

Internship and Mentorship Evaluating their Impact on College of Business Education Students Career Readiness

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Abstract. This study aimed to know what are the impact of Internship and Mentorship on Tourism Students Career Readiness. The study employed a Quantitative research design and used a survey questionnaire to gather data from 112 respondents. The data gathered were analyzed and interpreted using frequency, percentage, mean, and analysis of variance. The study investigates how these two aspects work together and how they affect students' views on their career paths and job readiness. It uses survey questionnaire to find out about the respondents' backgrounds, how internship programs are planned, and how involved the industry is. The results will help various groups, including schools, tourism students, industry partners, and policymakers, by offering ideas on how to improve internship and mentorship programs. In the end, this research aims to add to the knowledge about.

Keywords: *Internship, Mentorship, Tourism Student, Industry Partners.*

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I. INTRODUCTION

The Commission on Higher Education (CHED) Memorandum Order 2017-104, Article III, defines internship as the practical application of classroom learning to the actual in a regular work environment. In Article I, Section 1, it states that the internship program is meant to provide students with an opportunity to complement their formal learning with practical knowledge, skills and desirable attitudes and to gain hands on experience in recognized Host Training Establishment (HTF). Internship, as a work integrated learning model, have grown in popularity and is now widely used in a variety of disciplines and feature in many degree programs. Internships are an essential part of the learning and developmental process for students to utilize their classroom knowledge in live real-world experiences. Internships are a platform to discuss critical thinking and problem solving with leaders in the industry, while performing tasks that lead to skill development. Real world scenarios are the catalyst of student's critical thinking and problem-solving skills - literally on the spot decisions must be made, and skill sets developed from such interactions. Internships are often the times where students can interact and engage with leaders and mentors, as part of the development process.

Mentorship, a time-honored tradition in the realm of professional development, has emerged as a transformative force in shaping the careers of aspiring professionals in their chosen field. As students deal with the challenges of the industry, guidance and support from experienced mentors can serve as a beacon, illuminating the path to success. This research study delves into the impact of mentorship on College of Business Education students' career readiness; exploring how these relationships foster personal growth, enhance skill development, and ultimately, prepares students towards their professional aspirations. The corporate world is constantly changing and evolving. They require employees who do not only have knowledge and expertise, but also the ability to adapt to new situations, come up with creative solutions, and handle the various challenges that arise in these fields. On the other hand, mentorship can be a vital component of education in these fields, and can serve as a bridge between theoretical knowledge and practical application. By providing students with the opportunity to learn from seasoned professionals, mentorship programs offer a unique perspective on the corporate world, helping students navigate the challenges of career planning and decision-making

In the ever-evolving landscape of the corporate world, the integration of mentorship and internships has truly emerged as a critical factor in preparing students for successful careers. As College of Business Education students transition from academic settings to professional environments, the guidance provided by mentors, coupled with hands-on experiences gained through internships, plays a vital role in enhancing their career readiness into the field of which they plan to start their careers. This research study aims to explore the relationship between mentorship and internship experiences, examining how these elements collectively impact students' perceptions of their career paths and their preparedness for the workforce. By analyzing the benefits and challenges associated with mentorship and internships, this study seeks to uncover insights that can inform educational practices and industry partnerships.

➤ *Background of the Study*

As the world continues to evolve, it demands a workforce that is not only knowledgeable but also adaptable and equipped with practical skills. Research indicates that internships provide students with valuable hands-on experience, allowing them to apply theoretical knowledge in real-world settings, develop essential professional skills, and build industry connections (Hinlayagan et al., 2019; Wickey, 2023). These experiences are crucial for shaping students' perceptions of their career pathways and enhancing their employability (Beggs et al., 2023).

Mentorship complements internships by offering guidance and support from experienced professionals. Effective mentorship can lead to increased student satisfaction, motivation, and a clearer understanding of industry dynamics (Mekawy & Abu Bakr, 2023; Lingadkar & Sankaranarayanan, 2023). Studies have shown that mentorship helps students navigate challenges, set professional goals, and develop networks that are vital for long-term career advancement (Ramaprasad et al., 2021; Douglas et al., 2020). The relationship between mentorship and internship experiences is particularly significant in the corporate world, where personal connections and experiential learning are key to success.

