve their job prospects after graduation, gaining both soft and technical skills experience and understanding the work environment, with future employment being a major motivator and pay being a lesser concern. Universities increasingly emphasize internships for its senior high school students as part of the K-12 curriculum mandated by the Department of Education (DepEd) to help students gain skills relevant to the job market and aims to provide real world experience to enhance their skills in preparation for future careers. Internships help students to apply their theoretical knowledge in real-world settings, develop essential soft skills like communication, leadership and problem solving, and acquire technical skills relevant to their chosen field. Theories like Human Capital Theory, Signaling Theory, and Social Capital Theory suggest that internships not only build skills and knowledge but also show employers the students' abilities and help them make valuable connections, leading to better job opportunities after graduation. (Margaryan, S., Saniter, N., Schumann, M., & Siedler, T., 2019). Linking education more closely to the labor market, through workplace learning in secondary education and internships in tertiary education, can improve early labor market outcomes. Such experiences are believed to enhance employability by increasing immediate productivity and expanding social networks. However, recent studies suggest that while short-term benefits are evident, long-term effects may be negative due to rapidly changing skills requirements and reduced general schooling, which can impact lifelong learning and future employment opportunities. Additionally, workplace learning may decrease the likelihood of pursuing higher education, which could further affect long-term labor market outcomes. (Neyt, B., Verhaest, D., & Baert, S., 2019).

In today's highly competitive job market, career readiness is no longer a mere aspiration but a necessity for students to thrive. However, bridging the gap between academic learning and the demands of professional work requires practical experience. Real-world internships offer valuable solutions, providing students with hands-on opportunities to apply their knowledge, develop essential skills, and they can practice research, communication and problem solving in real world context. Many students struggle with the transition into the workforce, where hands-on skills and industry-specific competencies are crucial. The gap between classroom learning and actual job requirements highlights the need of effective internship experiences that can prepare students for career demands.

This research exhibited how real-world internship experiences affect career readiness. This study examined the development of both technical skills and essential soft skills, such as communication, problem-solving, research, and management which are highly valued by employers. The goal was to offer insights into how internships can be improved to better support students in their career transitions. By figuring out what makes internships successful and how they impact careers, this research will help improve how internships are set up, update academic programs, and build better links between education and job markets.

**Statement of the Problem**

This study aims to show at how internship experiences affect career readiness. Specifically, this study sought to answer the following questions:

1. What are the soft skills do HUMSS students gain during their internship in terms of:
2. Leadership
3. Communication
4. Problem-Solving
5. What are the technical skills do HUMSS students gain during their internship in terms of:
6. Management
7. Technical Writing
8. Research
9. Is there a significant relationship between the soft skills and technical skills HUMSS students gain during their internship?

**Objectives of the Study**

This study titled “Impact of Internship Experiences on the Career Readiness of HUMSS Students.” intends to achieve the following objectives:

1. Identify the soft skills HUMSS students gain during their internship.
2. Identify the technical skills HUMSS students gain during their internship.
3. Analyze the significant relationship between the soft skills and technical skills HUMSS students gain during their internship.

**Scope and Limitations**

This research focuses on Grade 12 HUMSS students who have participated in the internship during the school year 2024-2025 at King Thomas Learning Academy, Inc., Malubago, Sipocot, Camarines. The scope of this study revolves around the three sections of the Grade 12 HUMSS strand. This study measures the career readiness of HUMSS students through the soft skills and technical skills HUMSS students gain during their internship. Leadership, communication, and problem-solving are the indicators that were used to measure the soft skills and management, technical writing, and research are the indicators that were used to measure the technical skills.

This study focuses in 32 students in total because they were given option to continue the internship or do a culminating activity. This study will not cover other problems that are not related with the internship experiences of Grade 12 HUMSS students. Each respondent will receive the same set of checklist form to be completed. The result gathered from this study will not be used as a measure to the real-world internship experience of the students who do not belong to the population of this study.

**Significance of the Study**

This study can have significant benefits to individuals who are involved into making educational system better. The result of this study aims to benefit the following:

**Cooperating Teachers.** This study aims to expand the understanding of the companies and organizations that offer internship opportunities on how their programs impact student career readiness, helping them to design more effective and enriching internship experiences.

**Teachers and Academic Administrator.** This study aims to provide evidence-based insights that can help teachers and academic administrators better support their students' career preparation by integrating soft and technical skills into the curriculum and advising students on maximizing internship opportunities.

**Senior High School Students.** This study aims to motivate students to actively seek and engage in internship opportunities, thereby improving their readiness for future career challenges.

**Future Researchers.** This study provides a foundational framework for future researchers exploring the relationship between the soft and technical skills of the students. They can build on this work, thereby advancing the understanding of how internship experiences impact career readiness, specifically by measuring the soft and technical skills of the students.

**CHAPTER II**

**REVIEW OF RELATED STUDIES AND LITERATURE**

This chapter presents the related literature and studies that the researchers considered in providing the relevance of the present study and its significance to the community. This chapter includes synthesis, theoretical framework, and paradigm, and definition of terms to provide additional information to the study.

**Review of Related Literature**

Researchers provided literature that are related to the study Impacts of Real-World Internship Experience on HUMSS Students’ Career Readiness in which these literatures serve as the basis of the study to highlight the need for real-world internship experience for the students’ career readiness.

According to Lewis, W. D. (2021), each year, thousands of students receive high school diplomas despite lacking basic reading and mathematical skills. This underscores the responsibility of schools and adults to ensure students meet minimum high school requirements. The push for technical and vocational skills acknowledges that students need more than just theoretical knowledge—they also need hands-on, practical abilities that can directly apply to jobs, further training, or self-sufficiency. By integrating these skills into graduation requirements, schools can provide students with tangible qualifications that make them more marketable and adaptable in a rapidly changing economy.

According to Braun, L. W. (2019), preparing teens for career success after high school involves a multifaceted approach that blends technical skills with essential soft

skills. The Providence Public Library's Teen Squad programs exemplify this approach by offering interactive, competency-based programming that focuses on real-world applications. For instance, the "My City, My Place" internship immerses teens in research and project development, where they learn to use tools like PowerPoint and video creation, and collaborate with mentors from local businesses. This hands-on experience not only builds technical proficiency but also emphasizes crucial soft skills such as professionalism, communication, and teamwork. By integrating these elements, such programs provide a rich learning experience that better equips teens for the demands of the workforce, bridging the gap between academic knowledge and practical job readiness.

According to Lauwers, G. (2019), the traditional teacher training model, which has focused on specialization and subject-specific expertise, is no longer sufficient in preparing teachers for the demands of today's rapidly changing knowledge economy. Since knowledge is constantly evolving, teachers need to equip students with skills that are adaptable and useful in an uncertain future. Teacher training must, therefore, evolve to take a more holistic, multidisciplinary approach, where the focus is not just on content knowledge but on developing students' emotional intelligence, adaptability, and lifelong learning capabilities. This shift in teacher preparation acknowledges that the job market and societal needs are changing, and that students will need more than just technical or academic expertise to thrive in the future.

According to Alic, J. A. (2018), the concept of skills is inherently complex and multidimensional, which makes them difficult to quantify or observe accurately. Soft skills such as leadership, communication, and problem-solving are not easily taught in the

classroom, internships create situations where students can practice and develop them in real-world contexts. Education alone may not fully prepare students for technical tasks; real-world practice is necessary for mastering these abilities. During internships, HUMSS students may be exposed to management-related activities, such as coordinating tasks, supervising group work, or overseeing projects. They can also improve their technical writing and research skills by engaging in documentation, reporting, or conducting structured investigations. The experience gained through internships serves to increase students' proficiency and understanding.

According to Lindsay, A. (2017), internships are essential for creating meaningful learning experiences that foster career readiness. Lindsay highlights how service learning and hands-on experiences provide students with the opportunity to practice leadership, communication, and problem-solving skills that are difficult to cultivate in a traditional classroom setting. By working directly with community partners, students are often required to collaborate, take the lead, and find solutions to real-world problems, fostering their growth in these crucial soft skills. Moreover, internships offer students opportunities to develop technical skills such as management, technical writing, and research. Lindsay mentions that structured learning experiences help reinforce these skills by engaging students in practical activities and interactions with experts. When students are involved in projects or intensive thesis work with community organizations, they gain valuable experience in planning, organizing, and executing tasks, contributing to their management skill set. Similarly, students who participate in internships often refine their technical writing and research skills, learning to present findings and produce well-articulated written documents. By participating in these activities and collaborating with

community partners, students acquire a more comprehensive understanding of their fields and how to apply their knowledge in professional settings.

**Review of Related Studies**

Researchers provided studies that are related to the study Impacts of Real-World Internship Experience on HUMSS Students’ Career Readiness in which these studies serve as the foundation to broaden the idea about the effectiveness of real-world internship experience on the students’ career readiness.

According to Lamberti, G., Tomas, A. B., & Laura, T. (2023), the study identified three distinct groups of graduates based on salary and GPA: (1) higher-salary graduates, (2) lower-salary/lower-GPA graduates, and (3) lower-salary/higher-GPA graduates. The findings revealed differing priorities among these groups; higher-salary graduates placed importance on the perceived quality of soft skills, while lower-salary/higher-GPA graduates focused more on hard skills, and lower-salary/lower-GPA graduates valued the university's image. These results underscore the importance of considering demographic and job-related heterogeneity when analyzing student satisfaction. The study suggests that higher education institutions could enhance their policies by customizing them according to student profiles, thereby improving alignment with labor market integration and student proficiency.

According to the study by Umali, L. E., & Tamayo, A. M. (2020), work immersion support significantly predicted the development of students' communication, teamwork, and problem-solving skills and students perceived a high level of work immersion support, indicating support is often observed. Students also reported very high

levels of workplace skills, suggesting skills are always demonstrated. The study found a significant positive correlation between work immersion support and the development of students' workplace skills. This relationship underscores the importance of support during work immersion programs in helping students apply classroom lessons to real-world work situations.

According to Vecino, C.T. and Doromalhe, A.C. (2020), there would be big problems if work immersion were implemented, such as a lack of partner industries, students' work habits, a lack of time for tracking students' progress, insufficient teacher supervision time, and a lack of sustainable financial assistance for learners. Implementers have major responsibilities in establishing a process that turns policies into actions critical in carrying out the work immersion guidelines by providing proof of implementation evidence. Therefore, it implies that they are the key persons that ensure the delivery of the immersion program despite the challenges encountered. Likewise, they are also responsible for establishing the authenticity of documents that need further rigid onsite validation by the internal and external stakeholders in the school and division levels. In conclusion, the immersion program was implemented based on the document pieces of evidence.

According to Neyt, B., Verhaest, D., & Baert, S. (2019), students with internship experience have a 40.6% higher chance of obtaining a secondary education qualification compared to those without internships. However, when accounting for unobserved heterogeneity, this probability drops to 24.7%, suggesting that less successful students may be more likely to choose internships. Despite this, students with internships are less likely to enroll in tertiary education, which aligns with previous studies. In terms of labor

market outcomes, internship experience initially leads to higher employment probabilities, with a 17.8% higher chance of employment one year after leaving school and 10.7% higher five years later. This advantage diminishes over time but does not fade completely. This contrasts with earlier findings that suggested apprenticeship benefits fade entirely within the first year.

According to Dean, S. A. (2017), employers select candidates for job openings based on the required skill level for each position, historically emphasizing hard skills, which are technical and easier to evaluate. However, as the competitive landscape evolves, so do the skill requirements for employees. In today’s workplace, where technology is rapidly advancing and shaping new demands, employees must adapt to diverse, globally connected workgroups. Interpersonal communication skills have become crucial for effective teamwork and cross-cultural understanding. Additionally, the workforce now consists of individuals from varying age groups, including those nearing retirement, as well as people from diverse ethnic and gender backgrounds. This generational and demographic shift has led to an increased emphasis on soft skills, such as communication, collaboration, and cultural sensitivity, which are now highly valued by employers (Bailey, 2014; Bailly & Lene, 2013).

