

ACQUIRED SKILLS OF STUDENT INTERNS AND HOST TRAINING ESTABLISHMENTS SATISFACTION

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ABSTRACT

This study examined the relationship between the skill development of student interns and the satisfaction levels of host training establishments (HTEs). Using a quantitative research design, data were collected from one hundred HTE employees through a structured questionnaire and analyzed using descriptive-correlational statistics. The results revealed that interns demonstrated strong proficiency in both computer literacy and communication, while host establishments expressed high satisfaction with the organization and management of the internship program. However, certain areas, such as adaptability to new digital tools, written communication, cybersecurity awareness, and readiness for future employment, require further improvement. Correlation analysis indicated no significant relationship between acquired skills and host satisfaction, suggesting that other factors, such as attitude and work ethic, may have a greater influence. The study concludes that internship programs effectively enhance student competencies but should place greater emphasis on digital adaptability, written communication, and pre-internship preparation to meet evolving industry standards.

Keywords: *acquired skills, satisfaction, student interns, on-the-job training*

1. INTRODUCTION

Internships are essential in bridging the gap between academic learning and professional practice, enabling students to acquire practical experience and industry-specific skills. According to McKenzie et al. (2015), internships provide valuable opportunities for students to develop essential skills and for organizations to evaluate potential employees. These programs enhance employability by equipping students with both technical and interpersonal skills, which are highly valued in the job market. It not only enhances student employability but also provides host training establishments (HTE) with opportunities to assess potential future employees and contribute to workforce development.

To address this gap, the present study aims to examine the acquired skills of student interns and the satisfaction of host training establishments in selected private institutions located in Poblacion and Bagontaas, Valencia City, Bukidnon. The research includes establishments such as Café Maria de Valencia, Desmark Valencia, Adventist Medical Center Valencia, Isuzu, Booster Petroleum Corporation, CENRO, Ellen Booking Services,

Bupharco, M. Montesclaros Enterprise Inc., Mobasco Multipurpose Cooperative, Monte Vista Agro Industries Corporation, Rojon Pharmacy Corporation, Roy Plaza Corporation, and Yap Clinic and Cardiovascular Laboratory. As emphasized by Garcia and Santos (2019), many existing studies mainly focus on student outcomes without paying sufficient attention to how their skills align with employer expectations. Thus, this study seeks to fill that gap by evaluating

how the skills learned by interns influence the satisfaction of host establishments.

Finally, the significance of this study lies in its potential to enhance internship programs by aligning them more closely with the needs and expectations of host training establishments. According to Martinez et al. (2022), understanding the factors that contribute to host satisfaction can strengthen partnerships between schools and industries, improve internship frameworks, and promote workforce development. In this way, by aligning academic training with host expectations, the study benefits both students and employers, helping students become more prepared for employment while ensuring that organizations

gain capable and skilled interns who meet their professional standards.

1.1. Theoretical Framework

This study is anchored on key theories: Experiential Learning Theory (Kolb, 1984) and Self-Efficacy Theory (Bandura, 1977). These theories explain how student trainees develop skills during their training and how these skills influence the performance satisfaction of Host Training Establishments (HTEs). Experiential Learning Theory (Kolb, 1984) emphasizes that learning occurs through a cycle of doing, reflecting, thinking, and applying. Student trainees gain practical experience by performing tasks in the workplace, such as assisting in operations, preparing reports, or managing daily responsibilities.

1.2. Statement of the problem

This study aims to evaluate the satisfaction levels of host training establishments regarding the performance of student interns and to assess the skills acquired by student interns during their internship programs at Poblacion and Bagontaas, Valencia City, Bukidnon. This study aimed to answer the following questions:

1. What is the level of acquired skills in terms of:
 - 1.1 Computer Literacy
 - 1.2 Communication Skills
2. What is the level of Host Training Establishment's satisfaction?
3. Is there a significant relationship between the acquired skills of student interns and host training establishments?

2. METHODOLOGY

2.1. Research Design

This study utilized the quantitative descriptive-correlational design. Descriptive research design involves collecting data to identify, analyze, and evaluate the satisfaction levels of host training establishments regarding the performance of student interns and to assess the skills acquired by student interns during their internship programs. Correlational research design examines the relationship between two variables, such as the skills acquired by student interns and the satisfaction of host training establishments. It

helps spot trends or patterns, such as how well internship programs align with job market needs.

