



EMPLOYERS' FEEDBACK MECHANISM OF BSHM INTERNS OF CEBU TECHNOLOGICAL UNIVERSITY- MOALBOAL CAMPUS, CEBU PHILIPPINES

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Abstract

This study assessed the job performance of Hospitality Management student interns from Cebu Technological University, Moalboal-Campus, for the academic year 2023-2024, as a basis for an Action Plan. This study is anchored in Feedback Theory with the legal bases such as the Republic Act No. 7796, Republic Act No. 10968, and CMO No. 104-S.2017. This study used a mixed-methods research design. 23 respondents participated in the study. The environment is set in the entire Cebu province. This study utilized an adapted instrument. The quantitative results of the study concluded that there is a significant relationship between the employers' feedback on job performance and employee performance indicators assessment, with a p-value of 0.00, which rejects the null hypothesis. The qualitative results suggest three emerging themes, such as Actualizing Full Potentials, Commitment Unquestioned, and Taking Higher Leap. These themes are essential in describing the managers' experiences with the CTU-Moalboal HM interns. This study recommends that HM interns go through training in self-confidence, motivation, time management, and hands-on experiences, such as simulation, before the internship.

Keywords: *employers' feedback mechanisms, internship, non-sequential mixed-methods, hospitality management, action plan*

Introduction

Feedback serves as an essential tool for employers to evaluate employee job performance levels. Employer feedback results from a performance review assessing how employees carry out their duties, which is vital in shaping academic programs (Lubis et al., 2024). According to Guo et al. (2023), feedback serves as a critical measure of the curriculum's relevance and effectiveness. It sheds light on how well interns perform and adapt to real-world workplace experience (Ansari, 2025). Employer feedback provides a valuable assessment of employee performance, offering insights into how well they translate their skills and knowledge into practical experience (Malik et al., 2023). When graduates join the real world of employment, the outcome of their performance is a very good predictor of their ability (Fernandez-Garcia et al., 2021). This highlights the critical need for collaboration between educational institutions, authorities, and employers to help students in their reign (Gorman & Furlong, 2023).

Internship programs provide undergraduate students with hands-on experience, bridging the gap between academic learning and the working environment. One of the major rationales for internships is a transition experience from the university to the work environment, where interns learn job-related knowledge and skills, along with employer workplace skills (Fuentes et al., 2024). Internship programs are designed to help students discover their role in the corporate world by providing real-world work experience (Sobri et al., 2023). These programs are a crucial element of any curriculum, offering learners valuable opportunities to apply their academic knowledge and skills in an industry setting. Students can also pursue internships abroad, allowing them to work on projects and gain insights from industry experts.

Gaps exist between the skills as well as competencies, which are imparted in the classroom, and the skills as well as competencies expected of employees in the hospitality industry (Carlisle et al., 2022). According to Hora et al. (2021), it has been established that the

majority of the interns claim to have been relieved of relevant tasks during the internships they undertook, which hampers graduation-level skill acquisition. Further, employer feedback has been highlighted as a predictor in the evaluation of internship programs and as a tool to compare them with best practices (Bawica, 2021).

Therefore, this research aims to extend the literature by focusing on increasing the understanding of the benefits of structured employer feedback in the educational experiences of BSHM interns. Furthermore, this study is intended to provide significant findings to both academic and industry stakeholders towards improving internships and cultivating suitable human resources in the hospitality industry.

Research Objectives

This study assessed the job performance of Hospitality Management student interns of Cebu Technological University, Moalboal-Campus for the Academic Year 2023-2024, as basis for creating an action plan. Specifically, this study answered the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. managerial experience; and
 - 1.4. educational attainment?
2. As perceived by the employers, what is the extent of the interns' job performance:
 - 2.1. competence;
 - 2.2. commitment;
 - 2.3. collaboration; and
 - 2.4. credibility?
3. As perceived by the employers, what is the level of the intern's performance based on the Performance Indicators Assessment:
 - 3.1. productivity;
 - 3.2. ability to follow instructions;
 - 3.3. initiative;
 - 3.4. quality of work;
 - 3.5. dependability;
 - 3.6. cooperation;
 - 3.7. ability to get along with people;
 - 3.8. attendance; and
 - 3.9. appearance??
4. Is there a significant relationship between the demographic profile of the respondents and evaluation of the BSHM interns in various job-related tasks?
5. Is there a significant relationship between the job-related tasks and job performance?
6. What are the experiences of the employers towards BSHM interns?
7. Based on the findings of the study, what action plan can be crafted?

Literature Review

Competence comprises work skills and know-how needed for successful work execution. This paper aims to add some of the most recent works on non-verbal communication in the Filipino context, including the study by Malate et al. (2023) that focused on understanding Non-verbal communication by Filipino Hospitality Management interns during service interactions. Kinesics and proxemics showed a great improvement in customer satisfaction and task performance, which underscores the importance of soft skills in the hospitality industry.

Responsibility connects to concerns, responsibility as an intern with the ensuing goals and tasks of a given organization. In the study conducted by Panchal et al. (2022), the levels of organizational commitment of temporary and permanent employees were compared. Although not directly relevant to interns, their studies showed signs that made up perceived commitment, which comprised of variables such as job security and intrinsic motivation; all of which are so important to student interns. Collaboration in the workplace is a subtle way of promoting teamwork and the best way to coordinate in professional environments. The aspect of integrated working was discussed in Thornhill-Miller et al. (2023), where the four Cs, namely Creativity, Critical thinking, Communication, and Collaboration, were considered important 21st-century skills. The study noted that the positions of the student interns require exhibiting high-level collaboration skills to work within competitive and racially diverse organizations.

In the context of trustworthiness and reliability, the intern must build credibility on which he/she can rely on supervisors and customers. Tsai et al. (2024) investigated employability and credibility for Hospitality interns and industry Practitioners. They discovered that language skills and professionalism impacted an intern's credibility with fellow employers. For instance, Dean et al. (2022) targeted employer acceptance of employment of persons with intellectual disabilities. Employer willingness in the current study was assessed by a survey of 478 employers in Norway; experience with various work-related situations, including employment of disabled persons, had a strong positive effect on willingness. The expectations of an organization that adopts CSR programs, and the perception that diversity is good for business, boosted employer willingness to recruit. The study pointed out that learning through prior experiences that have involved hiring people meant it was possible to remove barriers and encourage employers to be more willing to hire those with different

ability levels.

Moreover, Mahasneh et al. (2023) explained how the Theory of Planned Behavior can be used in predicting willingness. These perceptions were seen to be generalizable across sectors and were associated with employers' ideology, westernization of organizational culture, and perceived autonomy concerning the hiring of persons with disabilities. Of course, educational programs expecting such changes were especially effective in changing perceptions and encouraging positive attitudes. Interdependence is the backbone of organizational operations and interactions, as well as group formations. Collaboration is not only a key factor to productivity but also a way to improve the organizational climate and personnel's problem-solving skills.