**Synthesis**

Most sources agree that internships and work immersion significantly contribute to students' career readiness. The studies reviewed all stress the importance of both hard skills (technical abilities) and soft skills (personal qualities) in helping students transition from school to the workforce. Lewis (2021) and Braun (2019) both support hands-on education that prepares students for careers by combining these two types of skills.

Lauwers (2019) points out the need to change education to focus on adaptability and emotional intelligence, which aligns with Alic's (2018) view that measuring skills can be difficult, especially as job requirements change. Similarly, Lindsay (2017) emphasizes connecting what students learn in class to real-life situations, which matches Lamberti, Tomas, and Laura's (2023) findings that categorize graduates based on their skill priorities for jobs. Umali and Tamayo (2020) and Vecino and Doromalhe (2020) highlight the importance of support during work experiences, showing that good implementation is vital for developing skills. Finally, Neyt, Verhaest, and Baert (2019) and Dean (2017) discuss how job skill requirements are changing, with more focus on teamwork and communication skills alongside traditional hard skills.

The studies reviewed highlight different aspects of skill development and education for students moving into the workforce. Lewis (2021) talks about the need to change school programs to match local job demands, while Braun (2019) focuses on hands-on programs that help students learn both technical and personal skills through real-life experiences. Lauwers (2019) criticizes the old educational system that promotes narrow learning, while Alic (2018) argues that education mostly shows a student's potential rather than their actual skills. Lindsay (2017) emphasizes the need for clear rules in work programs to ensure they work well. In contrast, Lamberti, Tomas, and Laura (2023) categorize graduates based on salary and GPA to show different skill priorities among groups. Umali and Tamayo (2020) highlight the positive effects of work immersion support on skill growth, while Vecino and Doromalhe (2020) discuss the challenges of effectively running work immersion programs. Lastly, Neyt, Verhaest, and

Baert (2019) look at how internships improve job chances, while Dean (2017) emphasizes the rising importance of soft skills and communication in the workplace.

This study research is unique in its focus on a specific group of students—those in the Humanities and Social Sciences (HUMSS) strand. While most of the reviewed literature and studies focus broadly on students across different fields, this research zeroes in on how real-world internships impact HUMSS students in particular. It seeks to explore not only the general career readiness of these students but also the specific skills and experiences they gain. This targeted approach distinguishes the study from broader discussions of internships and career readiness in existing literature.

**Social Learning Theory**

(Albert Bandura, 1977)

* + **Social Learning Theory**
  + **(Albert Bandura, 1977)**

**Impact of Internship Experiences on the Career Readiness of HUMSS Students**

**Human Capital Theory**

(Becker,1962) and (Rosen,1976)

**Cognitive Apprenticeship Theory**

(Collins, Brown, and Newman, 1989)

Figure 1. Theoretical Framework

**Theoretical Paradigm**

**Social Learning Theory.** It suggests that observation and modeling play a primary role in how and why people learn. Bandura's theory goes beyond the perception of learning being the result of direct experience with the environment. Learning, according to Bandura, can occur simply by observing others' behavior. Albert Bandura's Social Learning Theory is closely related to internships because internships are settings where students often learn by observing others. During an internship, students watch how experienced professionals perform their tasks, solve problems, and interact with others. This observation helps them understand how to behave in similar situations. The behaviors, skills, and attitudes they observe are then modeled in their own work.

**Cognitive Apprenticeship Theory.** It emphasizes two issues: the teaching process to handle complex tasks and the cognitive processes involved in learning. A cognitive apprenticeship focuses on bringing internal thought processes into the open so they can be observed and learned by students. Cognitive apprenticeship is related to internships because it focuses on learning by doing. In an internship, students work alongside experienced professionals who show them how to think and act in real-world situations. This process helps students understand not just what to do, but also how to approach problems and make decisions, which are key skills in any job. By seeing the thinking process of experts, students learn how to handle complex tasks more effectively.

**Human Capital Theory.** It refers to the study of the knowledge and experiences of small-scale business owners, with the assumption that the human capital of the founder improves the chances of survival for small firms. It focuses on the idea that experiences can be translated into knowledge and skills, although the length of experience is not

always a reliable predictor of expertise. Human Capital Theory connects to internships because internships help people build valuable skills and knowledge by giving them real-world work experience. The theory suggests that the more skills and experience a person gains, the better they can contribute to a job or business. Through internships, individuals learn and practice what they've studied, making them more capable and prepared for their future careers.

**Impact of Internship Experiences on the Career Readiness of HUMSS Students**

**Output**

I. HUMSS students exhibit a moderate or neutral level of affirmation in gaining the skills in leadership, communication, and problem-solving.

II. HUMSS students exhibit a moderate or neutral level of affirmation in gaining the skills in management, technical writing, and research.

III. There is a significant relationship between the soft skills and technical skills HUMSS students gain during their internship, except between problem-solving and technical writing.

**Process**

I**.** Listing the number of students at King Thomas Learning Academy, Inc

II. Preparation and validation of survey questionnaires

III. Distribution of survey questionnaires

IV. Tallying the results

V. Analyzing and Interpreting data

VI. Conclusion and recommendations

**Input**

1. What are the soft skills do HUMSS students gain during their internship in terms of:

a. Leadership

b. Communication

c. Problem-Solving

2. What are the technical skills do HUMSS students gain during their internship in terms of:

a. Management

b. Technical Writing

c. Research

3. Is there a significant relationship between the soft skills and technical skills HUMSS students gain during their internship?

**Feedback**

Figure 2. Conceptual Framework

**Conceptual Paradigm**

**Figure 2** shows the conceptual framework of the study Impacts of Real-World Internship Experience on HUMSS Students’ Career Readiness**.**

**Input** seeks to determine the soft skills students develop, focusing on leadership, communication, and problem-solving, which are essential for professional growth. It also examines the technical skills acquired, including management, technical writing, and research, which contribute to their competency in various career paths. Lastly, the study explores the relationship between these soft and technical skills to assess how they collectively influence the students’ overall career preparedness.

**Process** begins with listing the number of students to determine the study's population. Next, survey questionnaires are carefully prepared and validated to ensure their relevance and reliability. Once finalized, these questionnaires are distributed to the respondents. The collected data is then tallied, analyzed, and interpreted to identify trends and correlations. Finally, the study concludes with key findings and recommendations, providing insights into how internships shape students' skills and career preparedness.

**Output** reveal that HUMSS students exhibit a moderate or neutral level of affirmation in developing both soft skills and technical skills during their internships. Furthermore, the analysis indicates a significant relationship between the acquired soft and technical skills, with the exception of problem-solving and technical writing.  **Feedback** will be the element control. The input and process will be changed if the goal of the output is not achieved.

**Definition of Terms**

This section provides the conceptual and operational definition of the terms used in this study to ensure clarity and a shared understanding among readers and to avoid ambiguity.

**Communication.** This refers to the ability of a student to clearly express ideas and information both verbally and in writing during their internship experience. In this study, effective communication skills are key to career readiness, especially in fields where HUMSS students need to interact with others, whether through speaking or writing reports.

**Internship.** This is the position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification. In this study, this term refers to the act of a trainee or student who works in an organization to gain experience and requirement qualification.

**Job Market.** This is the number of jobs that are available for workers.In this study, this refers to the economic environment in which employers seek or hire workers or individuals seek employment.

**Leadership.** This refers to a student's ability to take charge of task, motivate and guide team members during their internship experience. In this study, leadership is crucial because it shows how students step into roles that require managing people or projects, which reflects their readiness to handle their career challenges.

**Management.** This refers to the process of dealing with or controlling things or people. In this study, management skills are necessary to ensure that students can handle responsibilities and prioritize work, which is important for career readiness.

**Problem-Solving.** This refers to the student's capability to identify issues, analyze them, and come up with practical solutions during their internships. In this study, problem-solving is included because it reflects a student’s ability to handle challenges in a work environment, which is an essential skill for any career.

**Research.** This refers to a student's ability to gather, analyze, and interpret data or information during their internship. In this study, research is vital because it helps students develop critical thinking and investigative skills, which are necessary for making informed decisions in their careers.

**Soft Skills.** These are interpersonal and behavioral skills that help you work well with other people. In this study, this refers to a quality of character that fosters situational awareness and improves one's capacity for task completions.

**Technical Skills.** Also known as hard skills, these are the qualities acquired by using and gaining expertise in performing physical or digital tasks. In this study, this term is used to describe specific knowledge and proficiency needed to carry out particular activities and make use of particular tools and programs in practical settings

**Technical Writing.** This refers to the student’s ability to write clear, concise, and structured documents such as reports or guidelines during their internship. In this study, technical writing is measured because it is a key skill in many professional fields, allowing students to convey complex information effectively.

**Workforce.** This is the workers engaged in a specific activity or enterprise. In this study, this refers to the realm of employment that students enter after completing their education.

**Hypothesis**

There is no significant relationship between the soft skills and technical skills HUMSS students gain during their internship.

**Assumptions**

While conducting the research on the impact of internship experiences on the career readiness of HUMSS students, the following assumptions are expected:

1. The study assumes that the internships undertaken by HUMSS students are providing relevant soft skills, such as leadership, communication, and problem-solving.

2. The study assumes that the indicators of the technical skills which are management, technical writing, and research are pertinent to the indicators of the soft skills which are leadership, communication, and problem-solving.

**CHAPTER III**

**METHODOLOGY**

This chapter discusses how the study was conducted. Presented here are the research design, research setting and respondents, research instrument for the data gathering, the validity and reliability of data and information, data gathering procedure, and the statistical tool to be used.

**Research Design**

This study used a descriptive-correlational research design to examine the career readiness of HUMSS students after their real-world internship experiences. The quantitative phase employs a descriptive-correlational method, using survey questionnaire and statistical analyses to evaluate the students' readiness and identify factors that influence their preparedness for future careers. The survey checklist was used to determine the level of career readiness among the respondents and to identify the factors affecting their preparation for career challenges.

**Respondents**

The researchers had chosen the Grade 12 HUMSS students of King Thomas Learning Academy, Inc. to share their viewpoints on the school's internship program. Using the purposive sampling, researchers were able to select their respondents which sums up to 32 respondents out of 101 HUMSS students. 32 students were able to finish their internship at the elementary department. These selected students served as the primary subject for the research, providing data for the understanding of effectiveness of the internship experience on Grade 12 HUMSS students.

**Research Setting**

The institution of King Thomas Learning Academy, Inc. where the study was conducted is located at Malubago, Sipocot, Camarines Sur, which is a 2.2km distance from North Centro (Pob), Sipocot, Camarines Sur. The exact location of the institution is 260º km Southwest. The data gathering was conducted on the senior high school department. Before the study was conducted, the researchers was assigned to give a letter of consent to the school institution where the specific respondents are studying.

**Research Instrument**

In this study, the researchers used a survey questionnaire to collect data. Data for this study is acquired using a Likert scale to determine outcomes and gather data. The Likert scale refers the legends of 5 - Strongly Agree; 4 – Moderately Agree; 3 - Agree; 2 – Moderately Disagree; 1 - Strongly Disagree. This study have 10 questions per indicator, 5 positives and 5 negatives. Hence, the questionnaire consisting of 60 questions gathered the needed information for the study that serves as a guide and basis to finish the study.

**Validity and Reliability**

This study was verified using the content validation that was required by the member of the school panel and the research adviser. To obtain crucial information on the study's materials, a source of information was examined. The study questionnaire is presented clearly and concisely to prevent misunderstandings. Additionally, the researchers took great care to avoid random errors during the evaluation.

**Data Gathering Procedure**

The researcher began by purposely selecting a 32 sample of HUMSS students who have participated internships. Upon selecting the participants, the researcher distributed a constructed questionnaire checklist to gather data on participants' internship details. The questionnaire responses will be collected and the data will be tallied for interpretation. This process allowed the researcher to analyze the quantitative data from the survey questionnaires, providing a comprehensive understanding of the impact of real-world internship experiences on HUMSS students' career readiness.

**Statistical Tool**

In this study, the statistical tools of frequency count, weighted mean, and Pearson product-moment correlation are well-suited to analyze the data collected through the survey questionnaire. Here's how each of these tools will be applied:

**Frequency Count -** this was used to summarize the responses to categorical data, providing a clear picture of how many students selected each option in the survey.