2.2. Research Locale

This study was conducted in selected private host training establishments at Poblacion and Bagontaas, Valencia City, Bukidnon, a city with diverse industries such as offices and businesses. Valencia City has growing commercial and service sectors. Poblacion and Bagontaas were chosen because they have establishments that provide internship opportunities and are suitable for the study.

2.3. Respondents of the study

Respondents of the study were 100 employees of host training establishments (HTE), including managers, supervisors, and staff. They were chosen based on their involvement in internship programs within their respective companies. They were from various departments within each organization to ensure a diverse perspective, including human resources, operations, and management.

2.4. Sampling Procedure

The study employed random sampling; all employees has chance to participate as long as they were readily available and willing to take part in the research. In this context, all individuals currently engaged in various organizations were approached and invited to participate. This sampling method was chosen for its practicality, as it enables efficient data collection within the researchers' limited time and available resources.

2.5. Research Instrument

The study utilized research made questionnaire as the primary instrument for data collection. This tool was specifically developed to obtain detailed information relevant to the study's objectives. It consists of two major sections: the first focuses on assessing the acquired skills of student interns, particularly in terms of computer literacy and communication abilities, while the second evaluates the satisfaction levels of host training establishments, determining how well their internship programs meet both organizational expectations and interns' learning needs. This section also examines the quality, relevance, and overall impact of the training on interns' performance and professional experience.

A Likert scale was used to measure responses, providing participants with options ranging from 1 to 5. For satisfaction, the categories include "Very Highly Satisfied," "Highly Satisfied," "Satisfied," "Dissatisfied," and "Highly Dissatisfied." For skill assessment, the options are "Highly Skilled," "Skilled," "Moderately Skilled," "Less Skilled," and "Not Skilled." This scaling method allows host establishments to indicate their level of agreement and satisfaction with the interns' performance and acquired skills, offering a clearer understanding of their perceptions and experiences.

2.6. Validity of the Instrument

The Cronbach's Alpha Coefficient test results were used to assess the questionnaire's reliability. The researchers conducted a pilot test with a total of 30 respondents from selected private host training establishments at Poblacion and Bagontaas, Valencia City, Bukidnon, which are not included in the research locale of the study, to ensure the reliability and effectiveness of the instruments. Upon confirming the questionnaire's good item quality, the formal launch of data collection is initiated, marking the finalization of the validation process and ensuring that the data collected is reliable and relevant for the study. The results indicate that the level of acquired skills in computer literacy (mean = 4.35, SD = 0.52) and communication (mean = 4.27, SD = 0.53) were both rated as "Agree." The satisfaction of host training establishments was rated higher (mean = 4.52, SD = 0.52), interpreted as "Strongly Agree." However, the computed correlation coefficient of $r = 0.139$ and p -value of 0.167 suggest no significant relationship between the acquired skills of student interns and the satisfaction of host training establishments.

2.7. Data Gathering Procedure

The data procedure for this study involved administering surveys to visit the host training establishments at Poblacion and Bagontaas, Valencia City, Bukidnon. The surveys will be conducted face-to-face, and random sampling is employed to select the organization based on its accessibility and willingness to participate.

The researchers first asked for and obtained permission from the organizations, then explained the purpose of the study and requested voluntary participation before conducting the surveys. Once consent is obtained, the structured questionnaires

are provided to the respondents. Respondents were given sufficient time to complete the questionnaires, and the researchers were available to provide clarification if needed.

Once the surveys are completed, they are collected and stored securely for the data analysis. The data gathering procedure aims to efficiently collect data from the direct supervisors of host training establishments, ensuring confidentiality and adherence to ethical guidance.

2.8. Scoring Procedure

The scoring procedure utilized a numerical rating scale to assess the alignment between acquired skills of student interns and the satisfaction of host training establishments. A rating is assigned a numerical value from 1 to 5, where a higher score signifies a stronger agreement that the skills obtained during the internship meet the host training establishments' requirements. This structured approach enables precise measurement of perceived skill relevance and the evaluation of the satisfaction levels of host training establishments regarding the performance of student interns.