Separation through relational hiring approaches was articulated by Mahasneh et al. (2023). To achieve these, the strategies focused more on working within communities and ensuring that the employers' conduct fits the social-cultural milieu. For example, live employer recruiter participation during such public awareness events as community Scouts enhanced organizational fit and coherence. In relational approaches, the employers kept talking about more trust and flexibility in the teams. In addition, Vasic et al. (2023) examined cooperation in diverse workplaces with special reference to migrant employees. It's from the results that they noted that employers were keen on workers who could adopt the culture of a given region, and also should show good interpersonal relations. This underscores the need and call for the promotion of self and others' social cooperation within different organizational fraternities. Despite being an extrinsic pressure, appearance holds large importance in initial meetings and interactions, personal presentation ability, and compliance with mostly unspoken company culture.

Other studies done on adolescents include self-perception of appearance by Abdo et al. (2023) among the adolescents of Addis Ababa. Although their research is solely based on schools, their discoveries affect workplace policies in one way or another. They claimed positive self-perception where adolescents who were positive behaved, confident, and self-perceived, were more likely, according to them, to integrate well in cooperative settings. Available sporting center, fit and proper publicity, and contact with media supported the need for self-esteem, pointing to the fact that there is a need for organizations to make working places comfortable for employees and ensure they boost their morale for the job, no matter their appearance.

Moreover, the attitude of an employee is a leader predictor of engagement, working capacity, clarity of the organizational culture, and more. Optimistic approaches to work also predict productivity and satisfaction. Truong et al. (2023) wrote about the employing organization's perceptions of business administration graduates. It was also evident in the study that where technical and cognitive skills dominated the employed, their employers perceived them differently. Recruited employees were expected to take responsibility for everything on their docket and show proactivity in problem-solving. These attributes were perceived in the analysis as the potential to create value within the organization over a prolonged period.

People attend meetings as they know being present is a sign that they are reliable and dedicated to the position. It affects the running of organizations by causing interruptions in productivity as a result of missed days from work. Leino-Arjas et al. (2021) described an overview of absenteeism in Finnish occupational health services. The study compared the two and found that musculoskeletal disorders and mental health problems were prevalent. Unsurprisingly, they found larger employers had higher overall absenteeism rates as well. This hints that it may be harder for larger organizations to address the needed level of employee engagement or attendance.

Galut (2025) explores the study of pre-service teachers at Apayao State College. The challenges that emerged during the teaching internships of the study included managing the class, responding to the differentiated learning needs of the students, and coping with the professional demands of the internship within a personal context. This stress caused interns to seek support by first teaming with their peers focused on challenging projects, second, finding professional supervision, and third, individual analysis of their overwhelming experiences. They were advised to have workshops and usual conferences, which will improve their approaches to teaching and help in personal development. Specifically, the study focuses on constructing a well-coordinated framework for providing support to interns for handling teaching challenges as well as enhancing their self-competency in teaching.

Such internships imply performance of emotionally demanding tasks, as shown by Mokobedi et al. (2024). The authors looked into the everyday work of interns concerning topics that may be uncomfortable and painful, such as violence and injury data. It was found that interns experience high levels of psychological symptoms, and a high workload in the working environment adds to this. Issues related to do with workplace relations, cordial relations between workers, and the stresses associated with the jobs came out clearly in the studies. The main coping mechanisms were to talk to colleagues, to have structured supervision meetings, and to engage in workplace health promotion activities. This study underscored the need to create awareness of the emotional demands of research internships through creating awareness and developing efficient techniques to support stress-stricken interns to be effective in their workplace.

Doorn et al. (2022) did a study on the experiences of clinical psychology interns with suicidal clients. It was found that graduate students can become overwhelmed when taking a personal interest in a client's case, which puts them in a position they cannot handle; they are left feeling insecure and frustrated. Furthermore, interns were all confused between Professional and personal feelings whenever they were handling similar cases in their own lives. To deal with these concerns, supervision became seen as a very important form of support. Sessions with senior supervisors included not only strategies for dealing constructively with challenging moments, but also time to talk about emotions that the internship may evoke in interns. The results highlight the need for threat management for interns to include frameworks addressing emotional self-care within clinical training.

Hingpit (2024) examined the effects of on-the-job training (OJT) on business administration students. On the aspects discussed in the research, the business administration students failed to apply classroom learning as they engaged in internships, with tasks such as

clerical work rather than industry-based tasks. Moreover, there were financial problems, poor access to money, and infrastructural barriers such as poor transport. Using the findings of this study, interns were able to self-motivate and seek institutional support, such as self-monitoring and feedback from supervisors. The present study implies a need to have a clear transition between academic programs and internships to embrace the practical experiences of the student to fit the career aspirations of the current society.

An investigation by Ananta et al. (2024) involved hospitality management interns who wanted to develop speaking and interpersonal skills during internships. The conflicts experienced by interns include language problems, the ability to deal with customers, and fear while presenting before an audience. As noted, these were specifically demanding stressful conditions within which communication was critical. This again points to preparatory procedures such as role-plays, feedback, and training as suitable ways of enhancing rapport competencies. To this end, this study supports the proposition that specific education interventions increase interns' competence and performance in the sectors that require too much emphasis on the customer.

Solis et al. (2024) discussed the situation that the pandemic provided circumstances for criminology student interns. Concerns identified included: cash challenges, health risks given the lack of personal protective gear, and limited learning opportunities. A variety of adaptation mechanisms, including intact positivity, personal health management, and time management strategies, were also identified by interns. Still, one-third of the interns highlighted that they enjoyed being useful and helping the community during the pandemic. The study also highlights the need for institutions to put in place measures that will enable interns to complete their training as and when crises occur.

In the study carried out by Calfoforo (2023) about the enhancement of soft skills, including teamwork, leadership, and communication, was studied among student interns. The research highlighted five key challenges: low self-esteem, fear of getting things wrong, claustrophobia, inexperience, and poor coaching by superiors. These were overcome through the activities of the mentor, peer group, and intern self-direction. A recommendation made by the study is that thousands of academic institutions need to establish specific training that will help develop soft skills, which are critical for career attainment.

Uddin and Koo (2024) drew on the literature to identify that feedback mechanisms lie at the heart of enhancements in overall internship satisfaction. The present study investigated how strategic planning and industrial involvement in the internship influenced the student experience of Egyptian hospitality programs. As would be expected, structured feedback loops between employers and interns were associated with greater satisfaction, leading to a propensity to enter the hospitality career. The findings also emphasize that detailed feedback provided by students about their job role and challenges helps the students to cope with life after education and, hence, a strong internship framework.

Kurniawati et al. (2024) identified certain challenges faced by hospitality students on international internships. The qualitative analysis highlighted some of the major challenges related to differences in culture, issues related to the language barrier, and problems with the management of tasks. Employer feedback mechanisms helped students in overcoming these challenges through guidance and adjustments during the internship. This research calls for more proactive monitoring and feedback on the part of educational institutions and employers that will better prepare students for their international internships.