**Weighted Mean -** this was used to determine the skills HUMSS students gained from their real-world internships.

**Ranking Technique** - this was used to arrange and organize the statements of HUMSS students based on what they agreed to, from the most agreed-upon statements to the least agreed-upon statements.

**Pearson Product-Moment Correlation -** this was applied to assess the relationship between two continuous variables. In this study, this tool is particularly

useful for the relationship between internship experiences and career readiness of HUMSS students. This tool was used to determine if there is a significant relationship between the experiences students gained during their internships, especially the skills they gained for their career readiness.

**CHAPTER IV**

**RESULTS AND DISCUSSIONS**

This chapter presents and discusses the relevant results of the gathered to be presented in tabular and textual terms. These were analyzed and interpreted according to the questions posed in this study.

**Table 1.1** evaluates how internships helped HUMSS students improve their leadership skills. Among the listed skills, the three highest-rated are "I learned to become accountable for the outcomes of my actions and decisions" with a weighted mean of (4.19), followed by "I developed my ability to motivate and inspire others" (4.06), and "I learned how to delegate tasks effectively" (3.94). These results demonstrate a strong impact on leadership development. On the other hand, the three lowest-rated response are: first, "I cannot express empathy towards others" with a weighted mean of (2.2); second, "I often act without integrity" with a weighted mean of (2.25); and lastly, "I am prone to burnout" with an average mean of (2.59). With a total weighted mean of (3.23), the results suggest that students agree that their internships improved their leadership abilities.

The findings strongly relate to the study of Dean, S. A. (2017), who emphasized the growing importance of soft skills like accountability, communication, and the ability to inspire others in today’s workforce. Dean highlighted that internships provide opportunities for students to develop leadership skills essential for adapting to diverse work environments. This aligns with the students' reported growth in accountability, task delegation, and motivating others, as reflected in the table. The study reinforces how internships serve as a practical platform for cultivating leadership abilities.

*Table 1.1 The soft skills HUMSS students gain during their internship in terms of leadership.*

|  |  |  |  |
| --- | --- | --- | --- |
| **A. Leadership** | **Weighted Mean** | **Rank** | **Interpretation** |
| 1. I learned how to delegate tasks effectively. | 3.94 | 3 | Moderately Agree |
| 2. I cannot express empathy towards others. | 2.2 | 10 | Moderately Disagree |
| 3. I developed my ability to motivate and inspire others. | 4.06 | 2 | Moderately Agree |
| 4. I use excessive control over others. | 2.94 | 6 | Agree |
| 5. I improved my skills in guiding others. I improved my skills in guiding others. | 3.91 | 4 | Moderately Agree |
| 6. I often act without integrity. | 2.25 | 9 | Moderately Disagree |
| 7. I became comfortable making decisions in a team setting. | 3.66 | 5 | Moderately Agree |
| 8. I am prone to burnout. | 2.59 | 8 | Moderately Disagree |
| 9. I learned to become accountable for the outcomes of my actions and decisions. | 4.19 | 1 | Moderately Agree |
| 10. I have resentment among others in my team or group. | 2.63 | 7 | Agree |
| **Average Weighted Mean** | **3.23** | | **Agree** |

Legend:

NUMERICAL SCALE

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

VERBAL INTERPRETATION

Strongly Agree

Moderately Agree

Agree

Moderately Disagree

Strongly Agree

**Table 1.2** evaluates how internships influenced HUMSS students' communication skills. Among the listed skills, the highest-rated are: "I learned to adjust my communication style to suit different audiences" with a weighted mean of (3.91),

followed by "I became better at active listening during conversations" (3.81), and "I became more comfortable giving and receiving constructive feedback" (3.81). These results demonstrate a strong improvement in students' communication skills. On the other hand, the lowest-rated responses are: first, "I lack communication towards my peers" with a weighted mean of (2.81); second, "I struggle giving clear instruction or directions" with an average mean of (2.87); and lastly, "I isolate myself in group settings" with a weighted mean of (2.84). reflecting challenges in peer communication and group interactions. With a total weighted mean of (3.38), the results suggest that students agree that their communication skills improved during their internships.

The findings are closely related to the study of Umali, L. E., & Tamayo, A. M. (2020), who found that work immersion programs significantly enhance students' communication skills. Their study highlighted that students showed strong improvements in workplace communication and teamwork through real-world experience.

This aligns with the students’ ability to adjust communication styles, actively listen, and provide constructive feedback, as shown in the table. These results demonstrate how internships help improve practical communication skills essential for success in group and peer interactions.Moreover, the evaluation of communication skills, notably the statement with a weighted mean of (3.91), the highest ranked statement, resonates with Dean, S. A. (2017). Dean discusses the increasing importance of interpersonal communication skills in a globally connected workplace, highlighting how adapting communication to diverse audiences is a crucial component of teamwork and collaboration.

*Table 1.2 The soft skills HUMSS students gain during their internship in terms of communication.*

|  |  |  |  |
| --- | --- | --- | --- |
| **B. Communication** | **Weighted Mean** | **Rank** | **Interpretation** |
| 1. I became better at active listening during conversations. | 3.81 | 2.5 | Moderately Agree |
| 2. I learned to be resistant to feedback. | 3.41 | 6 | Moderately Agree |
| 3. I became more comfortable speaking with ease and confidence. | 3.59 | 4.5 | Moderately Agree |
| 4. I rarely involved myself in social community. | 3.19 | 7 | Agree |
| 5. I became more comfortable giving and receiving constructive feedback. | 3.81 | 2.5 | Moderately Agree |
| 6. I lack communication towards my peers. | 2.81 | 10 | Agree |
| 7. I learned to adjust my communication style to suit different audiences. | 3.91 | 1 | Moderately Agree |
| 8. I isolate myself in group settings. | 2.88 | 8 | Agree |
| 9. I improved my ability to express ideas clearly and effectively. | 3.59 | 4.5 | Moderately Agree |
| 10. I struggle giving clear instructions or directions. | 2.84 | 9 | Agree |
| **Average Weighted Mean** | **3.38** | | **Agree** |

Legend:

NUMERICAL SCALE

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

VERBAL INTERPRETATION

Strongly Agree

Moderately Agree

Agree

Moderately Disagree

Strongly Disagree

**Table 1.3** evaluates the development of problem-solving skills among HUMSS students during their internship. Among the listed skills, the highest-rated are: "I learned

to evaluate the pros and cons of different solutions" with a weighted mean of (3.87), followed by "I learned to analyze problems from multiple perspectives" (3.7), and "I became more skilled at identifying the root causes of problems" (3.63). These results highlight that students felt their decision-making and analytical skills were well-developed. On the other hand, the lowest-rated items are: first, "I unconsciously rely on biases" with a weighted mean of (2.6); second, "I am prone to overthinking, leading to decision paralysis and wasted time" with a weighted mean of (2.77); and lastly, "I only focus too narrowly on a specific problem" with an average mean of (2.83). With a total weighted mean of (3.24), the results suggest that students moderately agree that their problem-solving skills were enhanced during the internship.

The findings connect well with Neyt, B., Verhaest, D., & Baert, S. (2019), who highlighted that internship experiences improve students' analytical and decision-making abilities, leading to better outcomes in the labor market. Their study showed that internships enhance critical thinking by exposing students to real-world challenges where they must evaluate options and make informed decisions. This aligns with the students' reported improvements in evaluating solutions, analyzing problems, and identifying root causes during their internships, as highlighted in the table.

Moreover, the findings related to leadership skills, especially the statement with the highest rank, can be connected to Lauwers, G. (2019). Lauwers emphasizes the growing importance of soft skills like self-awareness and adaptability in today’s workforce. The development of leadership skills through internships aligns with his assertion that employees need character skills such as perseverance and the ability to adapt to ever-changing work environments.

*Table 1.3 The soft skills HUMSS students gain during their internship in terms of problem-solving.*

|  |  |  |  |
| --- | --- | --- | --- |
| **C. Problem-Solving** | **Weighted Mean** | **Rank** | **Interpretation** |
| 1. I learned to analyze problems from multiple perspectives. | 3.69 | 2 | Moderately Agree |
| 2. I am prone to overthinking leading to over-analysis, causing decision paralysis and wasted time. | 2.81 | 8 | Agree |
| 3. I became better at providing solutions. | 3.5 | 5 | Moderately Agree |
| 4. When I am faced with problems, I become too stressed and anxious hindering me to clearly think. | 3 | 7 | Agree |
| 5. I learned to approach problems methodically and systematically. | 3.63 | 3 | Moderately Agree |
| 6. I only focus too narrowly on a specific problem. | 2.75 | 9 | Agree |
| 7. I became more skilled at identifying the root causes of problems. | 3.56 | 4 | Moderately Agree |
| 8. I unconsciously rely on biases. | 2.5 | 10 | Moderately Disagree |
| 9. I learned to evaluate the pros and cons of different solutions. | 3.91 | 1 | Moderately Agree |
| 10. I only focus on immediate problem resolution. | 3.03 | 6 | Agree |
| **Average Weighted Mean** | **3.24** | | **Agree** |

Legend:

NUMERICAL SCALE

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

VERBAL INTERPRETATION

Strongly Agree

Moderately Agree

Agree

Moderately Disagree

Strongly Disagree

**Table 1.4** shows that HUMSS students generally agree that their internship experiences help them develop key soft skills. With a weighted mean of 3.23, students indicate that they gain leadership skills during their internships. Similarly, the weighted mean of 3.38 for communication suggests that students feel their ability to communicate effectively is enhanced throughout the experience. Additionally, the weighted mean of 3.24 for problem-solving reflects that students agree their problem-solving capabilities improve as a result of their internships. Overall, these findings suggest that HUMSS students perceive their internships as valuable opportunities for enhancing important skills like leadership, communication, and problem-solving, which are essential for their future careers.

The study by Umali, L. E., and Tamayo, A. M. (2020) shows that work immersion programs help students improve important skills like communication, teamwork, and problem-solving. The study found that students feel well-supported during these programs, which helps them practice and develop these skills. By working on real tasks and solving real problems, students learn to communicate clearly, work well with others, and think of solutions to challenges. This shows that internships are important for helping students prepare for future jobs by giving them a chance to apply what they learn in school to real-world situations.

*Table 1.4. Summary of soft skills HUMSS students gain during their internship.*

|  |  |  |
| --- | --- | --- |
| **Indicators** | **Weighted Mean** | **Interpretation** |
| Leadership | 3.23 | Agree |
| Communication | 3.38 | Agree |
| Problem-Solving | 3.24 | Agree |

Legend:

NUMERICAL SCALE

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

VERBAL INTERPRETATION

Strongly Agree

Moderately Agree

Agree

Moderately Disagree

Strongly Disagree

**Table 2.1** evaluates how the management skills of HUMSS students gain during their internship in terms of management. Among the listed skills, the highest-rated ones are "I developed my ability to provide mentorship and support to elementary students as part of my internship." with a weighted mean of (3.94), followed by " I learned to create detailed project plans and timelines for tasks." (3.75), and "I became proficient in preparing and delivering project status reports to stakeholders." (3.47). These results demonstrate a strong development of management skill of the students. On the other hand, the three lowest-rated response are: first, '' I did not learn how to be accountable " with a weighted mean of (1.84); second, "I did not enhance my decision-making ability." with a weighted mean of (2.03); and lastly, "I cannot work under pressure." with an average of (2.47). With a total weighted mean of (2.91), the results suggest that students agree that their management skills gain during the internship.