Notwithstanding the acknowledged advantages and benefits of internships and mentorships, gaps remain in understanding how these experiences collectively impact students' readiness for the workforce. Some literature highlights challenges faced by students during internships, such as inadequate supervision and unclear expectations, which can negatively affect their motivation and confidence (Ahlawat et al., 2022; Gannon, 2022). Furthermore, there is a need for more effective mentoring strategies within business education to ensure that students derive maximum benefit from these programs (Fraser & Reddan, 2023). Therefore, the aim of this study is to examine the impact of internships and mentorships on College of Business Education students' career readiness by exploring their experiences and perceptions. By analyzing both the positive outcomes and challenges associated with these components of education, this research seeks to contribute to the development of improved educational practices and industry partnerships that

better prepare students for successful careers in an increasingly competitive field. Ultimately, understanding the interplay between internships and mentorships will provide valuable insights into enhancing the overall effectiveness of business education programs.

➤ *Research Questions*

This research questions aims to explore these aspects to propose effective measures that better prepare business education students for their future careers.

• *What is the Profile of Respondents in Terms of:*

- ✓ Age
- ✓ Gender

• *What are the Factors that Influence the Internship Experience of the Respondents in Terms of:*

- ✓ Internship Planning Program Design
- ✓ Industry Involvement
- ✓ Student Self Commitment

• *To what Extent is the Impact of Mentoring in the College of Business Education Students' Career Readiness in Terms of:*

- ✓ Interns Satisfaction with Mentoring
- ✓ Interns Perceptions of Faculty Mentoring

• *What Measure can be Proposed to Enhance the Career Readiness of the Students?*

➤ *Significance of the Study*

This research study on "Internship and Mentorship: Evaluating their Impact on College of Business Education Students Career Readiness" holds significant potential for enhancing educational practices and industry partnerships within the different sectors. The findings will be beneficial to various stakeholders, including educational institutions, College of Business Education students, industry partners, and future researchers. Educational Institutions, College of Business Education Students, Industry Partners, Researchers and Future Researchers.

➤ *Theoretical Background*

• *Theoretical Framework*

The researchers used Social Learning Theory in determining the impact of internship and mentorship on tourism student's career readiness. Social Learning Theory is related to this study priorly developed by Bandura and extended by Lave and Wenger. Social Learning Theory is a cognitive process that is set on the notion of changes in beliefs, concepts and knowledge and improves professional and personal learning process through participation in real work environment. Research by McDonald and Wilson-Mah (2022) highlights that mentorship within internship provides both career-related and psycho-social support, facilitating a smoother transition from education to professional environments. The application of Social Learning Theory is

particularly relevant due to the hands-on nature of these programs. Internships provide students with practical experience, while mentorship acts as a form of social learning, offering both career-related and psycho-social support. Studies have shown that successful internships can enhance students' intentions to pursue their careers after graduation, while negative experiences may deter them. This theoretical framework underscores the value of experiential learning and mentorship in preparing students for successful careers in the industry. Additionally, internships have been shown to positively impact skills development, providing interns with a diverse range of skills essential for their future careers. They argue that mentorship acts as a form of social learning, where students benefit from role modeling and guidance, enhancing their career readiness (McDonald & Wilson-Mah, 2022). Furthermore, mentoring relationships foster an environment conducive to reciprocal learning, where both mentor and mentee engage actively in the learning process, ultimately leading to improved outcomes for students in tourism programs. Thus, integrating Social Learning Theory into internship and mentorship frameworks can significantly enhance tourism students' preparedness for their careers.

• Conceptual Framework

Through Internship Program Planning, a well-structured internship programs that align educational objectives with industry standards provide students with relevant, hands-on experiences. Through planning, it ensures that internships are designed to meet the specific needs of students and the expectations of the corporate world, facilitating a smoother transition from academic learning to professional practice.

Active participation from industry professionals in the development and execution of internship programs enriches the learning experience. Industry involvement exposes students to current trends, challenges, and opportunities within the tourism sector, thereby enhancing their employability.

Self-commitment demonstrated by students plays a crucial role in their learning outcomes during internships. Students who are active, engaged, and willing to invest time and effort into their internships are more likely to gain valuable skills and insights that prepare them for successful careers in the corporate world.

The presence of supportive mentors significantly impacts students' professional development. Mentors provide guidance, encouragement, and constructive feedback, fostering an environment conducive to learning. This support not only helps students navigate challenges but also enhances their confidence and readiness for future career opportunities.