Nguyen et al.'s research (2023) examined factors that impinge on the experiences of hospitality students during WIL. The critical incident technique revealed that constructive feedback, especially recognition especially helpful to interns. Negative feedback, however, when framed constructively, also enables students to deal with weaknesses with great efficiency. This study identified that feedback is also dually purposeful in motivation and professional skill development, where consistently delivered feedback promotes adaptability to a dynamic working environment.

According to Yan (2025), in the case of adequate academic curricula adapted to labor market needs, students are very likely to perform better during their internship experience. This study also showed that students' satisfaction was greater when employers' feedback underlined gaps between theoretical knowledge and real-life practice. Better coordination between academic institutions and industry partners results in improved mentorship quality, leading to a better outcome for students and employers. Zakaria et al. (2025) proposed a new fuzzy conjoint analysis model to analyze the performance of interns based on the employer's perspective. This had a better capturing of precise particulars in multi-attribute performance areas concerning specific attributes, which included adaptability, communication, and problem-solving skills. Employers rated consistently better-performing interns when their feedback mechanisms were detailed and covered particular competencies. The findings of this study bring into sharp focus the need to institute mechanisms for nuanced feedback that capture both the complexity and the dynamism in the performance of the intern.

Malate et al. (2023) focused on non-verbal communication as an aspect of employer feedback that is relevant to hospitality interns. Indeed, this study found that non-verbal communication, manifesting in body language and facial expression, massively affects service delivery and customer satisfaction. Employers provide such feedback to interns so that they can develop interpersonal traits which are germane in hospitality; therefore, this research supports the principle of full feedback through both verbal and non-verbal indicators of performance. Elo et al. (2023) explored how employer feedback might be utilized to fine-tune hospitality management curricula. This study found that the feedback about the identification of skill gaps led to a significant number of curriculum adjustments. These included practical skill-building activities being implemented into academic programs to better prepare students for jobs. This research encourages frequent forums between employers and educators to effectively create seamless academic preparation for industry expectations.

Kapoor et al. (2023) researched whether sustainability practices were implemented in hospitality internships. Employer feedback played

an important role as an important building block for the interns in developing their perception and knowledge of green practices and their application to the hotel operation area. In this case, it showed two positive sides of such feedback: fostering environmental awareness for future professionals while simultaneously making them able to contribute acquired skills to heading off initiatives toward sustainability in later career perspectives.

Methodology

Research Design

This study embraced a mixed method whereby both qualitative and quantitative methods were used in the research activity. This design is appropriate for the following reasons, as it facilitates an all-around assessment of the interns' job performance as well as their employer's feedback mechanisms.

In the qualitative component, this aspect also entailed conducting employer interviews to capture rich data concerning their views on interns' competency, including competence, commitment, collaboration, and credibility. Employer feedback cannot be boiled down to a set of numerical ratings, and quantitative analysis is not suitable for getting at the context of interns' performance and understanding the strengths and challenges that they face; hence, the use of qualitative research methods.

In the quantitative component, questionnaires were administered to a large pool of employers to obtain numerical responses on such factors as willingness, cooperation, appearance, attitude, and truancy. Frequently, specific data types are ideal for statistical analysis, and hence, the kind of data to be gathered quantitatively will enable generalization of trends in the employer feedback from a larger sample.

Following this mixed research approach has its advantages of integrating both qualitative and quantitative styles, which leads to better validation of findings due to the provision of a large data set that entails both figures and individuals' experiences.

Respondents

The respondents of this study were the employers and/or managers in the different hospitality establishments who have supervised or dealt with the interns from Cebu Technological University-Moalboal Campus for the academic year 2023-2024. The selection criteria were based on the weight of their experience with interns for a representative sample of approximately 23 targeted employers for surveys. This demographic profiling based on type of establishment and years of experience will put the findings into context and allow confidence that the findings are representative of a wide range of respondents in the hospitality industry.

Instruments

The two most prominent tools used in data collection are questionnaires and interviews. Surveys involve structured questionnaires that seek to quantify the employers' feedback in terms of such factors as willingness, cooperation, appearance, attitude, and attendance, using Likert scales for quantitative measurement. Semi-structured interviews were conducted using a guide that allows for the extraction of deeper insights from employers into perceptions regarding intern performance. Guides are used to ensure that responses are open-ended and relevant topics are covered. To ensure clarity and reliability, both undergo validation through a pilot test with a small group of employers before full deployment.

Procedure

The participants were recruited through contacts with potential respondents via professional networks and by going directly within the hospitality establishments. These surveys were issued through email or conducted in person at those places, and interviews take place at times when the employers may be free for recorded discussions with consent for actual transcription and analysis. Ethical considerations include informed consent to be sought from all participants, with an assurance of confidentiality of their responses, and that they have the right to withdraw from this process at any time without consequence.

Data Analysis

Quantitative analysis of data was implemented using SPSS and Excel, incorporating descriptive statistics on means and medians summarizing survey results, while inferential statistics incorporate correlation tests to explore the relationships between factors in employer feedback and metrics in the performance of interns. The wide analysis will help prove or disprove the hypothesis that employer feedback significantly influences the job performance of interns.

Ethical Considerations

Ethical considerations in this research process were an important issue: informed consent, confidentiality, and conflict of interest. The aim of the research, the procedures involved, potential risks, and the benefits to the participants was explained to them before seeking their consent to participate. All data collected was anonymized to maintain participant identities, reporting only the aggregated data on findings. Besides, any potential conflict of interest is also be declared before the beginning of collecting data to ensure that ethical standards well kept. Taken together, all these guidelines protect the rights of subjects through the full course of the research.

Results and Discussion

Demographic Profile

The demographic profile consists of age, gender, academic attainment, and number of years of managerial experience. The profile of the respondents can affect how they assess the performance of the interns.

Table 1. *Age*

<i>Age (years old)</i>	<i>Frequency</i>	<i>Percentage (%)</i>
18-28	6	26.09
29-38	9	39.13
39-48	0	0.00
49 and above	8	34.78
Total	23	100%

Table 1 presents the age of the respondents. It can be gleaned that many of the respondents belong to the age bracket 29-38, with 9 counts (39.13%). The bracket 39- 48 has no count at all; however, the bracket 18-28 has the lowest count of 6 (26.09). This implies that the respondents (managers) are middle-aged. Further, the way a manager would decide would matter based on the number of years they have been in existence, which, in this data, most of the respondents are still on the learning curve.

Age diversity refers to a social characteristic that reflects subjective and objective variations among group members (Li et al., 2021). Several scholars consider age as a source of diverse processes and their effects on the organization's performance (Zhang & Cheng, 2024). According to a report of Aging and Employment Policies: Working Better with age, promoting the employment of older workers is an important way to reduce the negative economic impact of population aging.