Scale	Range	Qualitative Description	Verbal Interpretation
5	4.51 - 5.00	Strongly Agree	Highly Skilled
4	3.51 - 4.50	Agree	Skilled
3	2.51 - 3.50	Moderately Agree	Moderately Skilled
2	1.51 - 2.50	Disagree	Less Skilled
1	1.00 - 1.50	Strongly Disagree	Not Skilled at All

Table 1. Scoring Procedure for Acquired Skills

Scale	Range	Qualitative Description	Verbal Interpretation
5	4.51 - 5.00	Strongly Agree	Very Highly Satisfied
4	3.51 - 4.50	Agree	Highly Satisfied
3	2.51 - 3.50	Moderately Agree	Satisfied
2	1.51 - 2.50	Disagree	Not Satisfied
1	1.00 - 1.50	Strongly Disagree	Not Satisfied at All

Table 2. Scoring Procedure for HTE Satisfaction

2.9. Statistical Treatment

To analyze and interpret the data of the study, the following statistical measures are used.

Problems 1 and 2 used simple descriptive statistics like the mean and standard deviation to check the level of skills students gained. These tools measured computer literacy and communication skills that student interns showed during their training. The mean gave a clear average score for all respondents. The standard deviation showed how much the skill levels varied or stayed the same. This method helped fully evaluate how well students developed real-world skills.

Problem 3 used the Pearson correlation coefficient (r) to check the link between skills and satisfaction. This test works well for number data that follows a normal pattern. It measured how strong and in what direction the connection was between interns' skills and host satisfaction.

3. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

3.1. Acquired Skill

Indicators	Mean	Standard Deviation	Qualitative Interpretation
1. Interns are proficient in using basic computer software.	4.50	0.50	Agree
2. Interns effectively utilize advanced computer tools during their internship.	4.38	0.54	Agree
3. Interns demonstrate a strong ability to troubleshoot common computer issues.	4.44	0.53	Agree
4. Interns show significant enhancement in their computer literacy skills during the internship.	4.39	0.53	Agree
5. Interns are well-prepared to use the digital tools required in their field after completing the internship.	4.34	0.47	Agree
6. Interns efficiently manage and organize digital files using appropriate software tools.	4.38	0.52	Agree
7. Interns are quick to learn and adapt to new software or digital platforms during their internship.	4.26	0.52	Agree

8. Interns use technology effectively to collaborate and communicate with team members.	4.26	0.56	Agree
9. Interns demonstrate awareness of digital security practices, such as using strong passwords and avoiding phishing scams.	4.26	0.56	Agree
10. Interns apply critical thinking skills when using technology to solve work-related problems.	4.30	0.50	Agree
Overall	4.35	0.52	Agree

Table 3. Level of Acquired Skills in Terms of Computer Literacy

As shown in Table 3, the level of acquired skills in terms of computer literacy yielded an overall mean of 4.35 with a standard deviation of 0.52, which was interpreted as Agree. This overall mean indicates that student interns generally demonstrated a high level of computer literacy and were capable of performing computer-related tasks required during their internship. The relatively low standard deviation further suggests consistency in the responses of the host training establishments, implying a shared perception of interns' digital competence.

Among the indicators, the highest mean score of 4.50 was obtained for the item "Interns are proficient in using basic computer software." This result signifies that student interns possessed strong foundational computer skills, particularly in commonly used applications essential for daily workplace operations. This finding reflects the effectiveness of academic preparation and prior exposure to basic digital tools, which enabled interns to perform assigned tasks efficiently and with minimal supervision.

The lowest mean score of 4.26 was shared by the indicators "Interns are quick to learn and adapt to new software or digital platforms," "Interns use technology effectively to collaborate and communicate with team members," and "Interns demonstrate awareness of digital security practices." Although these indicators were still interpreted as Agree, their comparatively lower ratings suggest that adaptability to emerging technologies, collaborative digital practices, and cybersecurity awareness were relatively weaker areas. This implies that while interns were competent in routine computer use, they encountered challenges when required to engage

with unfamiliar systems, advanced digital collaboration tools, or ethical and security-related aspects of technology use.

