

# Processing The Assessment of the Internship Program On Bit - Cosmetology

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## Abstract:

This study assessed the effectiveness of the internship program for Bachelor of Industrial Technology (BIT)-Cosmetology students, focusing on skills development, professional growth, and perceived issues during implementation. The research explored students' demographic profiles, the business environments where they trained, and the range of beauty and wellness services they practiced. Findings revealed that most students were young women aged 21–22 years who completed internships exclusively in salons offering haircutting, styling, manicure, pedicure, makeup, and hair dressing services. Overall, students rated the program highly in terms of achieving learning objectives, with strong agreement that it effectively bridged theoretical knowledge and real-world application. Technical skill enhancement was evident across all service areas, although slightly lower scores in advanced techniques such as blending makeup and using cutting tools indicated opportunities for further practice. Roles and responsibilities, including punctuality, task completion, and compliance with professional standards, were rated as well-observed, reflecting students' commitment and readiness for employment. However, several issues emerged, including lack of exposure to diverse client situations, mentors managing too many interns, inconsistent reflection practices, and limited detailed feedback on assessments. These concerns highlight the need for strengthened supervision, structured reflection activities, and more targeted skill development sessions. The study concludes that while the internship program provides comprehensive hands-on training and successfully prepares students for careers in the beauty industry, enhancements in monitoring, mentoring, and assessment processes will ensure higher standards of competence, confidence, and employability among graduates. Recommendations for improvement were proposed to address identified gaps and sustain program quality.

## The Problem and Its Scope

### 1. Introduction

#### Rationale of the Study

The Beauty and Wellness industry has undergone substantial growth, transforming into a dynamic sector that includes services such as hairdressing, cosmetics, nail care, and holistic wellness treatments (De Nobrega, 2022). This expansion is being driven by the growing demand for high-quality, personalized cosmetic services, which is being influenced by a greater awareness of self-care and health (Park & Hong, 2024). Technical proficiency in a variety of beauty treatments, creativity to remain informed about emergent trends, and strong interpersonal skills to cultivate client relationships are all preparations for professionals in this field. Success in the competitive beauty and wellness industry necessitates the mastery of these competencies (Cauchi & Falzon, 2023).

Beauty and Wellness students' career preparation is significantly influenced by internship programs (Ju-Hsuan et al., 2021). These programs provide comprehensive, hands-on experiences that

serve as a bridge between academic instruction and real-world application. The opportunity to implement theoretical knowledge in practical settings is provided to students through internships, which thereby improves their technical skills and comprehension of industry operations (Lan, 2021). Additionally, apprenticeships are instrumental in the cultivation of critical soft skills, including adaptability, time management, and effective communication, which are vital for professional success (Franco-Angel et al., 2023). Participating in these experiential learning opportunities not only enhances students' self-assurance but also offers them valuable insights into workplace dynamics, thereby better equipping them for future employment (Burnett & Taylor, 2024).

Despite the widely recognized benefits of internships, there are research gaps on their specific impact on skill development in the field of Beauty and Wellness. Much of the existing research focusses on the general outcomes of internships in many sectors, with little emphasis paid to the specific requirements and obstacles experienced by students in beauty and wellness programs. Furthermore, there are few studies that look at how different aspects of internship experiences, such as mentorship quality, duration, and work diversity, affect the development of certain talents like creativity, customer involvement, and entrepreneurial aptitude. Addressing these gaps is critical to designing internship programs that effectively satisfy the educational and professional needs of Beauty and Wellness students.

The main research objective of this study is to assess the influence of internship programs on the skill development of Beauty and Wellness students at Biliran Province State University, Naval Biliran. This assessment will focus on evaluating students' perceptions of how their internship experiences have impacted their technical skills, creativity, customer service capabilities, and business and entrepreneurship skills. Systematically analyzing these perceptions, the study aims to provide empirical evidence on the effectiveness of internships in enhancing the competencies required for success in the Beauty and Wellness industry.

This research has various advantages for college students interested in pursuing professions in the Beauty and Wellness industry. First, it provides insights into the practical effects of internships on specific skill sets, allowing students to make educated judgements about participation in such programs. Understanding the specific benefits of internships can encourage students to actively seek out and participate in these programs, increasing their employability and career readiness. Furthermore, the study's findings can assist students in determining which areas of their training to prioritize, thereby aligning their personal growth with industrial demands. Finally, by emphasizing the importance of experiential learning, this study encourages students to take proactive actions towards their professional development and success.