Table 2. *Gender*

<i>Gender</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Male	6	26.09
Female	17	73.91
Total	23	100%

Table 2 presents the Gender of the 23 respondents. These can see that more than half of the respondents are female, which is 17(73.91%). However, 6 (26.09%) of the respondents are male in gender. This implies that there are more female managers in the field. In a study involving gig economy workers, feedback from managers did not vary in effectiveness based on gender, indicating that negative feedback led to increased effort regardless of whether the manager was male or female (Abel & Buchman, 2020).

Table 3. *Educational Attainment*

<i>Educational Attainment</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Bachelor's Degree	21	91.30
With Master Units	0	0.00
Full-fledged Masters	1	4.35
With Doctoral Units	1	4.35
Full-fledged Doctors	0	0.00
Total	23	100%

Table 3 shows the Educational Attainment of the managers in the different establishments where our interns had their on-the-job training. With this, 21 (91.30%) got their bachelor's degree, and among the respondents, no one has with master's degree and a Full-Fledged Doctorate. However, there is one Full-fledged Master's 1 (4.35%) and one with Doctoral Units 1 (4.35%). This means that all the respondents got their bachelor's degree, but two of them became Full-fledged master's and with Doctoral Units.

Studies emphasized the necessity for educational institutions to strengthen partnerships with the hospitality industry, facilitating practical training that enhances employability (Thein, 2024). This provides a clear picture that managers' knowledge in managing the resorts including their people can be patterned as to how they acquire their level of educational attainment.

Table 4. *Managerial Experience*

<i>Managerial Experience</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Less than 5 years	13	56.53
6-10 years	7	30.43
More than 10 years	3	13.04
Total	23	100%

Table 4 shows how long the manager has had managerial experience in the establishment. Based on the data, more than half of the managers have a managerial experience of less than 5 years 13 (56.53%), some managers have an experience of 6-10 years in managerial 7 (30.43%), and only 3 (13.04%) is more than 10 years in managerial. This means that most of them are still in the process of learning and adjusting, but some managers are used to what they are doing. Senior management positions often demand over 5 years of experience, with a focus on advanced leadership skills and strategic decision-making (James et al., 2025).

Level of Employers' Feedback on Job Performance

Employer feedback plays a critical role in internship evaluation as it provides interns with a clear understanding of their performance, highlighting both strengths and areas for improvement. Through constructive feedback, interns receive guidance on how to address their weaknesses and enhance their skills.

This process not only helps them develop practical, hands-on experience for future professional use but also supports the discovery and refinement of their strengths and potential areas of specialization. Furthermore, evaluation allows employers to assess how well interns can apply theoretical knowledge gained in the classroom to real-world scenarios, fostering continuous growth throughout the internship experience.

Table 5. *Level of Employers' Feedback on Job Performance*

<i>Statement Interns.</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
Competence			
1. Applies the appropriate hospitality skills in performing their required duties or functions.	4.71	0.86	Always
2. Provides sound decision making in responding to the needs of the customers and organization.	4.54	0.88	Always
3. Adapts easily to new technology used in the operation.	4.54	0.66	Always
4. Demonstrates assertive communication skills in dealing with colleagues, customers and other stakeholders.	4.67	0.48	Always
5. Works professionally with the team applying suitable hospitality competencies to accomplish certain tasks.	4.75	0.44	Always
WM	4.64	0.66	Always
Commitment			
1. Accepts willingly and performing leadership roles in various activities with an exceptional sense of duty and dependability	4.54	0.88	Always
2. Provides necessary support to the welfare of organization and service-oriented to customers.	4.54	0.78	Always
3. Demonstrates passion for execution and sense of urgency in all tasks	4.58	0.58	Always
4. Transcends personal needs when organizational concerns need to be attended to	4.54	0.51	Always
5. Participates in making decisions and implementing the activities of the organization	4.58	0.58	Always
WM	4.56	0.16	Always
Collaboration			
1. Fosters the sense of family in the workplace by helping co-employees with difficulty in completing some tasks	4.63	0.88	Always
2. Maintains harmonious and friendly relations with superior peers and subordinates through respecting their individual differences.	4.75	0.68	Always
3. Shows marked interest and pride in the present of joy by completing tasks on time.	4.83	0.48	Always
4. Promotes positive image of the department through serving customers effectively.	4.88	0.34	Always
5. Demonstrates the significant values of the organization in achieving its vision and mission.	4.88	0.34	Always
WM	4.83	0.54	Always
Credibility			
1. Becomes the model of leadership who adheres to the policies, rules and regulations of the organization.	4.54	0.88	Always
2. Practices honesty, fairness, and transparency in all business transactions with the stakeholders	4.71	0.69	Always
3. Protects and preserves company's property through careful and wise use of resources	4.75	0.53	Always
4. Demonstrates professionalism in dealing with colleagues.	4.67	0.48	Always
5. Sets oneself as an example of moral and ethical behavior to all employees and stakeholders.	4.75	0.61	Always
WM	4.68	0.64	Always
AWM	4.68	0.50	Always

Legend: 1.0-1.80 (Never), 1.81-2.60 (Rarely), 2.61-3.40 (Sometimes), 3.41-4.20 (Often), 4.21-5.00 (Always)

Competency

In this level of employers' feedback, which is the competence, implies that the ability to work professionally with a team, is highly rated, with a mean rating of 4.75) in mean. This is followed by the hospitality skills being applied appropriately, with (4.71) in mean and assertive communication (4.67) being high in marks. The commendable is how they respond to the needs of the customers and the org, how they adapt new technology used in the operation with (4.54) in mean. This implies that the interns show their competence more through working professionally (Utami & Raharjo, 2021).

Commitment

In this evaluation commends the commitment to leadership and organizational involvement. Both areas have scores (4.58) in mean, it has the passion to demonstrate the passion in task execution, indicating commitment to organizational goals. This is followed by the three, accepting willingly and performing leadership roles, supporting the welfare of the organization, and transcends personal needs to be attended to with (4.54) in mean, this shows service- oriented behavior. This means that the results give reliable and strong leadership potential. (Ali & Swart 2024).

Collaboration

This shows that the highest results of 4.88 mean are both customers' behavior with organizational values that are related to delivering quality service, next with a 4.83 mean indicating the interest, pride, and dedication with the sense of responsibility to its performance. Following 4.75 means reflecting different relations in the workplace. The lowest score, which is 4.63, means that coworkers struggle in helping task, and they need to enhance teamwork, emphasizing commitment, performance, and collaboration (De La Cruz et al)

Credibility

The results reveal that behaviors are the highest rated, scoring 4.75, with the mean company property setting moral example and ethical behavior to its protection and present and following 4.71 means reflecting stakeholder relations of business transactions, practicing fairness and honesty. Next, with 4.67 mean interacting colleagues demonstrating professionalism, suggesting appropriate workplace manner. The lowest score is 4.54 compliance to policies for leadership for potential area for improvement. Overall, the results show the strong responsibility and awareness to strengthen leadership (Choe et al., 2023).