Overall, these results indicate that the internship program effectively enhanced students' basic computer literacy; however, it also revealed the need for further development in higher-order digital skills. The findings suggest that integrating more technology-driven, adaptive, and security-focused training modules into internship preparation and academic coursework may further strengthen students' readiness for modern workplace demands.

These findings are consistent with Aristan (2024), who found that students demonstrate strong proficiency in basic computer operations but varying mastery in advanced digital applications. Similarly, Gallardo-Echenique (2015) emphasized that digital competence is a vital component of the knowledge society, integrating technical, cognitive, and ethical dimensions. Lindqvist (2015) also affirmed that regular exposure to technology fosters engagement and literacy, while Dabu (2023) highlighted that project-based digital learning enhances computer proficiency through real-world application. Collectively, these studies confirm that experiential learning opportunities such as internships substantially strengthen students' computer literacy.

Indicators	Mean	Standard Deviation	Qualitative Interpretation
1. Interns are proficient in using basic computer software.	4.50	0.50	Agree
2. Interns effectively utilize advanced computer tools during their internship.	4.38	0.54	Agree
3. Interns demonstrate a strong ability to troubleshoot common computer issues.	4.44	0.53	Agree
4. Interns show significant enhancement in their computer literacy skills during the internship.	4.39	0.53	Agree
5. Interns are well-prepared to use the digital tools required in their field after completing the internship.	4.34	0.47	Agree
6. Interns efficiently manage and organize digital files using appropriate software tools.	4.38	0.52	Agree
7. Interns are quick to learn and adapt to new	4.26	0.52	Agree

software or digital platforms during their internship.			
8. Interns use technology effectively to collaborate and communicate with team members.	4.26	0.56	Agree
9. Interns demonstrate awareness of digital security practices, such as using strong passwords and avoiding phishing scams.	4.26	0.56	Agree
10. Interns apply critical thinking skills when using technology to solve work-related problems.	4.30	0.50	Agree
Overall	4.35	0.52	Agree

Table 4. Level of Acquired Skills in Terms of Communication Skills

As reflected in Table 4, the level of acquired skills in terms of communication obtained an overall mean of 4.27 with a standard deviation of 0.53, verbally interpreted as Agree. This result indicates that student interns were able to communicate effectively in various professional situations. The highest mean of 4.43 was observed in "Interns demonstrate confidence in presenting ideas clearly during meetings or discussions," while the lowest mean of 4.21 appeared in "Interns demonstrate high-quality communication skills throughout the internship" and "Interns communicate clearly and professionally in emails, reports, and other written forms."

Moreover, this suggests that while interns exhibit strong oral communication and self-confidence when speaking, they may need additional support in refining written and formal communication. Nevertheless, the results imply that the internship program successfully nurtured interpersonal competence and professional articulation, which are essential for employability and workplace collaboration.

These results align with Musa et al. (2022), who revealed that internships significantly improve students' communication skills by exposing them to real workplace interactions. Likewise, Hargie (2019) stressed that communication is a learned skill refined through consistent practice and feedback, while McKay (2018) underscored its role in teamwork and professional success. Similarly, Khan et al. (2015) and Mehrotra et al. (2024) concluded that communication competence is a crucial predictor of career advancement. Taken together, these studies

reinforce that communication development is a central achievement of internship programs, Host Trainings, Establishments, and Satisfaction.

3.2. Host Training Establishment Satisfaction

Indicators	Mean	Standard Deviation	Qualitative Interpretation
1. I am satisfied with the overall performance of the interns during their internship.	4.57	0.51	Agree
2. I am satisfied with the computer literacy skills interns have acquired during the internship.	4.46	0.55	Agree
3. I am satisfied with the communication skills interns develop during the internship.	4.51	0.52	Strongly Agree
4. I am satisfied with the resources provided for interns to develop their skills during the internship.	4.53	0.55	Strongly Agree
5. I am satisfied with the internship program's ability to prepare interns for future roles.	4.42	0.58	Agree
6. I am satisfied with the level of professionalism interns demonstrated during their internship.	4.46	0.52	Agree
7. I am satisfied with the interns' ability to work collaboratively with team members.	4.47	0.50	Agree
8. I am satisfied with the opportunities provided for interns to apply their skills in real work situations.	4.50	0.50	Agree
9. I am satisfied with the communication and support from the internship coordinators or supervisors.	4.56	0.51	Strongly Agree
10. I am satisfied with the overall structure and organization of the internship program.	4.72	0.45	Strongly Agree
Overall	4.52	0.52	Strongly Agree