## 2. Theoretical background

This study is primarily anchored on the study of David Kolb's Experiential Learning Theory and Social Cognitive theory by Albert Bandura (1986). David Kolb's Experiential Learning Theory (ELT) emphasizes the importance of hands-on learning in acquiring knowledge and developing skills. According to Kolb, learning is a continuous process that involves concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2014). This theory is highly relevant to the study, as internship programs serve as a structured experiential learning platform where Beauty and Wellness students gain practical exposure to industry-related tasks. Through direct engagement in salon settings,

spa services, and wellness centers, students apply their theoretical knowledge, reflect on their experiences, and refine their skills (Hughes-Wegner et al., 2024). The internship experience aligns with Kolb's learning cycle, as students first encounter real-world challenges, reflect on their performance develop strategies for improvement, and apply these insights in future tasks (Aithal & Mishra, 2024).

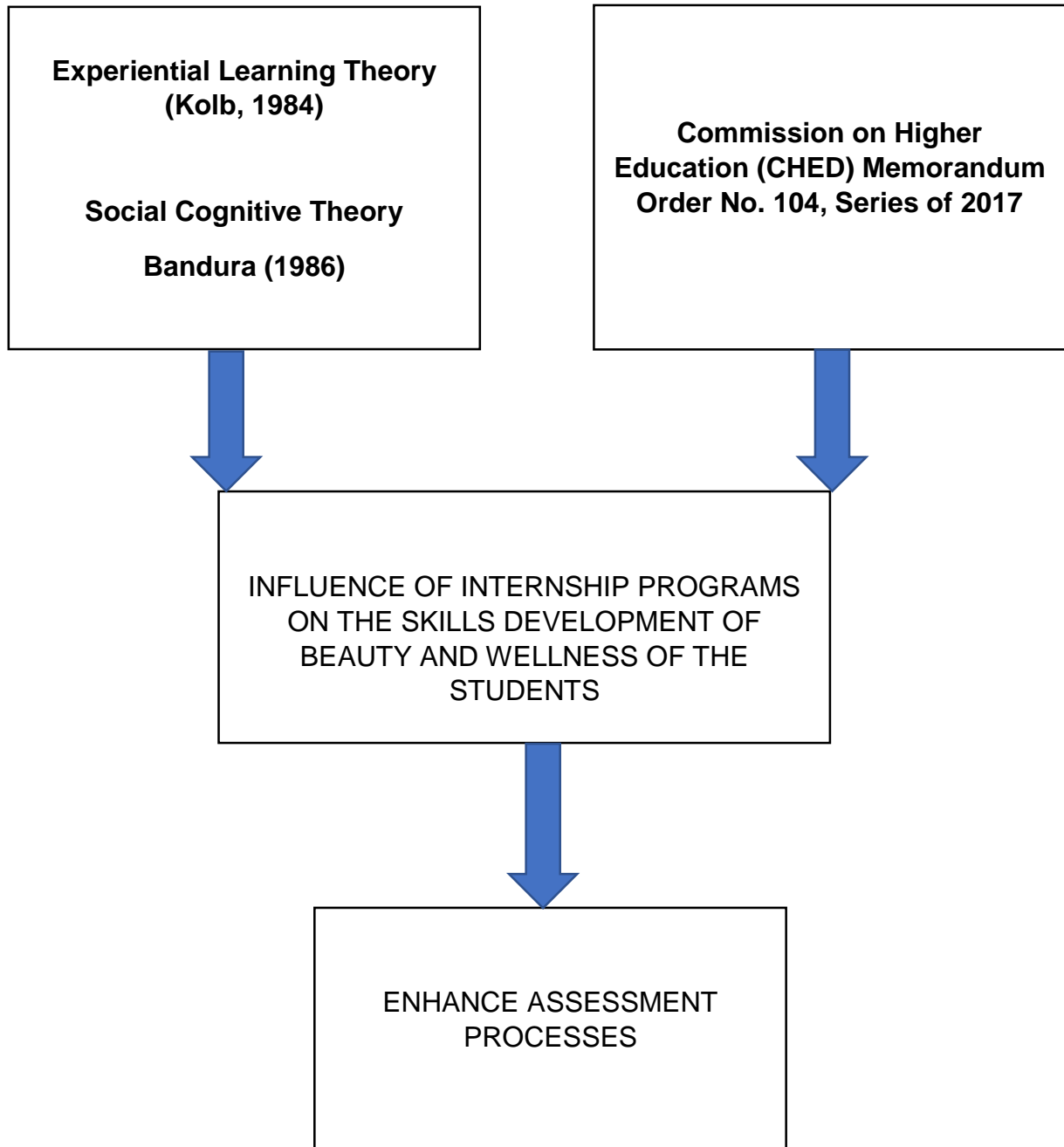


Figure 1 Theoretical Framework

This cyclical process enhances their technical proficiency, professionalism, customer service skills, and adaptability, making Kolb's ELT a strong theoretical foundation for this study (Kolb, 1984).

Social Cognitive Theory plays an important role in understanding how students learn and develop during their internships. In this study, SCT explains that learning happens through observation, imitation, and modeling. Students watch skilled professionals perform beauty services like haircutting, makeup application, and nail care. By observing these role models, they learn not only techniques but also professional behaviors and standards. SCT also highlights the importance of self-efficacy, or the belief in one's ability to succeed. As students practice tasks and receive feedback from mentors, their confidence grows. This confidence motivates them to try new techniques, persist when challenged, and improve their skills over time.

Additionally, SCT emphasizes the interaction between personal factors, behavior, and the environment. This means that students' attitudes and beliefs (personal), their actions (behavior), and the salon setting and mentor support (environment) all work together to shape learning outcomes.

In summary, SCT provides a framework to understand why hands-on experience, mentorship, observation, and feedback are effective in building both competence and confidence in cosmetology students. It shows that students learn best when they see good examples, have opportunities to practice, and believe they can succeed.