The Level of Employers Performance Indicators Assessment

The purpose of employee performance evaluation is to evaluate the level of contribution to the overall success of the employee's work behavior. This helps address their strengths and weaknesses, ensuring employee aligns the standard goals. Regular assessment of performance also helps make decisions related to training, promotions and professional development. To improve, employer focuses on providing feedback to interns encouraging them to continuously learning that can help them grow.

Table 6. The Level of Employee Performance Indicators Assessment

Statement Interns.	Mean	SD	Description
Productivity			
1. Completes assigned tasks efficiently	4.46	0.88	Always
2. Manages time effectively to maximize output.	4.54	0.88	Always
3. Maintains consistent performance throughout the day.	4.54	0.59	Always
4. Handles multiple tasks or high-pressure situations well.	4.46	0.66	Always
5. Consistently meets or exceeds productivity targets.	4.54	0.51	Always
WM	4.51	0.67	Always
Ability To Follow Instructions			
1. Understands and executes given instructions accurately.	4.50	0.93	Always
2. Requires minimal clarification on assigned tasks.	4.54	0.74	Always
3. Adheres closely to company policies and procedures.	4.67	0.56	Always
4. Responds positively to feedback or correction.	4.75	0.44	Always
5. Follows safety or compliance guidelines effectively.	4.83	0.38	Always
WM	4.66	0.61	Always
Initiative			
1. Takes proactive steps to solve problems.	4.42	0.93	Always
2. Seeks opportunities to improve skills or processes.	4.33	0.82	Always
3. Willingly takes on additional responsibilities.	4.58	0.65	Always
4. Demonstrates creativity or innovation in work.	4.58	0.50	Always
5. Acts independently without constant supervision.	4.58	0.58	Always
WM	4.50	0.70	Always
Quality Of Work			
1. Produces accurate work with minimal errors.	4.29	0.95	Always
2. Meets or exceeds quality standards consistently.	4.54	0.72	Always
3. Maintains high-quality output regularly.	4.54	0.66	Always
4. Ensures thoroughness in tasks.	4.58	0.58	Always
5. Delivers polished and complete work.	4.54	0.51	Always
WM	4.50	0.69	Always
Dependability			
1. Reliably meets commitments and deadlines.	4.42	0.93	Always
2. Completes tasks without requiring follow-ups.	4.50	0.83	Always
3. Delivers work on time consistently.	4.45	0.66	Always
4. Handles confidential or critical tasks responsibly.	4.54	0.59	Always
5. Dependable during high workload or challenges.	4.58	0.65	Always
WM	4.52	0.73	Always
Cooperation			
1. Collaborates effectively with team members.	4.71	0.86	Always
2. Willingly assists others when needed.	4.71	0.75	Always
3. Contributes well to group projects or discussions.	4.63	0.65	Always
4. Handles constructive criticism professionally.	4.63	0.58	Always
5. Adapts well in diverse teams.	4.67	0.48	Always
WM	4.67	0.66	Always
Ability To Get Along With People			
1. Maintains respectful interactions with colleagues and supervisors.	4.75	0.85	Always

2. Fosters positive workplace relationships.	4.75	0.68	Always
3. Manages workplace conflicts effectively.	4.67	0.56	Always
4. Maintains a friendly and approachable demeanor.	4.79	0.51	Always
5. Adjusts to varying communication styles well.	4.63	0.58	Always
WM	4.72	0.63	Always
Attendance			
1. Punctual in arriving to work and attending meetings.	4.54	0.93	Always
2. Adheres to scheduled work hours consistently.	4.63	0.77	Always
3. Provides timely notice for absences.	4.71	0.62	Always
4. Maintains a low absenteeism rate.	4.63	0.58	Always
5. Completes workweeks without interruptions.	4.75	0.44	Always
WM	4.65	0.67	Always
Appearance			
1. Adheres to the company's dress code or appearance standards.			
2. Presents professionally during work hours.	4.79	0.66	Always
3. Maintains personal hygiene and grooming consistently.	4.92	0.41	Always
4. Aligns appearance with company's image or culture.	4.88	0.34	Always
5. Dresses appropriately for different workplace settings.	4.92	0.28	Always
WM	4.87	0.50	Always
AWM	4.62	0.48	Always

Legend: 1.0-1.80 (Never), 1.81-2.60 (Rarely), 2.61-3.40 (Sometimes), 3.41-4.20 (Often), 4.21-5.00 (Always)

Productivity

The interpretation for the table specifically the category for productivity where the intern was highly rated and shows that interns are generally capable of the five indicators under this category. This indicates that interns are always demonstrate strong productivity skills and perform well under pressure. Overall, interns surpass productivity expectations and also interns are reliable and capable workers who can contribute a positive output for the hospitality industry (Xu et al. 2023).

Ability To Follow Instructions

In this category, interns were reflecting a strong ability in this area. This reflects that intern are able to accurately carry out those given instructions with minimal need for clarification. These findings indicates that interns are not only competent but also, they responses positively with that feedback given from them and executing directives as performing in every aspect (Hora et al., 2024).

Initiative

This data shows how much initiative the employees showed, based on evaluations from the places where interns did their on-the-job training. All employees were consistently rated as "Always" showing initiative in all areas. The highest scores (4.58) were for being willing to take extra responsibilities, being creative, and working independently without needing constant supervision. The lowest score, though still high (4.33), was for looking for ways to improve their skills or work processes. This indicates that the interns were consistently demonstrated being initiative by taking the responsibilities, generating new ideas and perform tasks independently (Colisao, 2023).

Quality Of Work

This data of the evaluation of the interns' Quality of Work during their On-the-Job Training got the highest rating (4.58) for "ensures thoroughness in tasks" which indicates that the interns consistently complete their assigned tasks carefully and thoroughly. The other high ratings (4.54) for "meets or exceeds quality standards consistently," "maintains high-quality output regularly," and "delivers polished and complete work" shows the interns are regularly meet expectations and maintaining a high level of performance. However, the lowest rating (4.29) for "produces accurate work with minimal errors" though it is reflecting on good performance, this is suggesting slightly less consistency in accuracy compared to the other areas. Overall, in this data, the interns were able to demonstrate dependability and competence in delivering assigned work that meets expectations, although there are minor areas for improvement in accuracy (Q Tabunda 2025).

Dependability

This evaluation shows the data of demonstrating in the workplace who have a strong reliability and accountability (Goncharenko, 2023). The highest rating which is "Dependable during high workload or challenges" with a score of 4.58 mean which is reflecting dependable under pressure. "Handles confidential or critical tasks responsibly" receives a score of 4.54 mean by making good decision and acting awareness of the situation. "Completes tasks without requiring follow-ups" with a score of 4.50 mean emphasize the ability to withstand challenges, act independently, and be consistently reliable. "Delivers work on time consistently" with a score of 4.45 strengthens their ability to manage time and expectations well. Lastly, "Reliably meets commitments and deadlines" have the lowest score of 4.42 having opportunity to improve for being consistent in meeting expectations.