This framework explored the factors that influence internship and mentorship impact on College of Business Education students' career readiness.

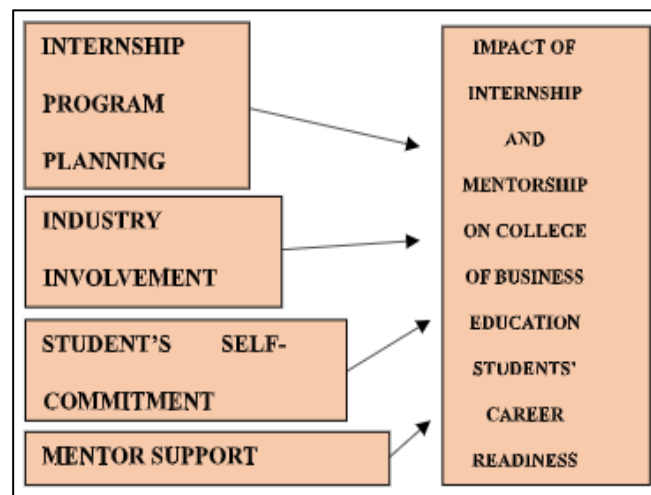


Fig 1 Paradigm of the Study

II. LITERATURE REVIEW

Internships and mentorships are integral components of education significantly influencing students' career readiness. Internships provide enhanced teaching and learning in higher education institutions by enabling students to acquire practical and employable skills and to learn about appropriate workplace ethos (Herbert et al., 2020; Mendoza-Villafania & Lopez-Mosquera, 2024; Mensah et al., 2020). Internship can be the promoter for industry engagement, as they provide an opportunities for student or recent graduates to gain hands-on experience to develop practical skills in real-world setting (Wickey, 2023). The growing popularity of internships as a work-integrated learning model has been noted across various disciplines, where they provide essential real-world experiences that bridge the gap between theoretical knowledge and practical application (Hinlayagan et al., 2019; Wickey, 2023). Internships not only enhance students' practical skills but also foster critical thinking and problem-solving abilities through exposure to real-world scenarios. Due to the emphasis on work experience, internship programs have become a common component of curricula worldwide (Belhassen et al., 2020; Chang et al., 2023; Ramani & McHugh, 2024). These experiences allow students to engage with industry professionals, thereby developing professional networks that are crucial for future employment (Beggs et al., 2023). Through internships, students will become more skilled in doing their work, and this is the competency needed by a worker who can increase visitor satisfaction (As Shiddiqi et al., 2023).

Mentorship is a method that is used in both professional education and training and in working life to introduce new employees. Students' mentorship in business education has gained significant attention in recent years as a vital component for developing future leaders in the corporate world. A study on the Mentor EDGE program highlights how structured mentorship can effectively enhance leadership skills among hospitality students, particularly in blended learning environments (Testa & Sipe, 2020). Mentorship complements these internships by offering guidance and support from seasoned professionals. Studies have shown that effective mentorship can lead to increased student

satisfaction, motivation, and a clearer understanding of industry dynamics (Mekawy & Abu Bakr, 2023; Lingadkar & Sankaranarayanan, 2023). Furthermore, research indicates that mentorship fosters not only professional development but also personal growth, enabling students to build confidence and improve their decision-making skills (Testa & Sipe, 2020). Mentors play a pivotal role in helping students navigate challenges, set professional goals, and develop networks vital for long-term career advancement (Ramaprasad et al., 2021; Douglas et al., 2020). A mentor is a person who contributes with her or his knowledge, experience and perspectives; the basic idea is that the mentor gives the mentee guidance in their personal and professional development. Mentoring has typically encouraged students to develop and widen their opportunities through relationships with internal, external, and peer mentors (Clarke et al., 2019; Raymond, Siemens, and Thyroff, 2021). Effective mentorship has been linked to hire confidence levels and better job among students (Wickey, 2023). The effectiveness of mentorship programs is often linked to the quality of mentor-mentee matching; successful pairings lead to more positive experiences and outcomes (Fleck & Mullins, 2022). The success of mentored students achieving high grades and securing potential career options with the help of lectures is also a good stepping stone for bringing this program to the national level (Msuya, 2022). Additionally, formal mentoring initiatives have been associated with improved diversity in leadership roles within the industry, as they promote inclusivity and provide underrepresented groups with access to valuable networks. However, gaps remain in understanding how these experiences collectively impact students' readiness for the workforce. For instance, some literature highlights challenges faced during internships, such as inadequate supervision and unclear expectations, which can negatively affect motivation and confidence (Ahlawat et al., 2022; Gannon, 2022). Furthermore, research emphasizes the need for effective mentoring strategies within business education to maximize the benefits derived from these programs (Fraser & Reddan, 2023). A study by Deale et al. (2020) found that many business education students perceive formal mentoring programs as beneficial but lack knowledge about existing mentoring practices. This underscores the importance of developing structured mentorship initiatives that align with students' needs. The efforts to implement these strategies are quite relative to the initiation of the mentorship program (Haule, 2023).