David Kolb's Experiential Learning Theory is central to understanding the effectiveness of the internship program assessed in this study. Kolb (1984) proposed that learning is a process in which knowledge is created through the transformation of experience. The model involves four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In cosmetology internships, students first engage in concrete experiences by directly performing services such as haircutting, styling, and makeup application. These hands-on activities give them opportunities to encounter real client interactions and workplace challenges, which cannot be replicated through classroom lectures alone. Kolb's theory suggests that such experiences are critical because they provide the foundation for reflection and deeper understanding. When students have the chance to reflect on what went well or what was difficult, they begin to conceptualize improvements and apply new techniques more confidently. This cyclical process enables them to continuously refine their skills, adapt to customer needs, and build professional competence. The structured internship environment thus becomes a laboratory for learning, supporting Kolb's assertion that experiential learning develops not only technical ability but also critical thinking and problem-solving skills (Kolb, 1984). This makes Experiential Learning Theory highly relevant to vocational programs in beauty and wellness, where practical experience is essential for achieving industry standards and meeting client expectations.

Albert Bandura's Social Cognitive Theory further enriches the understanding of how students learn during internships by emphasizing the role of observation, modeling, and self-efficacy in skill development. According to Bandura (1986), people learn behaviors not only through direct experience but also by observing others and seeing the consequences of those actions. In cosmetology internships, students watch experienced professionals perform complex procedures with skill and confidence. This modeling process helps students acquire new techniques, understand workplace standards, and internalize appropriate professional behaviors. Social Cognitive Theory also highlights the importance of self-efficacy—students' belief in their ability to succeed. Interns who see their mentors successfully managing client expectations and resolving problems are more likely to believe that they, too, can master similar

tasks. This belief boosts their motivation and persistence, particularly when they encounter challenges or make mistakes. Moreover, the supportive feedback from mentors reinforces learning and helps students regulate their own performance. By linking behavior, personal factors, and the environment, Social Cognitive Theory shows why mentorship and observation are indispensable in internships. The theory explains that learning does not happen in isolation; it is shaped by interactions and social reinforcement within the salon setting (Bandura, 1986). As such, Social Cognitive Theory provides a solid framework for designing internship experiences that build both skill and confidence.