Cooperation

This set of ratings reflects the employee's performance in terms of teamwork. The highest scores of 4.71 were given for collaborating effectively with team members and willingly assisting others when needed, showing that the employee works well with others and is supportive when help is required. Adapting well in diverse teams followed with a score of 4.67, indicating that the employee is flexible and works comfortably in different group settings. Both contributing to group projects or discussions and handling constructive criticism professionally received scores of 4.63, which shows that the employee actively participates and responds well to feedback, though there is slight room for improvement in these areas (Krishna & Babu, 2021).

Ability To Get Along With People

This data shows the evaluation of individuals interpersonal skills, as we can see "Maintains a friendly and approachable demeanor" have the highest score of 4.79 mean which is consistently attainable to others. "Maintains respectful interactions with colleagues" and "Supervisors and Fosters positive workplace relationships" both receives an average score of 4.75 mean which is seen for their consistent strength and their ability to foster positive workplace. "Manages workplace conflicts effectively" receives the second to the lowest with a score of 4.67 mean which is very effective in managing work conflicts and lastly, "Adjusts to varying communication styles well" receives the lowest score of 4.63 mean for having the ability to adjust of communication styles for continued growth (Abed et. al., 2023).

Attendance

This rating shown in the criteria is based on the employee's Attendance. Completes workweeks without interruptions got the highest score of 4.75 rating, showing that the employee is very consistent in finishing full weeks of work. Provides timely notice for absences followed with a score of 4.71 rating, meaning the employee informs ahead of time when they can't come to work. Adheres to scheduled work hours consistently and maintains a low absenteeism rate both got 4.63 rating, showing the employee usually follows their work schedule and is not often absent. Lastly, Punctual in arriving to work and attending meetings got the lowest score of 4.54 rating, which still shows good performance but may need a bit more improvement in being on time (Buncher et al., 2022).

Appearance

That indicates that employees perform excellent in maintaining a professional appearance, with the highest ratings presented to consistently sustaining personal hygiene and grooming and dressing properly for a different work environment setting-both scoring 4.92, showing solid and reliable habits in this area. Next is ensuring that one's appearance matches the company's brand or culture, with a score of 4.88, evaluating the most employees demonstrate the company's values through their personal presentation. Following the dress code scored 4.83, showing most people generally comply well, but there is a little difference between individuals. The lowest score, still quite high at 4.79, is for dressing professionally during work hours. This means most employees look professional, but there is some room for small improvements. The results show that the workforce is well-groomed and professionally dressed (Erford, 2023).

Significant Relationship

The significant relationships among the demographic profile of the respondents, the level of employers' feedback on job performance, and the level of employee performance indicators assessment are essential in understanding how these factors affect one another in improving the performance of the HM interns.

Demographic Profile of the Respondents and the Level of Employers' Feedback on Job Performance

The significant relationship between the demographic profile of the respondents, such as age, gender, academic attainment, and years of managerial experience, and the employers' feedback on job performance is vital in knowing what variables are associated with how managers evaluate and assess the interns' performance.

Table 7. *Significant Relationship between the Demographic Profile of the Respondents and the Level of Employers' Feedback on Job Performance*

<i>Variables</i>	<i>Dependent Variable</i>	<i>df</i>	<i>alpha</i>	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>	<i>Decision</i>
Age	Employers' Feedback on Job Performance	22	0.05	0.089	0.06	Not Significant	Accept the Null Hypothesis
Gender		22	0.05	0.206	0.34	Not Significant	Accept the Null Hypothesis
Educational Attainment		22	0.05	0.163	0.45	Significant	Reject the Null Hypothesis
Years of Managerial Experience		22	0.05	0.221	0.03	Not Significant	Accept the Null Hypothesis

Table 7 presents the significant relationship between the demographic profile of the respondents, such as age, gender, academic attainment, and years of managerial experience, and the employers' feedback on job performance. Only the years of managerial experience established a significant relationship to employers' feedback on job performance, with a p-value of 0.03, which means that the null hypothesis should be rejected. The rest of the indicators in the demographic profile are not significant to the employers' feedback on job performance. This implies that only years of managerial experience can affect the way how interns are evaluated and assessed in terms of their performance (Filiberto et al., 2021).

According to Gaitte et al. (2022), the importance of evaluating the interns is to check and track progress. This means that managers play a pivotal role in honing the skills, competencies, attitudes, and behaviors of the interns. Further, it creates a healthy and supportive environment where managers with a higher number of years of experience or in managerial positions can affect the way how interns are supervised, trained, and monitored for continuous improvement (Hora et al., 2024). Similarly, the study of Yordudom et al. (2024)

provided a clear discussion on how interns should have good preparation during their on-the-job training, highlighting the financial aspect and reflective learning as part of how they survive in the internship.

This connects the idea that when an intern is prepared, the managers can see how they are managing their tasks, prioritizing the goals, and establishing a well-rounded individual ready for employment. The results show that when managers gain a quite number of years of experience, they will be able to provide a good scaffolding and support to the interns (Taylor, 2023). Having extensive experience in managing people, a manager can provide good mentorship, which can address communication gaps. This can help employers to receive good feedback because the maturity of managers plays a crucial role in sustaining a supportive and positive working environment where the interns can acquire growth and development (Tomaz & Cardim, 2023). Managers having a good number of years can mentor the interns in the best possible way, as they have already experienced mentoring for a long time. Their experiences are instruments to help the interns appreciate practicing the theory learned in the university.

Demographic Profile of the Respondents and the Level of Employee Performance Indicators Assessment

The Demographic profile of the respondents and the level of employee performance indicators assessment establish the idea that soon-to-be employees, such as the interns, should be assessed on how they perform during their on-the-job training. These open doors of reflection, opportunities, and meaningful learning experiences.

Table 8. *Significant Relationship between the Demographic Profile of the Respondents and the Level of Employee Performance Indicators Assessment*

<i>Variables</i>	<i>Dependent Variable</i>	<i>df</i>	<i>alpha</i>	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>	<i>Decision</i>
Age	Employers' Feedback on Job Performance	22	0.05	0.207	0.34	Not Significant	Accept the Null Hypothesis
Gender		22	0.05	0.090	0.06	Not Significant	Accept the Null Hypothesis
Educational Attainment		22	0.05	0.230	0.02	Significant	Reject the Null Hypothesis
Years of Managerial Experience		22	0.05	0.168	0.44	Not Significant	Accept the Null Hypothesis

Table 8 shows the significant relationship between the demographic profile of the respondents and the level of employee performance indicators assessment. It can be gleaned that among all indicators under the demographic profile. The academic achievement marked a significant relationship to the employers' feedback on the job performance, with a p-value of 0.02, which rejects the null hypothesis. The rest of the indicators, such as the age (p-value = 0.34), gender (p-value = 0.06), and years of managerial experience (p-value = 0.44), are not significantly correlated with the employers' feedback on the job performance. This data implies that when managers are evaluating and assessing the interns, it is their academic attainment that plays a crucial role in identifying the strengths and weaknesses of the interns.