The relationship between mentorship and internship experiences is particularly significant in the corporate world, where personal connections and experiential learning are key to success. Mentors and mentees build their relationship during internships through several key strategies that foster trust, communication, and collaboration. A study stated that regular meetings are essential, as they provide opportunities for progress monitoring and reflection, reinforcing the mentor's support and guidance (Harris, 2024). As noted by Ismail et al. (2024), mentoring serves not only to inspire but also to provide essential support that enables students to translate their ambitions into reality. The integration of mentorship and internships is thus critical in preparing students for successful careers in an increasingly competitive

field. Despite the acknowledged advantages of internships and mentorships, it is essential to address the challenges that may hinder their effectiveness. Research has identified issues such as mismatched expectations between students and employers, inadequate support from mentors, and limited opportunities for skill application as significant deterrents to student satisfaction (Gannon, 2022). Understanding these dynamics is crucial for enhancing educational practices and fostering stronger partnerships between academic institutions and industry stakeholders.

Internship and mentorships are important for enhancing students' career readiness. Recent studies highlight their significant impact on students' professional development and industry preparedness. Thus, internship serves the needs of the three parties: students, institutions and industry partners (Wickey, 2023).

This review highlights the profound impact of internships and mentorships on business education students' career readiness while also acknowledging the challenges that need to be addressed. By exploring both the benefits and obstacles associated with these educational components, this research aims to contribute valuable insights into improving tourism education programs and better preparing students for successful careers in the industry.

III. METHODS

This section provides a clear and detail description on how data were gathered and analyze enabling consistency and clarity.

➤ *Research Design*

This study investigates how internships and mentorship impact Business Education students' preparedness using quantitative method. According to Creswell (2014) in "Research Design: Qualitative, Quantitative and Mixed Methods Approaches" and Cohen, Manion, and Morrison (2018) in "Research Methods in Education", quantitative methods are research approaches that focus on collecting and analyzing numerical data to understand phenomena. This method emphasizes statistical analysis and objective measurements, allowing researchers to test hypotheses, identify patterns, and generalize findings across larger populations. The design aims to quantitatively assess how internship experiences and mentorship influence students' career readiness, providing a snapshot of current perceptions. Quantitative aspect measures specific outcomes, such as skill development and job placement rates using structured questionnaires are effective for this study as they facilitate standardized responses, ensuring reliability in assessing students' perceptions and experiences, which is essential for quantitative analysis. Quantitative also helps to identify cause and effect relationship between different factors, providing a clear understanding of how educational experiences influence career readiness. The use of closed-ended questions allows for quick data collection and analysis, making it easier to draw meaningful conclusions from the report.

➤ *Study Site and Participants*

This study was conducted at University of La Salette, (ULS) a premier institution of choice, providing accessible, quality and transformative education for integral human development particularly the poor. The total population of College of Business Education of ULS batch 2023-2024 that had undergone internship and mentorship programs during the school year which compose of 119 graduate students.

➤ *Population, Sampling Size, and Sampling Method*

The population of the study are 119 students of College of Business Education during the school year 2023-2024 and finished their internship program locally and internationally on the training site. The researchers employed purposive convenient sampling.

➤ *Instrument*

Primary data was collected using a survey questionnaire adapted from the study of Jennifer Ang Salatan (June, 2015), "The Influence of Internship Experience on Students' Career Selection in the Tourism and Hospitality Industry", and "Minority Student Perceptions of the Impact of Mentoring to Enhance Academic Performance in STEM Disciplines" (June, 2013) by Kimberly D. Kendricks, K.V Nedunuri, and Anthony R. Arment, to evaluate the impact of internship and mentorship experience on Business Education students' career readiness. The instrument employs 5-Points Likert scale for responses, where participants indicate their level of agreement with statements ranging from "strongly disagree" (1) to "strongly agree" (5). To ensure the questionnaire's validity, a pilot test was conducted with a sample of Business Education students who recently completed internships. The results of pilot testing assessed the impact of internships and mentorship experiences on career readiness.