Integrating Kolb's Experiential Learning Theory and Bandura's Social Cognitive Theory offers a powerful lens through which to evaluate and improve cosmetology internship programs. While Kolb emphasizes the importance of engaging directly in real-world experiences and reflecting on them, Bandura highlights the social context in which learning occurs. For example, when a student performs a haircut (Kolb's concrete experience) and receives constructive feedback from a mentor (Bandura's social reinforcement), they are able to reflect on their performance and observe expert demonstrations of proper technique. This combination of direct practice and observational learning accelerates the acquisition of both technical skills and professional attitudes. Furthermore, students who regularly reflect on their successes and challenges develop a more sophisticated understanding of their strengths and areas for improvement, reinforcing Kolb's cycle of experiential learning. Simultaneously, repeated exposure to skilled professionals increases students' self-efficacy, as Bandura's theory suggests, making them more confident and willing to tackle more advanced procedures. The two theories together underscore that effective internships require carefully designed experiences that allow students to practice, observe, reflect, and gradually gain mastery. This integration aligns well with contemporary research showing that experiential and socially supported learning are among the most effective approaches for preparing students in vocational fields like cosmetology (Ju-Hsuan et al., 2021).

The importance of these theories also lies in their ability to explain why certain challenges emerge in internship programs. For instance, the study found issues such as lack of exposure, limited supervision, and inconsistent feedback. Kolb's Experiential Learning Theory would argue that when students do not have enough concrete experiences or opportunities to reflect on them, learning becomes fragmented and superficial. Without sufficient practice, students cannot progress through the learning cycle and may struggle to internalize new skills. Similarly, Bandura's Social Cognitive Theory suggests that if mentors are too busy to provide observation opportunities and reinforcement, students miss out on essential modeling and feedback that build self-efficacy. These gaps can lead to uncertainty, low confidence, and inconsistent skill development. Recognizing this helps educators and administrators design interventions that directly target these weaknesses, such as increasing mentor availability, scheduling more practice sessions, and providing structured feedback. Both theories thus offer a framework not only for understanding effective learning processes but also for diagnosing and solving problems in internship implementation. In this way, they contribute to more purposeful program improvements and stronger learning outcomes for cosmetology students (Tran & Nyland, 2020).

Finally, these theories have practical implications for how future internship programs can be designed to maximize their impact. Kolb's model suggests the need to provide a variety of authentic tasks, followed by structured opportunities for reflection and experimentation, to strengthen the learning cycle. For example, students can be encouraged to keep journals documenting their experiences and ideas for

improvement. At the same time, Bandura's emphasis on modeling and self-efficacy highlights the importance of selecting mentors who are not only technically skilled but also capable of demonstrating professional behaviors and offering encouragement. Regular mentorship meetings, observation sessions, and constructive feedback can help students internalize standards and build the confidence necessary to transition smoothly into employment. Together, these theories also advocate for creating an environment where mistakes are treated as valuable learning opportunities rather than failures. When students feel supported, they are more willing to experiment, take risks, and grow. As the beauty and wellness industry continues to evolve, programs grounded in experiential and social learning principles will be better equipped to prepare graduates who are adaptable, competent, and confident in their abilities (Jackson et al., 2021).

CHED Memorandum Order No. 104, s. 2017 provides guidelines for internship programs in higher education institutions. It requires that internships be designed to enhance students' technical skills, professional ethics, customer service, and industry adaptability, which are crucial competencies in the Beauty and Wellness sector. This order also establishes student rights and responsibilities during internships, ensuring that interns are placed in accredited establishments that provide structured learning experiences (CHED Memo No. 104, s. 2017).

CHED Memorandum Order No. 104, s. 2017 directly aligns with the objectives of this study as it provides the framework for implementing quality internship programs in higher education institutions, including those offering Beauty and Wellness programs. The study focuses on assessing how internship experiences influence students' technical skills, professionalism, customer service, and adaptability, which are also the key competencies emphasized in the CHED guidelines. Examining students' perceptions of these aspects, the study aims to determine whether the objectives set by CHED are being met in actual internship placements. One of the significant provisions of CHED Memo No. 104, s. 2017 is that internship programs must provide a structured learning experience in accredited establishments. This regulation ensures that Beauty and Wellness students receive proper mentorship, exposure to real-world industry practices, and training in professional ethics and customer relations.

## **RESEARCH METHODOLOGY**

### **Research Design**

This study used a descriptive research design to assess the effectiveness of the internship program for BIT-Cosmetology students. The respondents included graduating students who completed internships in salons. Data were gathered through structured questionnaires evaluating objectives achievement, technical skills enhancement, roles and responsibilities, and perceived issues. Weighted mean scores were calculated to interpret responses. Descriptive statistics such as frequency and percentage were used to present demographic and company profiles. The approach aimed to systematically describe students' experiences, strengths, and areas needing improvement during their internship training.