The study of Hoffman and Tadelis (2021) mentioned that the manager's educational attainment can affect the way they evaluate the interns of the employers' feedback on job performance. Managers are critical in terms of assessing the different learning experiences of the interns, as these managers are more focused on how the theories learned in college are being applied in the workplace (Lubis et al., 2024). The need to check the productivity and initiative of the interns is one of the most important metrics for how employers give feedback (Ivkovic & McRae, 2021). This extends to the ability of how interns are following the instructions and how the interns are doing their job with limited supervision. This is where the managers can gauge the application of knowledge to the real setting.

Table 9. *Significant Relationship between the Employers' Feedback on Job Performance and Level of Employee Performance Indicators Assessment*

<i>Variables</i>	<i>df</i>	<i>alpha</i>	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>	<i>Decision</i>
Employers' Feedback on Job Performance and Level of Employee Performance Indicators Assessment	22	0.05	0.778	0.00	Significant	Reject the Null Hypothesis

Table 9 presents the significant relationship between the employers' feedback on job performance and the level of employee performance indicators assessment. The data shows that there is a significant relationship between these variables, having a p-value of 0.00, which rejects the null hypothesis. This means that the two variables present parallel alignment of their impact on evaluating the performance of the interns (Peng, 2024). This can give a better perspective of the importance of assessment and the different indicators stipulated in these instruments. It will surely assist the interns in making their on-the-job training a worthwhile experience, leaving no regrets about applying the theories from the university into practice in the real world of work.

According to Gravina et al. (2021), assessing the employees is vital in providing different appropriate interventions to improve or better the performance of the interns. There is no such thing as a perfect employee or intern, but one can improve over time with quality coaching and mentoring. This is achieved when there are instruments to gauge the performance of the interns. Vuong and Nguyen (2022) provided a substantial systematic review on how companies are measuring the performance of interns and employees wherein appropriate strategies are employed. Key strategies in measuring the interns' strengths and weaknesses are vital in increasing the productivity of the employee, which impacts the entire company.

Employers Experience Towards the Interns

The interns' challenges typically refer to the obstacle that they face during their practical work and the challenges they experience during their practical work in the Hotel Establishment.

Theme 1: Actualizing Full Potential

This theme means that the interns are showing their best during their internship. They were able to apply all the theories and knowledge gained from the university. The managers were able to see the potential of the interns in performing the different tasks in the hotel or in executing their skills and competencies in hospitality and management. This definition was supported by the words of the participants.

One of the managers mentioned that "Responsible for performing various assigned duties under the guidance, and it's important to point out ways interns can improve, it's also valuable to celebrate their achievements to promote a positive work environment (M1)". It simplifies that the interns must be given words to do in any different task to work with help and supervision. As Manager 1 said, it is so helpful and important to give them feedback which they can improve and how interns can get better. As the interns get better day by day, their hard work must be much appreciated and an encouraging workplace to create a positive environment.

Manager 5 said, "Excellent and well-mannered and hardworking". It means that every individual is very good at a work they use to do. Skill are being used as they always go beyond on what is expected, they respect and treat others kindly is the things they do and also put a lot efforts and tries their best to complete their work.

Manager 7 said, "My experiences in managing the CTU-Moalboal Interns are easy, they require less supervision The manager implies that the CTU - Moalboal interns was east to handle". They worked by their own and independent what they are doing. They were simple, independent, didn't need much supervision.

Manager 18 said, "Managing the CTU Moalboal Interns was good experience. They are all flexible, particularly when working in their designated department. We can easily ask them for assistance in making our task easier". The manager is having a great experience working with the CTU – Moalboal interns. They can adapt to their tasks on what to do and can adjust to their assigned roles. They are willing to help, easy to work with and make their tasks easier and more manageable.

Theme 2: Commitment Unquestioned

This theme indicates that interns exhibited a high level of commitment and responsibility when they were on internship. Interns were reliable in fulfilling their given tasks, willing to go beyond on what was expected, and showing loyalty to the organization's goals. Managers recognized their dependability, willingness to learn, and their ability to balance work while keeping in mind of the deadlines and expectations. This definition was supported by the words of the participants.

Manager 2 said, "My experiences supervising CTU-Moalboal Campus interns was incredibly fulfilling. The intern's diverse backgrounds and skills made the experiences engaging, but finding the right balance between support and autonomy proved challenging. While some thrived with detailed guidance, others need more independence. The key was adapting my approach to each intern, fostering a supportive atmosphere where they felt comfortable seeking feedback while also encouraging proactive behavior".

This statement implies that the manager talks about the experience of the interns of CTU- MOALBOAL. The manager also said that the interns have different skills because of their diverse backgrounds. This makes things very interesting, even though it can be difficult to understand at times. It helps the interns grow. Some interns do their best when they are given clear instructions.

Manager 2 mentioned that they also try harder when you give them the freedom to do things their own way. The manager added that the key to helping interns effectively is to adjust your teaching style and let them handle the tasks they are capable of doing on their own.

Manager 8 said "Managing the interns often involves a mix of providing clear expectations, hands-on guidance, regular feedback, and opportunities for learning and growth. While also considering their academic background and need for mentorship. Which can be both rewarding and challenging, especially when balancing their learning curve with project deadlines and real-world demands". This statement implies that Manager 8 talked about the experience of the interns of CTU- MOALBOAL Manager 8 talked about how they give interns proper instructions, provide direct support, and give feedback on their work. This helps the interns learn and grow in life.

The manager also said they consider the interns' academic background and the level of guidance they need. By doing this, the interns feel valued and special. However, the manager also mentioned that it can be challenging at times to balance teaching the interns with meeting deadlines and handling real-life work responsibilities.

Manager 3 said, "She adopts easily to what she was taught to do. Listens attentively in every task that she was given and execute it effectively". Manager 3 said she learns new things quickly and pays close attention when given tasks. She listens carefully to instructions, so she knows exactly what to do. Because of this, she finishes her work well and on time. She does not need much help, which shows she is responsible and can work on her own. Manager 3 also noticed that she stays focused and does not get distracted, which helps her do her tasks correctly every time.

Manager 2 said, "Interns typically show strong adaptability, quickly adjusting to new tasks and environment. They exhibit a strong eagerness to learn and contribute, often bringing first perspectives. Additionally, their communication and teamwork skills are key, allowing them to collaborate effectively with others and contribute to team success". The manager said that interns usually adjust fast

to new tasks and new places. They are excited to learn and want to help the team in any way they can. Interns often bring fresh ideas that can help make work easier or better for everyone. Good communication is important too, and interns talk clearly with others and work together as a team. Manager 2 also pointed out that because interns work well with others, they help create a friendly and positive place where everyone can do their best.