Table 5. Level of Host Training Establishments' Satisfaction

As presented in Table 5, the level of satisfaction among host training establishments obtained an overall mean of 4.52 with a standard deviation of 0.52, interpreted as Strongly Agree. This indicates that host establishments were highly satisfied with the interns' overall performance and the structure of the internship program. Notably, the highest mean rating of 4.72 was recorded for "I am satisfied with the overall structure and organization of the internship program," reflecting

appreciation for effective coordination and management. Meanwhile, the lowest mean of 4.42 for "I am satisfied with the internship program's ability to prepare interns for future roles" implies a modest need to strengthen pre-internship orientation and job-readiness components.

Consequently, this result implies that host establishments recognize the internship program's strong organizational framework but suggest the enhancement of preparatory support to ensure students are more fully equipped for industry expectations. It also highlights the importance of consistent collaboration between schools and training partners in refining the internship experience for both parties.

The findings corroborate Acheron (2024), who reported that host establishments rated student performance as very satisfactory, particularly in professionalism and work quality. Similarly, Bironde et al. (2024) found that effective program implementation and compliance with standards led to positive host feedback. Furthermore, Hussien and La Lopa (2018) emphasized that supervisor support and clear communication significantly influence satisfaction, while Gopal et al. (2021) revealed that prompt feedback and structured guidance from hosts increase satisfaction even in digital internships. Collectively, these studies validate that host satisfaction is largely influenced by strong collaboration, feedback mechanisms, and well-structured internship management.

3.3. Correlation of Acquired Skills and Training Host Satisfaction

Variable	Correlation Coefficient (r)	p-value
Acquired Skills correlated to Training Host Satisfaction	0.139	0.167

Table 6. Correlation of Acquired Skills and Training Host Satisfaction

As shown in Table 6, the computed correlation coefficient of $r = 0.139$ with a p-value of 0.167 indicates no significant relationship between the acquired skills of student interns and the satisfaction of host training establishments. This suggests that while interns demonstrated commendable levels of computer literacy and communication, these competencies alone did not

directly influence the overall satisfaction of the host establishments.

Therefore, it can be inferred that other variables, such as work ethics, initiative, adaptability, and interpersonal behavior, may contribute more substantially to host satisfaction than technical or communication skills alone. This implies that holistic professional development, combining both hard and soft skills, is essential to fully meet host expectations and improve internship outcomes.

This finding is supported by D'Abate et al. (2015), who found that mentorship quality and organizational support were stronger predictors of internship satisfaction than technical proficiency. Similarly, Hora (2023) emphasized that sociocultural factors and supervisory practices play significant roles in determining satisfaction. These studies collectively affirm that while skill development remains vital, workplace culture, guidance, and interpersonal engagement are equally critical components of a successful internship experience.

Collectively, these studies affirm that while skill development remains vital, workplace culture, guidance, interpersonal engagement, and professional attitudes are equally critical components of a successful internship experience.

4. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

4.1. Summary

This study delved into the connection between the skills that student interns picked up and how satisfied their Host Training Establishments (HTEs) at the Philippine College Foundation were with their performance. It focused on three key questions: first, what level of computer literacy and communication skills did the interns actually acquire; second, how satisfied were the HTEs overall; and third, was there a real link between those skills and the hosts' satisfaction. Researchers began with a null hypothesis, assuming no significant relationship existed between interns' acquired skills and HTE satisfaction levels.

To explore this, they chose a descriptive-correlational research design, perfect for spotting patterns and connections in the data. The respondents were carefully selected supervisors and representatives from the HTEs, who rated the

interns' performance and skill levels firsthand. For gathering data, the team developed its own questionnaire split into two parts: one evaluating interns' computer literacy and communication abilities, and the other measuring HTE satisfaction with every item scored on a straightforward 5-point Likert scale. Experts in education and business validated the tool, and a pilot test confirmed its reliability. Finally, data came from formal coordination

with host organizations, analyzed using weighted means for clear descriptions and Pearson's correlation to test deeper relationships.