### **Flow of the Study**

The research began with orienting the respondents about the study. The researcher used the INPUT-PROCESS-OUTPUT framework. The input included the students' profiles in terms of age, gender, number of siblings, and company details such as business type and services offered. It also assessed the

extent of internship programs on objectives, scope of training, and roles and responsibilities. Moreover, the level of skill enhancement in manicure and pedicure, haircut, makeup, and hair dressing were evaluated. The process involved distributing questionnaires, collecting data, analyzing results, and presenting findings. An enhanced assessment processing was developed as the output.

**Environment**

The study was conducted in identified salons in Naval, Biliran, which provide a professional environment for training in beauty and wellness services. These establishments are fully operational businesses offering hair cutting, styling, coloring, manicure, pedicure, makeup, and other related services to a diverse clientele. Each salon is equipped with standard tools, equipment, and products necessary for cosmetology procedures. The setting allows students to engage in real-world experiences under the supervision of licensed cosmetologists and salon managers. The environment encourages students to apply classroom knowledge, interact professionally with customers, and develop confidence in their technical abilities. Additionally, the salons promote adherence to hygiene standards, customer care, and proper workplace conduct, supporting students’ growth into skilled and responsible practitioners in the field.

**Respondents**

The respondents of the study were the Beauty and Wellness students who have undergone internship programs. These students were selected using purposive sampling, a technique that involves selecting participants based on specific criteria relevant to the study. This method is appropriate because it ensures that only students who have completed or are currently enrolled in an internship program are included.

Table 1  
Distribution of Respondents

Respondents	Gender		f	%
	M	F		
BIT- Cosmetology	6	89	95	100
Total	6	89	95	100



**Part II.** The instrument used in this study to assess internship programs and skill development among Beauty and Wellness students will be adopted and modified from the studies conducted by Arago et al. (2023) and Fathmawati & Hidayah (2022). These studies provided validated frameworks for evaluating entrepreneurial skills, technical proficiency, and professional competencies, ensuring that the questionnaire aligns with established research methodologies.

The Internship Program questionnaire was adapted from Arago et al. (2023), which assessed entrepreneurial skills among college students – Home Economics students. Their study highlighted the importance of internships in skill acquisition, particularly in business and customer relations. The modifications in this study focused on aligning the questionnaire with Beauty and Wellness industry standards, incorporating items related to technical skills enhancement, professionalism, work ethics, customer service, and self-confidence. This ensures that the instrument captures the impact of internships on students' learning experiences and career readiness. For Skill Development, the questionnaire adopted from the study of Fathmawati & Hidayah (2022), which assessed the knowledge and skills of beauty education students in meeting industry needs.

### 3. PRESENTATION OF DATA, ANALYSIS, AND INTERPRETATION

This chapter presents the data collected from the respondents regarding the influence of internship program implementation on the skills development of Beauty and Wellness students at Biliran Province State University, Naval, Biliran, during School Year 2024–2025. The findings are organized according to the specific problems stated in the study. The data include the profile of the students and companies involved, the perceived extent of the internship program objectives, and its impact on developing technical and personal skills. It also describes the respondents' assessment of their skill development in core areas of cosmetology and identifies issues and concerns related to the assessment processing of the program. Each set of results is presented in tables and figures, followed by analysis and interpretation to give a clear understanding of the outcomes and their implications for program improvement.

#### RELEVANT INFORMATION

This section shows the important information about the respondents, including their age, gender, year level, and the companies where they had their internships. It also describes the type of business and the services offered, such as hair cutting, makeup, and other beauty and wellness services. This background helps give a clearer picture of the students' learning environments and experiences.

#### Age and Gender

This part presents the respondents' age groups and gender. Knowing this information helps understand the diversity of students who joined the internship program.

Table 2  
Age and Gender

Age	Gender		Total	
	M	F	f	%
Above 24	0	6	6	6.32
23	2	15	17	17.89

22	4	44	48	50.53
21	0	24	24	25.26
Total	6	89	95	100.00

The table shows the age and gender of the students who participated the study. Most respondents were 22 years old, making up 50.53% of the group. This was followed by those aged 21, accounting for 25.26%, and 23 years old, with 17.89%. Only 6.32% were above 24 years old. In terms of gender, the majority were female, with 89 female students compared to only 6 males. This means that most participants were young women around 21 to 22 years old. The data reflects the typical age and gender profile of students enrolled in cosmetology programs in Naval, Biliran.