➤ *Data Gathering Procedure*

To facilitate the data gathering process, the researchers undertook the following:

- Researchers proposed a title for the research study and sought approval to the research director.
- After the approval, researchers looked for related study to support the research study.

- Researchers proceeded in constructing the introduction, background, research question, significance, theoretical background, conceptual frame work, list of references and matrix.
- Researchers looked for a questionnaire that is similar to the study that can answer the research question and to also relate it to the respondents of the research study.
- Respondents received an information sheet detailing the study's purpose and their rights, followed by a content form to sign before participation.
- Participants filled out the questionnaires, ensuring clarity in each question through guidance from the researchers.
- The collected data from the respondents were anonymized, ensuring no identifying information is linked to respondents. Confidentiality, was maintained throughout the research process.

➤ *Data Analysis*

The researchers arranged and classified the respondents' responses. The data collected was converted into useful information. To give meaning to the data collected, the following statistical tools were used.

- Percent-frequency was used to determine the number of respondents. By using percentage as results, the researchers easily communicated how various factors are perceived by students, providing important insights into their experiences with internships and mentorships. Percent-frequency is a statistical technique used to express the relative frequency of specific responses or data points within a collection of related data.
- Weighted mean was used to allow researchers for more accurate representation of the data by taking into account the varying levels of significance among responses. By using the weighted mean, the researchers can better reflect the respondents' perspectives and prioritize the most relevant factors influencing career readiness. Weighted mean is a calculation that assigns different weights to values based on their importance of frequency. The questionnaire is interpreted using a 5-Points Likert scale for responses, where participants indicate their level of agreement with statements ranging from "strongly disagree" (1) to "strongly agree" (5).

Table 1 Data Analysis

Scale	Range	Scale Label	Quantitative Interpretation
1	1.00 – 1.80	Strongly Disagree	Highly Unacceptable
2	1.81 – 2.60	Disagree	Unacceptable
3	2.61 – 3.40	Neutral	Moderately Acceptable
4	3.41 – 4.20	Agree	Acceptable
5	4.21 – 5.00	Strongly Agree	Highly Acceptable

➤ *Ethical Considerations*

The participants in this study gained general benefits, including skill development, networking opportunities, and the chance to contribute to valuable research that can enhance educational practices opportunities, and industry partnerships. The potential risks involved are emotional distress from reflecting on experiences, privacy concerns regarding personal information and the time commitment required to complete the questionnaire. To address the risk,

the study complemented informed consent procedure to ensure participants understand their rights and can withdraw without penalty. Measures were taken to anonymize responses and securely store data to protect participants identity. The benefits of participating in this study significantly outweigh the risk as the potential for skill enhancement and meaningful contributions to research can positively impact participants' career readiness.

IV. RESULTS

This section presents the results of data gathered using a survey questionnaire in tabular format and analyze using appropriate statistical tools.

➤ Demographic Profile

Table 2 Distribution of Respondents According to their Demographic Profile N=112

Variables	f	P
22 Years Old	14	12.50
23 Years Old	64	57.14
24 Years Old	25	22.32
25 Years Old	9	8.04
Sex		
Male	10	8.93
Female	102	91.07

As gleaned in Table 2, with regard to age of the respondents, 64 or 57.14 percent belong to age bracket of 23 years old, 25 or 22.32 percent belong to age bracket of 24 years, 14 or 12.5 percent belong to age bracket of 22 years old, and 9 or 8.04 percent belong to 25 years old. It implies that majority of respondents belong to the age bracket 23 years old and below. While the sex of the respondents shows,

that 102 or 91.07 percent is female and 10 or 8.93 percent is male. It implies that there are more female graduates who had an internship and mentorship than male in the College of Business Education.