*Table 2.1 The technical skills HUMSS students gain during their internship in terms of management.*

|  |  |  |  |
| --- | --- | --- | --- |
| **D. Management** | **Weighted Mean** | **Rank** | **Interpretation** |
| 1. I learned to create detailed project plans and timelines for tasks. | 3.75 | 2 | Moderately Agree |
| 2. I did not learn how to be accountable. | 1.84 | 10 | Moderately Disagree |
| 3. I developed skills in budgeting and resource allocation for projects. | 3.06 | 5 | Agree |
| 4. I did not enhance my decision-making ability. | 2.03 | 9 | Moderately Disagree |
| 5. I became proficient in preparing and delivering project status reports to stakeholders. | 3.47 | 3 | Moderately Agree |
| 6. I cannot work under pressure. | 2.47 | 8 | Moderately Disagree |
| 7. I learned how to conduct effective team meetings to discuss project updates and challenges. | 3.41 | 4 | Moderately Agree |
| 8. I am not capable of being over the control. | 2.59 | 6 | Moderately Disagree |
| 9. I developed my ability to provide mentorship and support to elementary students as part of my internship. | 3.94 | 1 | Moderately Agree |
| 10. I tend to rely on other to do certain tasks. | 2.53 | 7 | Moderately Disagree |
| **Average Weighted Mean** | **2.91** | | **Agree** |

Legend:

NUMERICAL SCALE

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

VERBAL INTERPRETATION

Strongly Agree

Moderately Agree

Agree

Moderately Disagree

Strongly Disagree

**Table 2.2** evaluates how the technical writing of HUMSS students gain during their internship in terms of technical writing. With a total weighted mean of (3.28), the result suggest that students agree that their technical writing skills were enhanced during the internship.

Among the listed skill, the highest-rated are ‘’I gained experience in writing reflective essays or reports on my internship experiences.’’ with weighted mean of (3.66), followed by ‘’I gained experience in drafting and editing research papers or articles for publication.” (3.59), and “I learned how to write clear instructions for elementary students.” (3.59). These results demonstrate a strong improvement of students in technical writing skills. On the other hand, the lowest-rated responses are: first, “I struggle with keeping my writing concise, often leading to unnecessarily long documents.” with a weighted mean of (2.69); second, “ I notice that repetitiveness in my writing can make the content feel dull and disengaging for readers.” with a weighted mean (2.91); and lastly, “When proofreading, I often miss or overlook errors.’’ with an average of (2.91).

The findings closely connect to Lindsay's (2017) assertion that real-world applications of classroom learning are essential for preparing students for workforce challenges. Lindsay emphasizes that internships and immersion programs provide opportunities for students to develop skills that go beyond traditional education, shaping their futures and influencing career paths. Similarly, the results in Table 2.2, with a total weighted mean of 3.28, demonstrate that HUMSS students significantly enhanced their technical writing skills during their internships. These improvements, such as writing clear instructions and reflective essays, reflect Lindsay's idea of aligning academic experiences with professional practice.

*Table 2.2 The technical skills HUMSS students gain during their internship in terms of technical writing.*

|  |  |  |  |
| --- | --- | --- | --- |
| **E. Technical Writing** | **Weighted Mean** | **Rank** | **Interpretation** |
| 1. I gained experience in drafting and editing research papers or articles for publication. | 3.59 | 2.5 | Moderately Agree |
| 2. Internship stifled my creativity. | 3.53 | 4 | Moderately Agree |
| 3. I developed my ability to create visual aids. | 3.22 | 7 | Agree |
| 4. I notice that repetitiveness in my writing can make the content feel dull and disengaging for readers. | 2.91 | 8.5 | Agree |
| 5. I learned to edit documents using software tools (e.g., MS Word, and Google Docs). | 3.44 | 5 | Moderately Agree |
| 6. When proofreading, I often miss or overlook errors. | 2.91 | 8.5 | Agree |
| 7. I gained experience in writing reflective essays or reports on my internship experiences. | 3.66 | 1 | Moderately Agree |
| 8. I find that using too much technical jargon can confuse non-expert readers. | 3.28 | 6 | Agree |
| 9. I learned how to write clear instructions for elementary students. | 3.59 | 2.5 | Moderately Agree |
| 10. I struggle with keeping my writing concise, often leading to unnecessarily long documents. | 2.69 | 10 | Agree |
| **Average Weighted Mean** | **3.28** | | **Agree** |

Legend:

NUMERICAL SCALE

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

VERBAL INTERPRETATION

Strongly Agree

Moderately Agree

Agree

Moderately Disagree

Strongly Disagree

**Table 2.3** evaluates how the research skills HUMSS students gain during their internship in terms of research. Among the listed skill, the highest-rated are ‘’I learned to review and critique studies and literature” with a weighted mean of (3.81), followed by “I learned to analyze situations effectively, which helps me pinpoint underlying problems” (3.84), and “I learned to dig deeper into problems, revealing valuable information that I might have missed.” (3.72). These results demonstrate a strong improvement in their research skill. On the other hand, the lowest-rated response are: first, “I struggle to formulate clear research questions, which can lead to unfocused studies’’ with a weighted mean of (2.75); second, “I struggle with the overwhelming amount of information, making it hard to find what is relevant “ with a weighted mean of (2.81); and lastly, “I often have difficulty analyzing data effectively, unclear conclusions” with an average of (2.81). With a total weighted mean of (3.26), the result suggest that students agree that their internships improved their research skill.

The findings align closely with the insights of Alic, J. A. (2018). Alic emphasizes that skills are difficult to observe and measure, but educational experiences like internships serve as a signal of potential and readiness for the workforce. While students demonstrated growth in analyzing situations and reviewing studies, their challenges—such as difficulty formulating research questions and managing overwhelming information—reflect the complexity of developing such skills. These findings support Alic's view that education, particularly through experiential learning like internships, plays a critical role in preparing students to adapt to evolving workplace demands.

*Table 2.3 The technical skills HUMSS students gain during their internship in terms of research.*

|  |  |  |  |
| --- | --- | --- | --- |
| **F. Research** | **Weighted Mean** | **Rank** | **Interpretation** |
| 1. I became better at using online resources to gather information. | 3.66 | 4 | Moderately Agree |
| 2. I struggle with the overwhelming amount of information, making it hard to find what is relevant. | 2.81 | 8.5 | Agree |
| 3. I became more adept at solving problems. | 3.28 | 5 | Agree |
| 4. I face challenges in ensuring source credibility, as misinformation is common. | 2.91 | 7 | Agree |
| 5. I learned to review and critique studies and literature. | 3.81 | 1 | Moderately Agree |
| 6. I can become overly reliant on a few sources, limiting my perspective. | 3 | 6 | Agree |
| 7. I learned to analyze situations effectively, which helps me pinpoint underlying problems. | 3.84 | 2 | Moderately Agree |
| 8. I often have difficulty analyzing data effectively, resulting in unclear conclusions. | 2.81 | 8.5 | Agree |
| 9. I learned to dig deeper into problems, revealing valuable information that I might have missed. | 3.72 | 3 | Moderately Agree |
| 10. I struggle to formulate clear research questions, which can lead to unfocused studies. | 2.75 | 10 | Agree |
| **Average Weighted Mean** | **3.26** | | **Agree** |

Legend:

NUMERICAL SCALE

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

VERBAL INTERPRETATION

Strongly Agree

Moderately Agree

Agree

Moderately Disagree

Strongly Disagree

**Table 2.4** shows that HUMSS students generally agree that their internships contribute to the development of essential technical skills. With a weighted mean of 3.91 for management, students agree that they acquire valuable management skills during their internship. The weighted mean of 3.28 for technical writing indicates that students also agree they enhance their ability to write technical documents. Similarly, the weighted mean of 3.26 for research suggests that students agree their research skills improve through their internship experiences. In conclusion, these findings reflect that HUMSS students perceive their internships as beneficial in developing important technical skills such as management, technical writing, and research, which are crucial in various professional settings.

*Table 2.4. Summary of technical skills HUMSS students gain during their internship.*

|  |  |  |
| --- | --- | --- |
| **Indicators** | **Weighted Mean** | **Interpretation** |
| Management | 3.91 | Agree |
| Technical Writing | 3.28 | Agree |
| Research | 3.26 | Agree |

Legend:

NUMERICAL SCALE

4.21 – 5.00

3.41 – 4.20

2.61 – 3.40

1.81 – 2.60

1.00 – 1.80

VERBAL INTERPRETATION

Strongly Agree

Moderately Agree

Agree

Moderately Disagree

Strongly Disagree

Lindsay (2017) explains that internships give students the chance to learn and practice important skills through real-world experiences. During internships, students often take on leadership roles where they plan, organize, and manage tasks. This helps them improve their management skills, making them better at working with others and reaching goals. Interns also practice technical writing when they write reports, document

their findings, or present their work. This helps them learn how to share complex information clearly. Research skills are another important part of internships, as students gather data, analyze it, and solve problems.

**Relationship Between the Soft Skills and Technical Skills HUMSS Students Gain During Their Internship**

This section demonstrates the interconnectedness between the soft skills that HUMSS students develop during their internships. The Pearson Product-Moment Correlation (PPMC) is used to analyze the relationship between these skills, providing insight into how they are related and contribute to overall career readiness.

*Table 3.1 Relationship between the soft skills and technical skills along with the three indicators.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Source** | | **Correlation** | | **Interpretation** | | **p-value** | | **Decision** | | **Interpretation** | |
| The soft skills and technical skills HUMSS students gain during their internship | 0.59 | | High Positive Correlation | | 0.00 | | Reject H0 | | Significant | |

Legend:

NUMERICAL SCALE

1.0

0.75 – 0.99

0.50 – 0.74

0.25 – 0.49

0.01 – 0.24

0

-0.01 - -0.24

-0.25 - -0.49

-0.50 - -0.74

-0.75 - -0.99

-1.0

VERBAL INTERPRETATION

Perfect Positive Correlation

Very High Positive Correlation

High Positive Correlation

Moderately Positive Correlation

Very Small Positive Correlation

No Correlation

Very Small Negative Correlation

Moderately Negative Correlation

High Negative Correlation

Very High Negative Correlation

Perfect Negative Correlation

**Table 3.1** shows a high positive correlation between the soft skills and technical skills that HUMSS students develop during their internships, with a variance of

relationship value of 0.59. This indicates that as students enhance their soft skills, there is a corresponding improvement in their technical skills, and vice versa. The p-value of 0.00, which is less than the standard significance level of 0.05, confirms the statistical significance of this relationship. Consequently, the null hypothesis (H₀), which posits no significant relationship between the two variables, is rejected.

Lindsay, A. (2017) highlights the importance of internships in fostering career readiness by allowing students to develop both soft skills (e.g., leadership, communication, and problem-solving) and technical skills (e.g., management, technical writing, and research). Lindsay emphasizes that these hands-on experiences provide students with practical applications of their academic knowledge, contributing to an increased understanding of their fields and overall career readiness. This supports the positive correlation shown in the table, where both soft and technical skills are enhanced through internships.

**Table 3.2** highlights the significant relationship between leadership skills and various technical skills that HUMSS students develop during their internships. For leadership and management, a variance of relationship value of 0.71 indicates a high positive correlation. This suggests that as students improve their leadership skills, their management skills also develop significantly. With a p-value of 0.00, which is well below the significance level of 0.05, the null hypothesis is rejected, confirming a meaningful and statistically significant relationship.

Similarly, the relationship between leadership and technical writing shows a variance value of 0.59, also indicating a high positive correlation. This means that as students enhance their leadership skills, their proficiency in technical writing also

improves. The p-value of 0.00 is below the threshold, leading to the rejection of the null hypothesis and affirming the significance of this relationship.

*Table 3.2 Relationship between the soft skills in leadership and technical skills HUMSS students gain during their internship.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Source** | | **Correlation** | | **Interpretation** | | **p-value** | | **Decision** | | **Interpretation** | |
| Leadership and Management | 0.71 | | High Positive Correlation | | 0.00 | | Reject H0 | | Significant | |
| Leadership and Technical Writing | 0.59 | | High Positive Correlation | | 0.00 | | Reject H0 | | Significant | |
| Leadership and Research | 0.67 | | High Positive Correlation | | 0.00 | | Reject H0 | | Significant | |

Legend:

NUMERICAL SCALE

1.0

0.75 – 0.99

0.50 – 0.74

0.25 – 0.49

0.01 – 0.24

0

-0.01 - -0.24

-0.25 - -0.49

-0.50 - -0.74

-0.75 - -0.99

-1.0

VERBAL INTERPRETATION

Perfect Positive Correlation

Very High Positive Correlation

High Positive Correlation

Moderately Positive Correlation

Very Small Positive Correlation

No Correlation

Very Small Negative Correlation

Moderately Negative Correlation

High Negative Correlation

Very High Negative Correlation

Perfect Negative Correlation

Lastly, the connection between leadership and research reveals a variance value of 0.67, signifying another high positive correlation. This demonstrates that stronger leadership skills are closely linked to better research abilities. The p-value of 0.00 supports rejecting the null hypothesis, verifying that the relationship is statistically significant.