### Number of Siblings

This indicates how many brothers and sisters a person has. It includes both biological and adoptive siblings but may vary based on the context of the inquiry.

Table 3 Number of Siblings

Number of Siblings	Frequency	Percentage
Above 4	5	5.26
3	7	7.37
2	22	23.16
1	45	47.37
0	16	16.84
Total	95	100

The table shows how many siblings the students have. Most respondents, 47.37%, reported having one sibling. About 23.16% said they have two siblings, while 16.84% have no siblings at all. A smaller group, 7.37%, have three siblings, and only 5.26% have more than four. This means most students come from small families with one or two children, while fewer grew up in larger households.

### COMPANY PROFILE

This section describes the profile of the companies where the students completed their internships. It includes information about the type of business and the services they offer.

#### Business Type

This part describes the types of businesses where the students completed their internships, such as salons, spas, wellness centers, or clinics. It shows the variety of settings where they gained hands-on experience.

Table 4 Business Type

Business type	Frequency
Salon	95

The table shows the type of business where all the students had their internships. All 95 respondents completed their training in a salon. This means that 100% of the students gained their experience in salon settings, where they likely practiced services such as hair cutting, styling, nail care, and makeup application.

**Services Offered**

This section presents the services provided by the companies, including hair cutting, makeup, and other beauty and wellness services. It helps illustrate the skills and activities the students were exposed to during their training.

Table 5  
Services Offered

Services Offered	Frequency
Hair cutting	95
Make up	95
Manicure and pedicure	95
Hair Dressing	95

The table shows the services offered by the salons where the students did their internships. All 95 respondents reported that their training sites provided hair cutting, makeup, manicure and pedicure, and hair dressing services. This means every student was exposed to a complete range of beauty and wellness activities, giving them hands-on experience in all major salon services.

**ASSESSMENT PROCESSING OF INTERNSHIP PROGRAM**

This section presents the assessment tool designed to evaluate the status and effectiveness of the internship program for BIT-Cosmetology.

**Objectives**

This part assesses how well the internship program meets its intended objectives. It looks at whether students are able to apply their knowledge, demonstrate technical skills, follow industry standards, and use modern tools relevant to cosmetology.

Table 6  
Objectives

Indicators	WM	VD
Interns should demonstrate how theoretical knowledge from coursework	4.25	WO
Uses proper terminology when describing procedures and tools.	4.28	WO
Programs align intern skills with expectations from academia, industry, and the student’s own learning goals	4.25	WO
Follows standard operating procedures accurately.	4.25	WO
Relates classroom lessons to real-world client needs.	4.25	WO
Shows understanding of scientific principles behind beauty treatments.	4.32	WO
Grand Mean	4.27	WO

Legend: Well-Observe (WO): 4.21-5.00, Observe (O): 3.41-4.20, Moderately Observe (MO): 2.61-3.40  
 Less Observe (LO): 1.81-2.60, Not Observe (NO): 1.00-1.80

The table shows how well the objectives of the internship program were achieved, based on the students’ ratings. All indicators were rated as Well-Observed, with weighted means ranging from 4.25 to 4.32. The highest score, 4.32, was given to showing understanding of scientific principles behind beauty treatments. Other areas, such as using proper terminology, following standard procedures, and applying classroom lessons to real-world situations, also received high marks. The grand mean was 4.27, indicating that overall, students strongly agreed that the objectives were successfully met during their internships. This suggests that the program effectively connected theoretical learning with practical experience. The findings imply that the internship program is highly effective in integrating theoretical knowledge with practical skills, as shown by consistently high ratings across all objectives.

This suggests that students are well-prepared to apply classroom lessons in real-world salon environments, supporting their professional readiness and confidence. Such strong alignment between academic training and industry needs is essential for employability, as work-integrated learning has been shown to improve both skill development and job prospects (Pham & Le, 2020). The results also highlight that students can use professional terminology and follow standard procedures accurately, which helps build client trust and service quality (Jackson et al., 2021). However, to sustain these outcomes, continuous curriculum updates and industry collaboration are necessary to keep pace with evolving beauty and wellness standards (Tran & Nyland, 2020). Overall, the high level of satisfaction indicates that the program is successful but should remain adaptive to maintain its relevance and effectiveness over time.

**Scope of Training**

This section evaluates the specific skills developed by students during their internship. It focuses on core competencies such as haircutting, styling, nail care, makeup application, hair treatments, and customer service in a real work setting.