➤ Factors that Influence the Internship

Table 3 Mean Responses of the Respondents on Factors that Influence the Internship Experience of the Students

Indicators	SD	M	QI
Internship Planning Program Design	0.83	4.22	Strongly Agree
Industry Involvement	0.82	4.14	Agree
Student Self-commitment	1.03	3.80	Agree
Overall Mean		4.05	Agree

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

As presented on Table 3, the respondents strongly agree on their pre-internship workshops or seminar as shown on the different indicators like attention to detail (M=4.35), sharing of experiences and recommending intern to their chosen establishment (M=4.30), introduce industry practitioners to student interns (M=4.29), faculty support in handling disputes (M=4.27), faculty support in administrating internship programs (M=4.26), group discussion or conduct surveys (M=4.25), on the other hand, other respondents agree on the career consultations and internship reports (M=4.19), internship objectives (M=4.18), regular visits (M=4.13), and internship venue (M=3.95). The overall category mean (4.22) shows that they “strongly agree” that the Internship Planning Program has influence on the internship experience of College of Business Education students. This incorporates Tinto’s Model of Institutional Departure’s framework (2020) regarding academic and social integration towards fostering student retention and achievement. Moreover, Feldman et al. (2019) stated that the pre-internship orientation sessions boost students’ confidence and readiness. The positive response regarding faculty participation indicates that students perceive greater preparedness and support when educational institutions actively engage in developing and managing internship programs. The respondents strongly agree on their skills improvement (M=4.31), rotation

opportunities and systematic internship training program (M=4.29), safety (M=4.23), and application of learnings (M=4.21) On the other hand, other respondents agree on the allowance (M=4.13), night shifts (M=3.91), and stressful and exhausting (M=3.75). The overall category mean (4.14) shows, that they are in range of “agree” that the Industry Involvement has influence on the internship experience of College of Business Education students. Industry rotation and structured training programs provide concrete learning experiences that help bridge classroom theory and professional practice.

The lower scores for items like night shifts and stress align with literature on emotional labor and occupational stress during internships (De Witte & De Cuyper, 2019), highlighting a potential gap between practical training and emotional preparation for workplace environment. The respondents strongly agree on their strengthen abilities and improve values (M=4.25), dedicated (M=4.24), desire to influence people (M=4.22), and taking internship reports (M=4.20). On the other hand, other respondents agree on the internship participation (M=3.95), while other respondents are neutral on their work or environment (M=3.30), interns couldn’t learn and gain knowledge (3.16), and internship is waste of time (M=3.14). The overall category mean (3.80) shows that they “agree” that the Student Self Commitment has an effect on the internship experience of College of Business Education students on their career readiness. The strong agreement on commitment-related indicators, such as

dedication and value development, is consistent with Self-Determination Theory (Deci & Ryan, 2020), which suggests that intrinsic motivation (e.g., desire to influence others, personal growth) enhances engagement and persistence in

professional tasks.

➤ *Impact of Mentoring in the College of Business Education Students' Career Readiness*

Table 4 Mean Responses of the Respondents Impact of Mentoring in the College of Business Education Students' Career Readiness

Indicators	SD	M	QI
Interns Satisfaction with Mentoring	0.74	4.14	Agree
Interns Perception of Faculty Mentoring	0.71	4.22	Strongly Agree
Overall Mean		4.18	Agree

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

As presented in Table 4, the respondents agree on their overall experience with mentor (M=4.18) and mentoring interactions (M=4.10). The overall category mean (4.14) shows that they “agree” that the Interns Satisfaction with Mentoring has affected the internship experience of College of Business Education students on their career readiness. Mentoring satisfaction scored highly, supporting extensive literature that emphasizes mentorship as a critical success factor in experiential education. Crisp and Cruz (2019) argue that mentoring enhances student integration, confidence, and career clarity. These results suggest that interns who experience consistent, quality mentoring interactions feel more guided and secure in their career trajectory, echoing Kram's Phases of Mentoring (2020), particularly the “cultivation phase”, where the mentee experiences the most professional and personal growth. The respondents strongly agree on the degree process (M=4.26), provided guidance and professional development workshops (M=4.25), genuine concern and respect and adequate support (M=4.23), constructive feedback (M=4.22), availability (M=4.21), while the other respondents agree on the helpful in answering question (M=4.18). The overall category mean (4.22) shows that they “strongly agree” that the Perceptions of Faculty Mentoring has shaped the internship experience of College of Business Education students on their career readiness. Respondents strongly agreed on indicators related to faculty mentorship, especially in areas like constructive feedback, availability, and degree process support. This supports the findings of Nora and Crisp (2020), who categorized faculty mentoring into psycho-social support, academic support, and career guidance showing that mentoring within educational institutions is not only task-related but also deeply relational, impacting emotional development and long-term career resilience.