In summary, the findings indicate that leadership skills are strongly and positively correlated with management, technical writing, and research skills. These results emphasize the importance of leadership development during internships, as it plays a

vital role in enhancing technical competencies that contribute to students' overall career readiness.

Alic's insights on the multidimensional nature of skills emphasize how practical, real-world experiences like internships help develop soft skills such as leadership, communication, and problem-solving, which align with the table's focus on leadership and technical skills. The significant correlations shown in the table (e.g., leadership and management, leadership and technical writing, leadership and research) reflect that these soft skills are practiced and reinforced during internships, just as Alic highlights.

*Table 3.3 Relationship between the soft skills in communication and technical skills HUMSS students gain during their internship.*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Source** | **Correlation** | | **Interpretation** | | **p-value** | | **Decision** | **Interpretation** |
| Communication and Management | | 0.63 | | High Positive Correlation | | 0.00 | Reject H0 | Significant |
| Communication and Technical Writing | | 0.55 | | High Positive Correlation | | 0.00 | Reject H0 | Significant |
| Communication and Research | | 0.62 | | High Positive Correlation | | 0.00 | Reject H0 | Significant |

Legend:

NUMERICAL SCALE

1.0

0.75 – 0.99

0.50 – 0.74

0.25 – 0.49

0.01 – 0.24

0

-0.01 - -0.24

-0.25 - -0.49

-0.50 - -0.74

-0.75 - -0.99

-1.0

VERBAL INTERPRETATION

Perfect Positive Correlation

Very High Positive Correlation

High Positive Correlation

Moderately Positive Correlation

Very Small Positive Correlation

No Correlation

Very Small Negative Correlation

Moderately Negative Correlation

High Negative Correlation

Very High Negative Correlation

Perfect Negative Correlation

**Table 3.3** examines the relationship between soft skills in communication and various technical skills (management, technical writing, and research) that HUMSS

students develop during their internships. The results reveal significant positive correlations across all three relationships.

For communication and management, the variance of relationship value is 0.63, indicating a high positive correlation. This suggests that as students improve their communication skills, their management abilities also develop significantly. The p-value of 0.00, which is well below the 0.05 significance level, leads to the rejection of the null hypothesis (H₀), confirming that this relationship is statistically significant.

The relationship between communication and technical writing shows a variance value of 0.55, also signifying a high positive correlation. This means that better communication skills are associated with improved technical writing abilities. The p-value of 0.00 supports the rejection of the null hypothesis, affirming the significance of this connection.

Lastly, the relationship between communication and research has a variance value of 0.62, representing a high positive correlation. This indicates that enhanced communication skills are strongly linked to better research capabilities. With a p-value of 0.00, the null hypothesis is rejected, confirming the statistical significance of this relationship.

In summary, the findings highlight the crucial role of communication skills in enhancing technical competencies, including management, technical writing, and research. These results emphasize the importance of developing strong communication skills during internships, as they contribute significantly to students' overall technical and professional growth.

Dean discusses the increasing importance of soft skills such as communication in today's work environment, emphasizing that these skills are highly valued by employers. This is consistent with the finding that communication is positively correlated with technical skills. The emphasis on communication skills in the modern workforce supports the high positive correlations between communication and technical skills (management, technical writing, and research), as shown in the table. It implies that communication is foundational to developing other skills that are critical for professional success.

*Table 3.4 Relationship between the soft skills in problem-solving and technical skills HUMSS students gain during their internship.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Source** | **Correlation** | **Interpretation** | **p-value** | **Decision** | **Interpretation** |
| Problem-Solving and Management | 0.58 | High Positive Correlation | 0.00 | Reject H0 | Significant |
| Problem-Solving and Technical Writing | 0.26 | Moderately Positive Correlation | 0.16 | Accept H0 | Not Significant |
| Problem-solving and Research | 0.56 | High Positive Correlation | 0.00 | Reject H0 | Significant |

Legend:

NUMERICAL SCALE

1.0

0.75 – 0.99

0.50 – 0.74

0.25 – 0.49

0.01 – 0.24

0

-0.01 - -0.24

-0.25 - -0.49

-0.50 - -0.74

-0.75 - -0.99

-1.0

VERBAL INTERPRETATION

Perfect Positive Correlation

Very High Positive Correlation

High Positive Correlation

Moderately Positive Correlation

Very Small Positive Correlation

No Correlation

Very Small Negative Correlation

Moderately Negative Correlation

High Negative Correlation

Very High Negative Correlation

Perfect Negative Correlation

**Table 3.4** explores the relationship between soft skills in problem-solving and various technical skills (management, technical writing, and research) that HUMSS

students develop during their internships. The findings reveal significant relationships for some technical skills while others show limited correlation.

For problem-solving and management, the variance of relationship value is 0.58, indicating a high positive correlation. This suggests that as students improve their problem-solving skills, their management abilities also tend to enhance. With a p-value of 0.00, which is below the significance threshold of 0.05, the null hypothesis (H₀) is rejected, confirming a statistically significant relationship.

The relationship between problem-solving and technical writing has a variance value of 0.26, which reflects a moderately positive correlation. While this indicates some degree of association, the p-value of 0.16 exceeds the 0.05 threshold, leading to the acceptance of the null hypothesis. This suggests that there is no statistically significant relationship between problem-solving skills and technical writing abilities.

In contrast, the relationship between problem-solving and research shows a variance value of 0.56, indicating a high positive correlation. This implies that enhanced problem-solving skills are strongly linked to better research capabilities. The p-value of 0.00 supports the rejection of the null hypothesis, confirming the statistical significance of this relationship.

In summary, the findings highlight that problem-solving skills are significantly related to management and research abilities, emphasizing their importance in developing these technical competencies. However, the relationship between problem-solving and technical writing appears less pronounced, suggesting that these skills may not be as closely interconnected in the context of internships.

Lindsay, A. (2017) highlights the value of internships in fostering problem-solving abilities and their application in technical tasks like research and technical writing. The source underscores that when students are involved in community projects or intensive internship programs, they develop both problem-solving and technical skills as they work on real-life challenges and solutions. This reinforces the interpretation of correlations in the table between problem-solving and technical writing or research.

**CHAPTER V**

**SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

The purpose of this study is to summarized the study that was conducted by the researchers. This chapter presented the summary, findings, conclusion and recommendation of each problem in the study.

**SUMMARY**

This study aimed to comprehend the impact of internship experiences on the career readiness of Grade 12 HUMSS students selected through purposive sampling who underwent the internship program within the premises of King Thomas Learning Academy, Inc. The municipality of Sipocot, Camarines Sur province served as the study's locale. A descriptive-correlational research design was employed in this as a quantitative research. The focus was on understanding the gains in soft skills (leadership, communication, problem-solving) and technical skills (management, technical writing, research) that students acquired during their internships and assessing any significant relationships between these skill sets. The study operated under the null hypothesis, which guided the research by anticipating no significant relationship between soft and technical skills gained. To collect data, a survey questionnaire with a 5-point Likert scale was utilized, featuring 60 questions to assess career readiness and skill development among 32 students who completed internships at the elementary department. Pearson Product-Moment Correlation was chosen to analyze the data and determine the relationship between internship experiences and career aspirations, focusing on skill development and industry exposure. The study sets the stage for understanding how

internship experiences can contribute to students' career readiness while noting that further data collection and analysis will be needed to draw definitive conclusions.

**Problem 1**

What are the soft skills do HUMSS students gain during their internship in terms of:

1. Leadership
2. Communication
3. Problem-Solving

**Findings**

HUMSS students agreed that their internship experience has contributed to their development of soft skill in leadership. This was proved by the total weighted mean score of 3.23. There is also an agreement between the HUMSS students that the internship helped them develop their soft skills in communication with an overall weighted mean of 3.38. Lastly, HUMSS students exhibit a fair level of confidence in terms of problem-solving skills acquired during internships, with overall weighted mean score of 3.24. Overall, HUMSS students generally acknowledged gaining the skills evaluated in the three areas (leadership, communication, and problem-solving), but their level of agreement was not strong. Instead, it indicates a moderate or neutral level of affirmation, suggesting that while they recognized some development in these areas, there is room for improvement.

**Conclusion**

According to the findings, it was realized that most of the respondents fairly agreed that the soft skills; leadership, communication, and problem-solving can be gained during the internship period. Therefore, we can conclude that the students gained these skills through their internships, but the scores imply only modest confidence in the extent of their development.

**Recommendation**

Considering the findings and conclusion, the researchers recommend that cooperating teachers plan structured activities, such as decision-making simulations, team collaboration tasks, and opportunities for interns to guide and motivate other students. Also, for **teachers and academic administrators, providing a structured template for** feedback within the academic setting which can also teach students how to give and receive constructive criticism, further preparing them for professional environments. Students are encouraged to reflect on their weaknesses, such as overthinking or excessive control, and seek guidance to improve these areas.

**Problem 2**

What are the technical skills do HUMSS students gain during their internship in terms of:

1. Management
2. Technical Writing
3. Research

**Findings**

HUMSS students generally agree that their internship experience has contributed to their development of technical skills in management. This evidenced by the total weighted mean score of 2.91. There is also an agreement between the HUMSS students that the internship helped them develop their soft skills in technical writing with an overall weighted mean of 3.28. Lastly, HUMSS students exhibit a fair level of confidence in terms of research skills acquired during internships, with overall weighted mean score of 3.26. Overall, HUMSS students generally acknowledged gaining the skills evaluated in the three areas (management, technical writing, and research), but their level of agreement was not strong. Instead, it indicates a moderate or neutral level of affirmation, suggesting that while they recognized some development in these areas, there is room for improvement.

**Conclusion**

According to the findings, it was realized that most of the respondents fairly agreed that the technical skills; management, technical writing, and research can be gained during the internship period. Therefore, while the internship experience is beneficial, there is room for improvement in fostering comprehensive research capabilities among HUMSS students.

**Recommendation**

Based on the findings, before deploying students to assist in a classroom, workshops and seminars that focus on Professionalism and Workplace Etiquette, Teaching Strategies, and Classroom Management are essential. These structures programs should also cover Lesson Planning, Effective Communication Skills, and Basic Technology for Teaching to ensure students can create engaging lessons, manage diverse learners, and use classroom tools effectively. By building these skills, students will be better prepared and more confident in their roles as classroom assistants or teaching interns.

**Problem 3**

Is there a significant relationship between the soft skills and technical skills HUMSS students gain during their internship?

**Findings**

The findings show a high positive correlation between the soft skills and technical skills that HUMSS students develop during their internships, with a variance of relationship value of 0.59. This indicates that as students enhance their soft skills, there is a corresponding improvement in their technical skills, and vice versa. The p-value of 0.02, which is less than the standard significance level of 0.05, confirms the statistical significance of this relationship. Consequently, the null hypothesis (H₀), which posits no significant relationship between the two variables, is rejected.

**Conclusion**

Based on the findings, it can be concluded that there is a significant and positive relationship between the development of soft skills and technical skills among HUMSS students during their internships. The high correlation and statistically significant results suggest that improvements in one skill area are closely associated with enhancements in the other. Internships provide an environment where students not only acquire specific technical expertise but also refine essential interpersonal and professional skills. This highlights the importance of well-structured internship programs in fostering both technical proficiency and soft skills among students, contributing to their overall career readiness.

**Recommendation**

Based on the findings, it was found out that the 2-week internship was not enough to fully develeop the soft skills in leadership, communication, and problem-solving, so as the technical skills in management, technical writing, and research. Therefore, it is recommended to propose a 1-month internship to ensure the development of these skills for the HUMSS students. Also, the results highlight how future researchers should further expand the concept of this study by comparing the academic performance of students with and without the internship experiences.

**APPENDIX A**

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**APPENDIX B**

**COMMUNICATION LETTER**

Department of Education

**KING THOMAS LEARNING ACADEMY, INC.**

Malubago, Sipocot Camarines Sur

October 16, 2024

**ANGELI P. MORADA**

Principal-SHS Department

King Thomas Learning Academy, Inc.