Theme 3: Taking Higher Leap

This theme means that the interns was showing growth and improvement throughout their internship. Interns were more open to challenges, took initiative, and stepping out of their comfort zone to achieve more. Managers observed that the interns developed more confidence, independence, and professionalism over time was also showing their readiness to take on bigger responsibilities in the future. This definition was supported by the words of the participants.

Manager 4 said, "Ensuring interns received a comprehensive orientation about company standards, and their specific assignment or task. Interns are assigned based on their skill levels and interests, ensuring a balance between learning opportunities. Included room preparations and maintaining the areas. I encourage to collaborate between interns and full-time staff to build a cohesive teamwork". It is important to at least the interns know the company's rules, values and what is expected inside so that interns feel more confident and ready for work, as this also a way to succeed from giving the interns the enough information that interns need to know.

One way to help the interns to enjoy as well as feel they are contributing to the team is by giving them the task that match to their skills and interest. Another way, in order to help the interns, grow and taking on bigger responsibilities is by encouraging them to ask questions, learning from mistakes and accept feedback through the help of full-time staff and supervisors, this also show that there is a teamwork, and it is important as working together.

Manager 1 said, "During the initial days, most interns get nervous waiting in such an unfriendly environment and are unable to continue their internships. And some interns may lack motivation procrastinate or fail to take ownership of tasks. May not fully understand workplace expectations". As most of the interns feels nervous due to unfriendly environment, in order to solve this problem and prevent losing motivation for the interns is to create a friendly and supportive atmosphere from the beginning so that they don't feel out of place.

Managers also play a key role in keeping the interns motivated by giving them positive feedback and be able to continue their internships, through this it can boost their confidence and motivation, and the same time managers should also be clear in terms of giving deadlines and responsibilities to prevent procrastination. In internship, it is important to remind interns that challenges are part of learning and instead of seeing those mistakes as failures, they should see them as chances to improve itself, and through this, interns feel supported and motivated.

Manager 8 said, "When managing interns, challenges related to attitude, behavior and work ethic can include: lack of professionalism, inconsistent work quality, poor time management, not taking initiative, difficulty accepting feedback, overreliance on supervision, not adapting to company culture, showing up late or missing deadlines, and a lack of accountability for their work". Managing interns can sometimes be challenging especially when it is related to attitude, behavior, and work ethics like coming late, miss deadlines or avoid taking responsibility for their tasks.

In order to solve this problem, it's important to explain the rules and expectation clearly from the start, just like during the orientation where interns should learn what is to be expected from them like for being on time, finishing tasks and being accountable for their work. To improve the attitude of the interns, giving them positive feedback by praising the interns if they do a good job as they did well and telling them calmly if they did wrong can also a help to encourage interns to grow and helps the company to have a stronger team.

Manager 11 said, "Handling interns comes with challenges, particularly in professionalism, accountability and adaptability. Some interns struggle with time management, following instructions, and taking initiative, while others need to improve their communication and teamwork, Handling interns comes with challenges, particularly in professionalism, accountability and adaptability. Some interns struggle with time management, following instructions, and taking initiative, while others need to improve their communication and teamwork. Encouraging a strong work ethic through clear guidance, mentorship, and consistent".

Based on the manager, there are challenges in handling interns like some are not yet fully professional and some also struggle with taking account to their responsibilities and also it is mentioned here that time management, following instructions, and taking initiative needs improvement also. In handling Interns there might be a challenge towards communication problems. Some of them may not clearly express their ideas or ask questions when they are confused. They may find it hard to work because they don't communicate well with their teammates.

In order to solve this problem, it's important to create an environment where the interns feel comfortable talking and asking questions. Start giving those clear and simple instructions so that they will know exactly what to do. Encourage them to share their thoughts or concerns and let them know it's okay to ask for help. Team building can help interns practice teamwork and can improve how they communicate with others. By guiding and encouraging intern, we can help them overcome communication barriers.

Manager 14 said, "As I've observed from those who applied for their OJT, some of them have lack of confidence in their skills and abilities. They were not open to learning or being assigned to other departments such as service or in the front desk. They preferred to focus only on one area and not willing to take risks or experiment with new ideas due to fear of making mistakes which limit their

learning and knowledge. Some of them are struggling with time Management or maintaining a healthy work life balance due to personal commitments or responsibilities outside of their internship.

This negative behavior or attitude can affect their performance during their internship". Based on manager 14, Some of you may feel nervous or unsure about your skills, many interns feel the same at first. Some of you find it hard to manage your time or balance your internship with personal life, this can make you tired or stressed, which affects your work. It is important to learn how to plan your time and ask for help when needed. To become more confident, start by doing small new tasks. Say yes to new roles, that's how you build your confidence and show leadership.

Manager 2 said, "To enhance the performance of intern in hospitality management. I recommend providing structure, hands-on training that aligns with real-world challenges, allowing interns to refine their practical skills. Encouraging task rotation across various departments will give them a holistic understanding operation, making them more versatile". The manager says to help interns do better in hospitality, we need to give them more real work experience. Many interns just watch or do simple tasks, but to really learn, they need to do the work themselves. Interns do real tasks, they become more confident, and they learn to solve problems and think on their own. They can understand how all parts of the hotel work together. It also makes them more flexible and ready for any job in the future.

Conclusion

The internship of Hospitality and Management students brings out a clear picture how theories learned in college be applied in the real-world context. This is very critical as employers absorbed those interns who showed up during their on-the-job training. With this, assessing the performance of the interns using Employers' Feedback on Job Performance and Employee Performance Indicators Assessment. The results showed a reflective realization that although the interns were dedicated and motivated, there are still room for improvement that they need to work out, especially on building self-confidence and mastering time management. Providing feedback and evaluation are essential in helping the interns to improve and enhance their performance. These are all aligned with the theory of Feedback Intervention. The narrative accounts of the interns captured the ACT of performing the tasks where their actual potentials are seen to be their advantage, their commitment that cannot be questioned, which enabled them to take a higher leap towards success.

Interns were generally found to have performed well, based on receiving high marks in many areas as reflected in their supervisor's feedback. However, some interns lacked confidence and motivation and had difficulties asking question. To improve intern performance and address these issues, there should be training with real-world tasks to enhance their skills. This training should also allow them to explore available facilities that can help boost their self-confidence as they progress through their internship program. The school should also implement and strategies where it involves developing a supportive, confident and gross oriented mindset to instill in students before they begin their internship. This can be emphasizing importance of teamwork, humility where there is a willingness to ask for help, and the presence of professionalism even in classroom discussions.

Organize a workshop that focus more on self-skills such as accepting and applying feedback, communication skills, good practice of time management and real-life insight that is from the past interns as a help for preparation for the realities of industries. Building also a culture of positive of reinforcement can help students to normalize the feedback as a tool for growth and can encourage the students to be open to guidance by the provided constructive feedback and the acknowledgment of student's good performance. The mentioned strategies should not be treated as one-time activities but must be sustained throughout the academic journey of the students. It's not just about a learning opportunity as well as preparation for their internship but it is for long-term success in the field of hospitality industry.

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