4.2. Findings

1. The respondents rated the student interns' computer literacy at a high level. The level of acquired skills in computer literacy yielded an overall mean score of 4.35 (SD = 0.52), which was interpreted as Agree. Similarly, the level of acquired skills in communication obtained an overall mean of 4.27 (SD = 0.53), also interpreted as Agree. These results suggest that, according to the respondents, the interns possessed adequate technological and communication competencies required for their assigned tasks. However, the slightly lower mean scores compared to the satisfaction ratings indicate that further development of advanced computer and communication skills may enhance intern performance and contribute to even higher satisfaction among host training establishments.

2. The level of satisfaction among host training establishments obtained an overall mean score of 4.52 (SD = 0.52), which was interpreted as Strongly Agree. This indicates that supervisors were generally very satisfied with the overall performance, work attitude, and preparedness of student interns. However, the indicator "The internship program prepares interns for future roles" received the lowest mean rating. This suggests that some host training establishments perceived a need to strengthen pre-internship orientation and job-readiness training to better align students' preparation with the workplace

Expectations.

3. The results of the correlation analysis indicated that there was no significant relationship between the acquired skills of student interns and the level of satisfaction of host training establishments; the computed correlation coefficient was $r = 0.139$

with a p-value of 0.167, confirming the lack of a statistically significant relationship. This finding implies that, although the interns demonstrated commendable levels of computer literacy and communication skills, these competencies alone did not significantly influence the satisfaction of host organizations. It suggests that other factors, such as professionalism, work ethics, interpersonal skills, and adaptability, may play a more substantial role in determining the overall satisfaction of host training establishments.

4.3. Conclusion

Student interns possess strong competencies in both computer literacy and communication skills, which help them perform their assigned tasks effectively and efficiently in the workplace. They are capable of using common computer applications such as word processors, spreadsheets, and presentation tools, and they can communicate their ideas clearly with supervisors, co-workers, and clients. These skills allow them to complete tasks, follow instructions, and work as part of a team. However, there is still a need for continuous improvement, especially in adapting to new and advanced technologies that are commonly used in modern workplaces. In addition, improving their professional writing skills, such as writing emails, reports, and formal documents, is important so that they can meet current workplace standards and expectations.

Host Training Establishments (HTEs) are generally satisfied with the interns' overall performance. They appreciate the interns' positive attitude, willingness to learn, respectfulness, and ability to follow instructions. Many interns show dedication and responsibility in completing their assigned duties. However, despite this overall satisfaction, HTEs still emphasize the importance of stronger pre-internship preparation. They suggest that students should receive more hands-on training, practical exercises, and real-life simulations before starting their internships. This will help students become more confident, skilled, and ready to handle actual workplace tasks, and it will also ensure that academic learning is more closely aligned with industry needs and expectations.

Moreover, the significant relationship between the interns' acquired skills and the level of satisfaction of the HTEs clearly shows that the more skilled and prepared the interns are, the more satisfied

the employers become. This means that improving the quality, relevance, and effectiveness of internship programs can greatly enhance both student performance and employer satisfaction. Schools and institutions should focus on updating their curriculum, strengthening training programs, and providing more opportunities for skill development. By doing this, students will be better prepared, more competitive, and more capable of meeting workplace demands, leading to more successful internship experiences and better future career opportunities. Recommendations

1. Host Training Establishments may continue to provide structured mentorship and introduce interns to new technological tools and systems to improve adaptability and digital proficiency in real workplace settings.
2. Faculty may strengthen course integration of advanced computer applications, digital security awareness, and business writing exercises to enhance both technical and communication competencies of future interns.
3. Parents and Guardians may encourage students to engage in online certifications, workshops, or training programs that enhance both soft and technical skills beyond the classroom.
4. School Administrators may revisit and enhance the pre-internship orientation and job-readiness programs to ensure that students are fully prepared for industry expectations before deployment.
5. Future Researchers may expand this study by including other skill dimensions such as problem-solving, teamwork, and adaptability to explore broader factors influencing internship satisfaction and employability.

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