Ma’am:

Peaceful Greetings.

We, the Humanities and Social Sciences students of Grade 12- Mormont, are conducting a research titled “IMPACT OF INTERNSHP EXPERIENCES ON THE CAREER READINESS OF HUMSS STUDENTS” as a partial fulfillment for Practical Research II.

We are formally requesting your permission to conduct a research survey through this letter among the students at our institution. We pledge to follow whatever policies and procedures you determine are required for these kinds of events on school property. Thank you and God bless.

Respectfully yours,

**ABOGADO, JOHN FRANCIS B.**

**DELOS REYES, ASHLEY MAY B.**

**MAHUSAY, SEAN WILLIAM A.**

**TAGALA, KRISHALYN J.**

**TORRECAMPO, JULS MARIE A.**

**YMATA, JANELLE M.**

Noted by:

**GEM ERDY D. CAMINO**

Research Adviser

Endorsed by:

**MARY JOYCE N. RAMOS**Assistant Principal-SHS Department

Approved by:

**ANGELI P. MORADA**

Principal-SHS Department

Department of Education

**KING THOMAS LEARNING ACADEMY, INC.**

Malubago, Sipocot Camarines Sur

October 16, 2024

**MARY JOYCE N. RAMOS**

Assistant Principal-SHS Department / Panelist

King Thomas Learning Academy, Inc.

Ma’am:

Peaceful Greetings.

We, the Humanities and Social Sciences students of Grade 12- Mormont, are conducting a research titled “IMPACT OF INTERNSHP EXPERIENCES ON THE CAREER READINESS OF HUMSS STUDENTS” as a partial fulfillment for Practical Research II.

Given this, we would like to ask for your help in reviewing and validating our survey questionnaire. Any suggestions and recommendation you will give are very much welcome to improve our survey questionnaire. Thank you and God bless.

Respectfully yours,

**ABOGADO, JOHN FRANCIS B.**

**DELOS REYES, ASHLEY MAY B.**

**MAHUSAY, SEAN WILLIAM A.**

**TAGALA, KRISHALYN J.**

**TORRECAMPO, JULS MARIE A.**

**YMATA, JANELLE M.**

Noted by:

**GEM ERDY D. CAMINO**

Research Adviser

Approved by:

**MARY JOYCE N. RAMOS**

Assistant Principal-SHS Department / Panelist

Department of Education

**KING THOMAS LEARNING ACADEMY, INC.**

Malubago, Sipocot Camarines Sur

October 16, 2024

**ROSELLE S. ESTOY**

SHS Teacher / Panelist

King Thomas Learning Academy, Inc.

Ma’am:

Peaceful Greetings.

We, the Humanities and Social Sciences students of Grade 12- Mormont, are conducting a research titled “IMPACT OF INTERNSHP EXPERIENCES ON THE CAREER READINESS OF HUMSS STUDENTS” as a partial fulfillment for Practical Research II.

Given this, we would like to ask for your help in reviewing and validating our survey questionnaire. Any suggestions and recommendation you will give are very much welcome to improve our survey questionnaire. Thank you and God bless.

Respectfully yours,

**ABOGADO, JOHN FRANCIS B.**

**DELOS REYES, ASHLEY MAY B.**

**MAHUSAY, SEAN WILLIAM A.**

**TAGALA, KRISHALYN J.**

**TORRECAMPO, JULS MARIE A.**

**YMATA, JANELLE M.**

Noted by:

**GEM ERDY D. CAMINO**

Research Adviser

Approved by:

**ROSELLE S. ESTOY**

SHS Teacher / Panelist

Department of Education

**KING THOMAS LEARNING ACADEMY, INC.**

Malubago, Sipocot Camarines Sur

October 16, 2024

**FLORIAN M. ECALNER**

SHS Teacher / Panelist

King Thomas Learning Academy, Inc.

Ma’am:

Peaceful Greetings.

We, the Humanities and Social Sciences students of Grade 12- Mormont, are conducting a research titled “IMPACT OF INTERNSHP EXPERIENCES ON THE CAREER READINESS OF HUMSS STUDENTS” as a partial fulfillment for Practical Research II.

Given this, we would like to ask for your help in reviewing and validating our survey questionnaire. Any suggestions and recommendation you will give are very much welcome to improve our survey questionnaire. Thank you and God bless.

Respectfully yours,

**ABOGADO, JOHN FRANCIS B.**

**DELOS REYES, ASHLEY MAY B.**

**MAHUSAY, SEAN WILLIAM A.**

**TAGALA, KRISHALYN J.**

**TORRECAMPO, JULS MARIE A.**

**YMATA, JANELLE M.**

Noted by:

**GEM ERDY D. CAMINO**

Research Adviser

Approved by:

**FLORIAN M. ECALNER**

SHS Teacher / Panelist

Department of Education

**KING THOMAS LEARNING ACADEMY, INC.**

Malubago, Sipocot Camarines Sur

October 16, 2024

**JAHZIEL A. MAALA**

Grade 12 GAS 3 / HUMSS 1 Adviser

King Thomas Learning Academy, Inc.

Ma’am:

Peaceful Greetings.

We, the Humanities and Social Sciences students of Grade 12- Mormont, are conducting a research titled “IMPACT OF INTERNSHP EXPERIENCES ON THE CAREER READINESS OF HUMSS STUDENTS” as a partial fulfillment for Practical Research II.

This letter is to formally request permission to conduct a survey in your advisory class, Grade 12 HUMSS 1, as a part of our research study. We believe that the participation of your students will provide a valuable data that will contribute significantly to our research study. We appreciate your time and cooperation. Thank you and God bless.

Respectfully yours,

**ABOGADO, JOHN FRANCIS B.**

**DELOS REYES, ASHLEY MAY B.**

**MAHUSAY, SEAN WILLIAM A.**

**TAGALA, KRISHALYN J.**

**TORRECAMPO, JULS MARIE A.**

**YMATA, JANELLE M.**

Noted by:

**GEM ERDY D. CAMINO**

Research Adviser

Approved by:

**JAHZIEL A. MAALA**

Grade 12 GAS 3 / HUMSS 1 Adviser

Department of Education

**KING THOMAS LEARNING ACADEMY, INC.**

Malubago, Sipocot Camarines Sur

October 16, 2024

**MAY E. MORAL**

Grade 12 HUMSS 2 Adviser

King Thomas Learning Academy, Inc.

Ma’am:

Peaceful Greetings.

We, the Humanities and Social Sciences students of Grade 12- Mormont, are conducting a research titled “IMPACT OF INTERNSHP EXPERIENCES ON THE CAREER READINESS OF HUMSS STUDENTS” as a partial fulfillment for Practical Research II.

This letter is to formally request permission to conduct a survey in your advisory class, Grade 12 HUMSS 2, as a part of our research study. We believe that the participation of your students will provide a valuable data that will contribute significantly to our research study. We appreciate your time and cooperation. Thank you and God bless.

Respectfully yours,

**ABOGADO, JOHN FRANCIS B.**

**DELOS REYES, ASHLEY MAY B.**

**MAHUSAY, SEAN WILLIAM A.**

**TAGALA, KRISHALYN J.**

**TORRECAMPO, JULS MARIE A.**

**YMATA, JANELLE M.**

Noted by:

**GEM ERDY D. CAMINO**

Research Adviser

Approved by:

**MAY E. MORAL**

Grade 12 HUMSS 2 Adviser

Department of Education

**KING THOMAS LEARNING ACADEMY, INC.**

Malubago, Sipocot Camarines Sur

October 16, 2024

**GEM ERDY D. CAMINO**

Grade 12 HUMSS 3 Adviser

King Thomas Learning Academy, Inc.

Sir:

Peaceful Greetings.

We, the Humanities and Social Sciences students of Grade 12- Mormont, are conducting a research titled “IMPACT OF INTERNSHP EXPERIENCES ON THE CAREER READINESS OF HUMSS STUDENTS” as a partial fulfillment for Practical Research II.

This letter is to formally request permission to conduct a survey in your advisory class, Grade 12 HUMSS 3, as a part of our research study. We believe that the participation of your students will provide a valuable data that will contribute significantly to our research study. We appreciate your time and cooperation. Thank you and God bless.

Respectfully yours,

**ABOGADO, JOHN FRANCIS B.**

**DELOS REYES, ASHLEY MAY B.**

**MAHUSAY, SEAN WILLIAM A.**

**TAGALA, KRISHALYN J.**

**TORRECAMPO, JULS MARIE A.**

**YMATA, JANELLE M.**

Noted by:

**GEM ERDY D. CAMINO**

Research Adviser

Approved by:

**GEM ERDY D. CAMINO**

Grade 12 HUMSS 3 Adviser

**APPENDIX C**

**SAMPLE QUESTIONNAIRE**

Department of Education

**KING THOMAS LEARNING ACADEMY, INC.**

Malubago, Sipocot Camarines Sur

Survey Questionnaire

**IMPACT OF INTERNSHIP EXPERIENCES ON THE CAREER READINESS OF HUMSS STUDENTS**

Dear Respondents,

Good day. Thank you for taking the time to participate in this survey. Your responses are valuable to the research and will contribute to a better understanding of the impact of your internship experiences on your career readiness. Please answer each question honestly based on your own experiences and opinions. Your responses are completely confidential and will only be used for research purposes.

Name (optional): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade and Section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Please take a moment to carefully read each statement below. For each item, choose the response that best represents your level of agreement based on the following legend:

**Legend:**

5 - Strongly Agree

4 - Moderately Agree

3 - Agree

2 - Moderately Disagree

1 - Strongly Disagree

**SOP1: What are the soft skills do HUMSS students gain during their internship?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **a. Leadership** | **Strongly Agree (5)** | **Moderately Agree**  **(4)** | **Agree (3)** | **Moderately Disagree (2)** | **Strongly Disagree**  **(1)** |
| 1. I learned how to delegate tasks effectively. |  |  |  |  |  |
| 1. I cannot express empathy towards others. |  |  |  |  |  |
| 1. I developed my ability to motivate and inspire others. |  |  |  |  |  |
| 1. I use excessive control over others. |  |  |  |  |  |
| 1. I improved my skills in guiding others. |  |  |  |  |  |
| 1. I often act without integrity. |  |  |  |  |  |
| 1. I became comfortable making decisions in a team setting. |  |  |  |  |  |
| 1. I am prone to burnout. |  |  |  |  |  |
| 1. I learned to become accountable for the outcomes of my actions and decisions. |  |  |  |  |  |
| 1. I have resentment among others in my team or group. |  |  |  |  |  |
| **b. Communication** | | | | | |
| 1. I became better at active listening during conversations. |  |  |  |  |  |
| 1. I learned to be resistant to feedback. |  |  |  |  |  |
| 1. I became more comfortable speaking with ease and confidence. |  |  |  |  |  |
| 1. I rarely involved myself in social community. |  |  |  |  |  |
| 1. I became more comfortable giving and receiving constructive feedback. |  |  |  |  |  |
| 1. I lack communication towards my peers. |  |  |  |  |  |
| 1. I learned to adjust my communication style to suit different audiences. |  |  |  |  |  |
| 1. I isolate myself in group settings. |  |  |  |  |  |
| 1. I improved my ability to express ideas clearly and effectively. |  |  |  |  |  |
| 1. I struggle giving clear instructions or directions. |  |  |  |  |  |
| **c. Problem-Solving** | | | | | |
| 1. I learned to analyze problems from multiple perspectives. |  |  |  |  |  |
| 1. I am prone to overthinking leading to over-analysis, causing decision paralysis and wasted time. |  |  |  |  |  |
| 1. I became better at providing solutions. |  |  |  |  |  |
| 1. When I am faced with problems, I become too stressed and anxious hindering me to clearly think. |  |  |  |  |  |
| 1. I learned to approach problems methodically and systematically. |  |  |  |  |  |
| 1. I only focus too narrowly on a specific problem. |  |  |  |  |  |
| 1. I became more skilled at identifying the root causes of problems. |  |  |  |  |  |
| 1. I unconsciously rely on biases. |  |  |  |  |  |
| 1. I learned to evaluate the pros and cons of different solutions. |  |  |  |  |  |
| 1. I only focus on immediate problem resolution. |  |  |  |  |  |