➤ *Proposed Measures*

The proposed measures to enhance the Career Readiness of the Students of College of Business Education:

- Conduct Pre-Internship Workshops that focus on career counseling, professional skills development, and exposure to industry experts to prepare students for workplace expectations.
- Train Faculty Mentors in effective internship supervision, including conflict resolution and adherence to program guidelines, to ensure consistent and supportive

mentorship.

- Partner with Industry Stakeholders to provide structured training opportunities, job rotation, and skill-building activities that align with students' career goals.
- Organize Motivation and Skill Enhancement Seminars to strengthen students' commitment, leadership, and technical abilities needed in the business field.
- Implement Clear Mentor-Mentee Programs with set goals, regular progress evaluations, and consistent communication to foster meaningful and productive mentorship experiences.
- Conduct Annual Program Reviews and gather alumni feedback to continuously assess the long-term effectiveness of internship and mentorship programs.

These activities are designed to strategically address the major areas of improvement identified in the study while maintaining a focused and measurable approach.

V. DISCUSSION

The results of this research provide strong proof of the intricate methods in which mentorship and internships enhance College of Business Education students' readiness for employment. The discussion that follows, which is based on actual data, links the statistical findings to more general ideas of workforce development and education.

➤ *Demographic Profile*

The demographic data reveals that the majority of respondents are female (91.07%), with the largest age group being 23 years old (57.14%). This suggests that women are more likely to participate in internships within the College of Business Education, potentially reflecting gender trends in this academic field.

➤ *Factors Influencing Internship Experience*

Internship Planning Program Design. Pre-internship seminars, faculty support, group discussions, and introductions to industry practitioners all have a good impact on the internship experience, according to respondents. These results highlight how crucial organized planning and support networks are to raising students' confidence and readiness.

Industry Involvement. Students' experiences are greatly impacted by industry involvement, especially when it comes to safety precautions, skill development, and rotation opportunities. Even though respondents concur on the levels of stress, night shifts, and allowances offered, these criteria point to areas that should be improved to maximize internship

conditions.

Student Self Commitment. As shown by the study, students' success during their internships is greatly influenced by their level of self-commitment. Career preparation is positively impacted by strong commitment, a desire to influence others, and involvement in internship activities. Neutral responses about work settings and perceived knowledge gains, however, point to areas where educational institutions may better match internships with students' expectations.

➤ *Impact of Mentoring in the College of Business Education Students' Career Readiness*

Interns' Satisfaction with Mentoring. Respondents agreed that their job preparation is enhanced by mentoring interactions and experiences in general. This research highlights how crucial mentoring is for promoting career advancement.

Interns' Perceptions of Faculty Mentoring. Respondents strongly agreed that faculty mentoring is highly valued, citing examples including advice, constructive criticism, workshops for professional growth, and sincere concern for students. These elements support the idea that mentorship plays a significant effect in determining the career paths of their learners.

VI. CONCLUSION

➤ *Based on the Findings of this Study the Following are the Connectors drawn by the Researchers:*

- The majority of respondents are female College of Business Education graduates, suggesting that women are more likely to be interning in this profession.
- Students who feel comfortable, accountable, responsible, and attentive during their internships are greatly aided by supportive internship locations and positive mentorship experiences.
- Mentorship programs that enhance cooperation skills, career decision-making, and interpersonal skills are especially beneficial to female participants.
- An important factor affecting interns' confidence and professional development is industry involvement.
- Although mentoring improves soft skills, some respondents say their experiences with the work environment and technical skill development are neutral.

RECOMMENDATION

The following recommendations are drawn from the conclusion of the study.

➤ *For Institutions:*

- To guarantee that students receive pertinent industry exposure that corresponds with the demands of the labor market today, educational institutions should work closely with companies.

- Educational institutions ought to spend money on preparing faculty mentors to offer interns' regular direction, helpful criticism, and chances for professional growth.

- **Enhance Internship Conditions:** To make internships more encouraging, address issues with work settings (such as stress and night shifts).

➤ *For Future Research:*

- Future research should look at the long-term effects of mentorship and internship programs on the career paths of business graduates.
- Studies should examine the effects of industry-specific internships on employability and skill development.
- To pinpoint areas for focused improvement, examine how male and female interns see the efficacy of mentoring and the development of technical skills.

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