**SOP2: What are the technical skills do HUMSS students gain during their internship?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **a. Management** | **Strongly Agree (5)** | **Moderately Agree**  **(4)** | **Agree (3)** | **Moderately Disagree (2)** | **Strongly Disagree**  **(1)** |
| 1. I learned to create detailed project plans and timelines for tasks. |  |  |  |  |  |
| 1. I did not learn how to be accountable. |  |  |  |  |  |
| 1. I developed skills in budgeting and resource allocation for projects. |  |  |  |  |  |
| 1. I did not enhance my decision-making ability. |  |  |  |  |  |
| 1. I became proficient in preparing and delivering project status reports to stakeholders. |  |  |  |  |  |
| 1. I cannot work under pressure. |  |  |  |  |  |
| 1. I learned how to conduct effective team meetings to discuss project updates and challenges. |  |  |  |  |  |
| 1. I am not capable of being over the control. |  |  |  |  |  |
| 1. I developed my ability to provide mentorship and support to elementary students as part of my internship. |  |  |  |  |  |
| 1. I tend to rely on other to do certain tasks. |  |  |  |  |  |
| **b. Technical Writing** | | | | | |
| 1. I gained experience in drafting and editing research papers or articles for publication. |  |  |  |  |  |
| 1. Internship stifled my creativity. |  |  |  |  |  |
| 1. I developed my ability to create visual aids. |  |  |  |  |  |
| 1. I notice that repetitiveness in my writing can make the content feel dull and disengaging for readers. |  |  |  |  |  |
| 1. I learned to edit documents using software tools (e.g., MS Word, and Google Docs). |  |  |  |  |  |
| 1. When proofreading, I often miss or overlook errors. |  |  |  |  |  |
| 1. I gained experience in writing reflective essays or reports on my internship experiences. |  |  |  |  |  |
| 1. I find that using too much technical jargon can confuse non-expert readers. |  |  |  |  |  |
| 1. I learned how to write clear instructions for elementary students. |  |  |  |  |  |
| 1. I struggle with keeping my writing concise, often leading to unnecessarily long documents. |  |  |  |  |  |
| **c. Research** | | | | | |
| 1. I became better at using online resources to gather information. |  |  |  |  |  |
| 1. I struggle with the overwhelming amount of information, making it hard to find what is relevant. |  |  |  |  |  |
| 1. I became more adept at solving problems. |  |  |  |  |  |
| 1. I face challenges in ensuring source credibility, as misinformation is common. |  |  |  |  |  |
| 1. I learned to review and critique studies and literature. |  |  |  |  |  |
| 1. I can become overly reliant on a few sources, limiting my perspective. |  |  |  |  |  |
| 1. I learned to analyze situations effectively, which helps me pinpoint underlying problems. |  |  |  |  |  |
| 1. I often have difficulty analyzing data effectively, resulting in unclear conclusions. |  |  |  |  |  |
| 1. I learned to dig deeper into problems, revealing valuable information that I might have missed. |  |  |  |  |  |
| 1. I struggle to formulate clear research questions, which can lead to unfocused studies. |  |  |  |  |  |

**APPENDIX D**

**TALLY OF THE RESPONSES OF RESPONDENTS**

**SOP1: What are the soft skills do HUMSS students gain during their internship?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **a. Leadership** | **Strongly Agree (5)** | **Moderately Agree**  **(4)** | **Agree (3)** | **Moderately Disagree (2)** | **Strongly Disagree**  **(1)** |
| 1. I learned how to delegate tasks effectively. | 8 | 16 | 6 | 2 | 0 |
| 1. I cannot express empathy towards others. | 2 | 2 | 6 | 11 | 11 |
| 1. I developed my ability to motivate and inspire others. | 10 | 15 | 6 | 1 | 0 |
| 1. I use excessive control over others. | 3 | 8 | 9 | 8 | 4 |
| 1. I improved my skills in guiding others. | 9 | 15 | 5 | 2 | 1 |
| 1. I often act without integrity. | 3 | 2 | 5 | 12 | 10 |
| 1. I became comfortable making decisions in a team setting. | 9 | 7 | 12 | 4 | 0 |
| 1. I am prone to burnout. | 2 | 4 | 12 | 7 | 7 |
| 1. I learned to become accountable for the outcomes of my actions and decisions. | 14 | 11 | 6 | 1 | 0 |
| 1. I have resentment among others in my team or group. | 4 | 6 | 7 | 4 | 11 |
| **b. Communication** | | | | | |
| 1. I became better at active listening during conversations. | 8 | 15 | 6 | 1 | 2 |
| 1. I learned to be resistant to feedback. | 6 | 11 | 7 | 6 | 2 |
| 1. I became more comfortable speaking with ease and confidence. | 5 | 12 | 12 | 3 | 0 |
| 1. I rarely involved myself in social community. | 3 | 9 | 11 | 9 | 0 |
| 1. I became more comfortable giving and receiving constructive feedback. | 8 | 13 | 8 | 3 | 0 |
| 1. I lack communication towards my peers. | 3 | 4 | 12 | 10 | 3 |
| 1. I learned to adjust my communication style to suit different audiences. | 7 | 15 | 10 | 0 | 0 |
| 1. I isolate myself in group settings. | 2 | 8 | 9 | 10 | 3 |
| 1. I improved my ability to express ideas clearly and effectively. | 6 | 11 | 11 | 4 | 0 |
| 1. I struggle giving clear instructions or directions. | 5 | 4 | 7 | 13 | 3 |
| **c. Problem-Solving** | | | | | |
| 1. I learned to analyze problems from multiple perspectives. | 5 | 14 | 11 | 2 | 0 |
| 1. I am prone to overthinking leading to over-analysis, causing decision paralysis and wasted time. | 3 | 8 | 6 | 10 | 5 |
| 1. I became better at providing solutions. | 4 | 12 | 12 | 4 | 0 |
| 1. When I am faced with problems, I become too stressed and anxious hindering me to clearly think. | 2 | 10 | 9 | 8 | 3 |
| 1. I learned to approach problems methodically and systematically. | 4 | 15 | 10 | 3 | 0 |
| 1. I only focus too narrowly on a specific problem. | 1 | 8 | 9 | 10 | 4 |
| 1. I became more skilled at identifying the root causes of problems. | 4 | 15 | 9 | 3 | 1 |
| 1. I unconsciously rely on biases. | 0 | 6 | 12 | 6 | 8 |
| 1. I learned to evaluate the pros and cons of different solutions. | 9 | 14 | 6 | 3 | 0 |
| 1. I only focus on immediate problem resolution. | 3 | 7 | 12 | 8 | 2 |

**SOP2: What are the technical skills do HUMSS students gain during their internship?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **a. Management** | **Strongly Agree (5)** | **Moderately Agree**  **(4)** | **Agree (3)** | **Moderately Disagree (2)** | **Strongly Disagree**  **(1)** |
| 1. I learned to create detailed project plans and timelines for tasks. | 5 | 17 | 7 | 3 | 0 |
| 1. I did not learn how to be accountable. | 0 | 3 | 1 | 16 | 12 |
| 1. I developed skills in budgeting and resource allocation for projects. | 1 | 9 | 16 | 3 | 3 |
| 1. I did not enhance my decision-making ability. | 1 | 1 | 6 | 14 | 10 |
| 1. I became proficient in preparing and delivering project status reports to stakeholders. | 3 | 13 | 12 | 4 | 0 |
| 1. I cannot work under pressure. | 3 | 3 | 7 | 12 | 7 |
| 1. I learned how to conduct effective team meetings to discuss project updates and challenges. | 4 | 12 | 10 | 5 | 1 |
| 1. I am not capable of being over the control. | 2 | 4 | 8 | 15 | 3 |
| 1. I developed my ability to provide mentorship and support to elementary students as part of my internship. | 10 | 12 | 8 | 2 | 0 |
| 1. I tend to rely on other to do certain tasks. | 2 | 5 | 7 | 12 | 6 |
| **b. Technical Writing** | | | | | |
| 1. I gained experience in drafting and editing research papers or articles for publication. | 7 | 9 | 12 | 4 | 0 |
| 1. Internship stifled my creativity. | 5 | 14 | 8 | 3 | 2 |
| 1. I developed my ability to create visual aids. | 2 | 13 | 10 | 4 | 3 |
| 1. I notice that repetitiveness in my writing can make the content feel dull and disengaging for readers. | 3 | 5 | 14 | 6 | 4 |
| 1. I learned to edit documents using software tools (e.g., MS Word, and Google Docs). | 8 | 9 | 7 | 5 | 3 |
| 1. When proofreading, I often miss or overlook errors. | 1 | 9 | 10 | 10 | 2 |
| 1. I gained experience in writing reflective essays or reports on my internship experiences. | 9 | 12 | 6 | 1 | 4 |
| 1. I find that using too much technical jargon can confuse non-expert readers. | 7 | 8 | 8 | 5 | 4 |
| 1. I learned how to write clear instructions for elementary students. | 6 | 13 | 9 | 2 | 2 |
| 1. I struggle with keeping my writing concise, often leading to unnecessarily long documents. | 2 | 7 | 9 | 7 | 7 |
| **c. Research** | | | | | |
| 1. I became better at using online resources to gather information. | 7 | 13 | 9 | 0 | 3 |
| 1. I struggle with the overwhelming amount of information, making it hard to find what is relevant. | 2 | 8 | 8 | 10 | 4 |
| 1. I became more adept at solving problems. | 2 | 12 | 13 | 3 | 2 |
| 1. I face challenges in ensuring source credibility, as misinformation is common. | 2 | 8 | 10 | 9 | 3 |
| 1. I learned to review and critique studies and literature. | 7 | 15 | 7 | 3 | 0 |
| 1. I can become overly reliant on a few sources, limiting my perspective. | 1 | 9 | 13 | 7 | 2 |
| 1. I learned to analyze situations effectively, which helps me pinpoint underlying problems. | 10 | 9 | 11 | 2 | 0 |
| 1. I often have difficulty analyzing data effectively, resulting in unclear conclusions. | 2 | 6 | 12 | 8 | 4 |
| 1. I learned to dig deeper into problems, revealing valuable information that I might have missed. | 9 | 9 | 10 | 4 | 0 |
| 1. I struggle to formulate clear research questions, which can lead to unfocused studies. | 3 | 5 | 8 | 13 | 3 |

**APPENDIX E**

**STATISTICAL COMPUTATIONS**

**COMPUTATION OF THE WEIGHTED MEAN FOR INDICATORS**

**LEADERSHIP**

1.

= 3.94

2.

= 2.2

3.

= 4.06

4.

= 2.94

5.

= 3.91

6.

= 2.25

7.

= 3.66

8.

= 2.6

9.

= 4.19

10.

= 2.63

**COMMUNICATION**

1.

= 3.81

2.

= 3.41

3.

= 3.59

4.

= 3.19

5.

= 3.81

6.

= 2.81

7.

= 3.91

8.

= 2.88

9.

= 3.59

10.

= 2.84

**PROBLEM-SOLVING**

1.

= 3.69

2.

= 2.81

3.

= 3.5

4.

= 3

5.

= 3.62

6.

= 2.75

7.

= 3.56

8.

= 2.5

9.

= 3.91

10.

= 3.03

**MANAGEMENT**

1.

= 3.75

2.

= 1.84

3.

= 3.06

4.

= 2.03

5.

= 3.47

6.

= 2.47

7.

= 3.41

8.

= 2.59

9.

= 3.93

10.

= 2.5

**TECHNICAL WRITING**

1.

= 3.59

2.

= 3.53

3.

= 3.22

4.

= 2.91

5.

= 3.44

6.

= 2.91

7.

= 3.66

8.

= 3.28

9.

= 3.59

10.

= 2.69

**RESEARCH**

1.

= 3.66

2.

= 2.81

3.

= 3.28

4.

= 2.91

5.

= 3.81

6.

= 3

7.

= 3.84

8.

= 2.81

9.

= 3.72

10.

= 2.75

**COMPUTATION OF THE WEIGHTED MEAN FOR RESPONDENTS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Respondents | Leadership | Communication | Problem-Solving | Management | Technical Writing | Research |
| 1 | 2.7 | 3.1 | 2.7 | 3 | 3.4 | 3.8 |
| 2 | 3.8 | 3.8 | 3.9 | 3.1 | 3.6 | 3.8 |
| 3 | 3.1 | 3.2 | 3.5 | 2.8 | 3.2 | 3 |
| 4 | 2.2 | 3.1 | 2.7 | 2.5 | 2.8 | 2.6 |
| 5 | 2.7 | 2.3 | 3 | 2.6 | 3.5 | 3 |
| 6 | 3.5 | 3.6 | 3.3 | 3.2 | 3.4 | 3.7 |
| 7 | 3.5 | 3.4 | 3.6 | 3.2 | 3.6 | 3 |
| 8 | 3.7 | 4.1 | 3 | 2.8 | 3.6 | 3.1 |
| 9 | 2.5 | 3.4 | 3.5 | 2.8 | 1.7 | 2.8 |
| 10 | 3 | 3.3 | 3.2 | 3.2 | 3.2 | 3.2 |
| 11 | 3.2 | 3.2 | 3 | 2.8 | 2.8 | 3.1 |
| 12 | 2.4 | 2.6 | 2.8 | 1.9 | 1.8 | 1.8 |
| 13 | 2.5 | 2.9 | 3.2 | 2.5 | 2 | 2.4 |
| 14 | 3.2 | 3.4 | 3.7 | 2.5 | 3.4 | 3.8 |
| 15 | 4.3 | 4.7 | 4.5 | 4.3 | 4.5 | 4.5 |
| 16 | 3.1 | 3.3 | 3.7 | 2.8 | 3.5 | 3.7 |
| 17 | 3.5 | 2.9 | 2.6 | 3.1 | 3.5 | 3 |
| 18 | 3.4 | 2.7 | 2.9 | 2.7 | 3.3 | 3.4 |
| 19 | 3.9 | 3.8 | 3.6 | 4.1 | 4.4 | 3.9 |
| 20 | 3.4 | 3.4 | 3.2 | 2.5 | 2.7 | 3.2 |
| 21 | 2.6 | 3.1 | 3.4 | 1.9 | 2.1 | 3.5 |
| 22 | 2.8 | 3.6 | 2.3 | 2.2 | 4.4 | 3.4 |
| 23 | 3 | 3.5 | 3.2 | 3.7 | 4.4 | 3.9 |
| 24 | 2.7 | 2.9 | 2.7 | 2.9 | 3.4 | 2.8 |
| 25 | 3 | 3.4 | 3.3 | 2.9 | 3.1 | 3.2 |
| 26 | 4.6 | 4.3 | 3.8 | 3.1 | 3.9 | 4.5 |
| 27 | 5 | 4.4 | 4.1 | 4.1 | 4.1 | 4.3 |
| 28 | 4 | 3.8 | 3.8 | 3.5 | 3.1 | 3.3 |
| 29 | 3.3 | 3.5 | 2.6 | 2.6 | 3.2 | 2.7 |
| 30 | 2.8 | 2.8 | 2.5 | 2.8 | 2.7 | 2.8 |
| 31 | 2.9 | 3.4 | 3 | 2.6 | 3 | 2.5 |
| 32 | 3 | 3.4 | 3.2 | 2.4 | 3.7 | 2.6 |

**COMPUTATION OF THE CORRELATION AND P-VALUE**

|  |  |  |  |
| --- | --- | --- | --- |
| Soft Skills and Technical Skills | | | |
| r | df | tstat | p-value |
| 0.586323365 | 30 | 3.96434527 | 0.000421118 |

|  |  |  |
| --- | --- | --- |
| Leadership and Management | Leadership and Technical Writing | Leadership and Research |
|
|
| r | r | r |
| 0.708453143 | 0.59346625 | 0.671642706 |
| df | df | df |
| 30 | 30 | 30 |
| tstat | tstat | tstat |
| 5.498143123 | 4.038656491 | 4.965395744 |
| p-value | p-value | p-value |
| 0.000005708 | 0.000343322 | 0.000007106 |

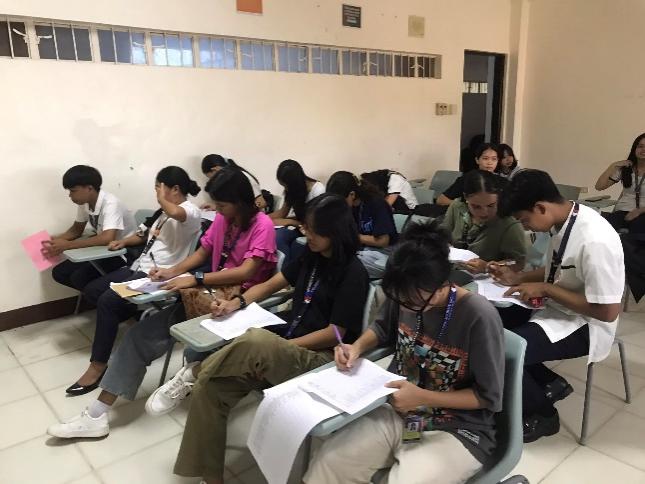
|  |  |  |
| --- | --- | --- |
| Communication and Management | Communication and Technical Writing | Communication and Research |
|
|
| r | r | r |
| 0.627864779 | 0.548225297 | 0.620492305 |
| df | df | df |
| 30 | 30 | 30 |
| tstat | tstat | tstat |
| 4.41842205 | 3.590390326 | 4.333743941 |
| p-value | p-value | p-value |
| 0.000119611 | 0.001160646 | 0.00002758 |

|  |  |  |
| --- | --- | --- |
| Problem-Solving and Managemnt | Problem-Solving and Technical Writing | Problem-Solving and Research |
|
|
| r | r | r |
| 0.580434893 | 0.255952708 | 0.563099084 |
| df | df | df |
| 30 | 30 | 30 |
| tstat | tstat | tstat |
| 3.904146925 | 1.450218506 | 3.73216397 |
| p-value | p-value | p-value |
| 0.000496589 | 0.15737312 | 0.000792668 |

**APPENDIX F**

**DOCUMENTATION**

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**APPENDIX G**

**CURRICULUM VITAE**

**JOHN FRANCIS BARRAMEDA ABOGADO**

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**PERSONAL BACKGROUND:**

**Date of Birth:** December 1, 2006

**Age:** 18

**Religion:** Roman Catholic

**Civil Status:** Single

**Gender:** Male

**Citizenship:** Filipino

**EDUCATIONAL ATTAINMENT:**

**Secondary:** King Thomas Learning Academy, Inc.

Malubago, Sipocot, Camarines Sur

2024-2025

Central Bicol State University of Agriculture

Impig, Sipocot, Camarines Sur

2022-2023

**Primary:** Sipocot North Central School.

Impig, Sipocot, Camarines Sur

2018-2019

**STRENGTHS**

* Communication
* Adaptablity
* Collaboration

**CHARACTER REFERENCES:**

**KATE JASMIN AVECILLA**

Instructor – Central Bicol State University of Agriculture

**ANGELI P. MORADA**

Principal-SHS Department – King Thomas Learning Academy, Inc.

**ASHLEY MAY BAESA DELOS REYES**

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**PERSONAL BACKGROUND:**

**Date of Birth:** September 28, 2006

**Age:** 18

**Religion:** Born Again Christian

**Civil Status:** Single

**Gender:** Female

**Citizenship:** Filipino

**EDUCATIONAL ATTAINMENT:**

**Secondary:** King Thomas Learning Academy, Inc.

Malubago, Sipocot, Camarines Sur

2024-2025

Central Bicol State University of Agriculture

Impig, Sipocot, Camarines Sur

2022-2023

**Primary:** Sipocot North Central School.

Impig, Sipocot, Camarines Sur

2018-2019

**STRENGTHS**

* Leadership
* Critical Thinking
* Creativity

**CHARACTER REFERENCES:**

**KATE JASMIN AVECILLA**

Instructor – Central Bicol State University of Agriculture

**ANGELI P. MORADA**

Principal-SHS Department – King Thomas Learning Academy, Inc.

**SEAN WILLIAM ABELLA MAHUSAY**

Mantila, Sipocot, Camarines Sur

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**PERSONAL BACKGROUND:**

**Date of Birth:** June 11, 2007

**Age:** 17

**Religion:** Roman Catholic

**Civil Status:** Single

**Gender:** Male

**Citizenship:** Filipino

**EDUCATIONAL ATTAINMENT:**

**Secondary:** King Thomas Learning Academy, Inc.

Malubago, Sipocot, Camarines Sur

2024-2025

Sipocot National High School

Tara, Sipocot, Camarines Sur

2022-2023

**Primary:** Mantila Elementary School

Mantila, Sipocot, Camarines Sur

2018-2019

**STRENGTHS**

* Collaboration
* Decision-Making
* Innovation
* Commitment

**CHARACTER REFERENCES:**

**JOHN MARK BORELA**

Area Inspector ( Bank Detachment) Bos Security - Quezon City

**ANGELI P. MORADA**

Principal-SHS Department – King Thomas Learning Academy, Inc.

**KRISHALYN JAVIER TAGALA**

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**PERSONAL BACKGROUND:**

**Date of Birth:** February 4, 2007

**Age:** 17

**Religion:** Roman Catholic

**Civil Status:** Single

**Gender:** Female

**Citizenship:** Filipino

**EDUCATIONAL ATTAINMENT:**

**Secondary:** King Thomas Learning Academy, Inc.

Malubago, Sipocot, Camarines Sur

2024-2025

Sipocot National High School

Tara, Sipocot, Camarines Sur

2022-2023

**Primary:** Sipocot South Central School

South Centro, Sipocot, Camarines Sur

2018-2019

**STRENGTHS**

* Communication
* Adaptablity
* Leadership
* Creativity

**CHARACTER REFERENCES:**

**MARICEL J. SAN AGUSTIN**

Teacher III - Bulawan Elemenary School

**APRIL ELAINE METRAN**

Teacher / Scout Adviser - Sipocot National High School

**JULS MARIE AGOR TORRECAMPO**

Happy Homes, Malubago, Sipocot, Camarines Sur

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**PERSONAL BACKGROUND:**

**Date of Birth:**

**Age:**

**Religion:**

**Civil Status:**

**Gender:**

**Citizenship:**

July 28, 2007

17

Roman Catholic

Single

Female

Filipino

**EDUCATIONAL ATTAINMENT:**

**Secondary:**

King Thomas Learning Academy, Inc.

Malubago, Sipocot, Camarines Sur

2024-2025

King Thomas Learning Academy, Inc.

Malubago, Sipocot, Camarines Sur

2022-2023

**Primary:**

Sipocot South Central School.

South Centro, Sipocot, Camarines Sur

2018-2019

**STRENGTHS**

* Problem-Solving
* Creative Writing
* Journalism
* Debating

**CHARACTER REFERENCES:**

**PROSPERO B. EBORDE IV**

Language Program Director – King Thomas Learning Academy, Inc.

**MARY JOYCE N. RAMOS**

Assistant Principal-SHS Department – King Thomas Academy, Inc. / Apollo Debate Society Adviser

**ANGELI P. MORADA**

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**PERSONAL BACKGROUND:**

**Date of Birth:** September 4, 2004

**Age:** 20

**Religion:** Born Again Christian

**Civil Status:** Single

**Gender:** Female

**Citizenship:** Filipino

**EDUCATIONAL ATTAINMENT:**

**Secondary:** King Thomas Learning Academy, Inc.

Malubago, Sipocot, Camarines Sur

2024-2025

Sipocot National High School

Tara, Sipocot, Camarines Sur

2022-2023

**Primary:** Sipocot North Central School

Impig, Sipocot, Camarines Sur

2018-2019

**STRENGTHS**

* Flexibility
* Adaptablity
* Independent Learning
* Curiosity

**CHARACTER REFERENCES:**

**REYNALDO P. MALLARI**

Christian Church Vigaan Senior

**ANGELI P. MORADA**

Principal-SHS Department – King Thomas Learning Academy, Inc.