Table 7 Scope of Training

Indicators	WM	VD
Performing haircutting and styling techniques appropriate for different hair types and client preferences.	4.20	O
Providing manicure and pedicure services following proper hygiene and safety standards.	4.26	O
Applying makeup for various occasions, demonstrating creativity and attention to detail.	4.15	O
Executing hair coloring and treatment procedures using correct methods and products.	4.05	O
Delivering excellent customer service and practicing effective salon management, including client consultation, appointment handling, and maintaining a clean, organized work environment.	4.06	O
Grand Mean	4.14	O

The table shows how students rated the scope of training they received during their internship. All indicators were rated as Observed, with weighted means ranging from 4.05 to 4.26. Providing manicure and pedicure services had the highest rating (4.26), indicating that students felt most confident and well-trained in this area. Performing haircutting and styling also scored high (4.20), followed by makeup application (4.15). Executing hair coloring and treatments (4.05) and delivering customer service (4.06) received slightly lower but still positive ratings. The grand mean of 4.14 suggests that, overall, students agreed their training effectively covered a wide range of practical skills needed for professional salon work. The findings imply that the internship program provided comprehensive practical training across core cosmetology skills, as shown by consistently high ratings in haircutting, manicure and pedicure, makeup, hair treatments, and customer service. Such diverse training experiences are critical for building confidence and employability in the beauty and wellness industry (McConnell & Doolittle, 2021). Additionally, the positive evaluations reflect that students are effectively transferring classroom knowledge to real client services, reinforcing the value of authentic, hands-on learning environments (Tran & Nyland, 2020). However, the slightly lower scores in hair coloring and salon management indicate the need for continued curriculum updates and more targeted practice in these areas to ensure consistency in skill mastery. Research underscores that structured internships and close supervision not only improve technical proficiency but also foster professional identity and workplace readiness (Jackson et al., 2021).

### Roles and Responsibilities

This part measures how effectively students perform their duties and uphold their responsibilities. It covers punctuality, task completion, compliance with rules, active participation, and maintaining accurate records of their work and learning.

Table 8 Roles and Responsibilities

Indicators	WM	VD
Reporting to the workplace on time and completing assigned hours consistently.	4.80	WO
Performing assigned duties accurately and efficiently under the supervision of the mentor or supervisor.	4.28	WO
Following salon or workplace rules, safety protocols, and professional standards.	4.54	WO
Engaging in training activities, demonstrations, and discussions with initiative and interest.	4.54	WO
Maintaining an up-to-date logbook or journal recording daily tasks, learnings, and reflections.	4.28	WO
Grand Mean	4.49	WO

The table shows how students rated their performance of roles and responsibilities during the internship. All indicators were rated as Well-Observed, with scores ranging from 4.28 to 4.80. The highest rating (4.80) was for reporting to the workplace on time and completing assigned hours, showing that students were highly reliable. Following rules and safety standards (4.54) and engaging actively in training activities (4.54) were also rated very high. Maintaining an updated logbook (4.28) and performing duties accurately (4.28) also received positive marks. The grand mean of 4.49 suggests that students consistently showed strong responsibility, professionalism, and active participation throughout their training. The

results imply that students demonstrated excellent professional behavior, punctuality, and engagement during their internships, indicating strong preparation and commitment to their roles. High ratings for compliance with safety protocols and active participation reflect that the program successfully instills essential workplace habits and attitudes that employers value (Jackson et al., 2021). Maintaining detailed records and demonstrating initiative also show readiness for independent work, which is increasingly important in the evolving beauty industry (Tran & Nyland, 2020). These findings align with research highlighting that structured internships with clear expectations support the development of accountability, time management, and professional identity (McConnell & Doolittle, 2021). However, to sustain these outcomes, regular reinforcement of reflection practices and mentorship support will be important for continuous growth and confidence-building.

### **ASSESSMENT PROCESSING OF INTERNSHIP PROGRAM (SKILLS ENHANCEMENT)**

This section assesses the level of technical skill enhancement that students have developed during their internship in Beauty and Wellness. It evaluates their ability to perform a range of professional services, including manicure and pedicure, haircutting, makeup application, massage, and hair dressing. Each item measures specific competencies such as preparation, technique, client care, and adherence to hygiene standards.

#### **Manicure and Pedicure**

This part measures how well students perform manicure and pedicure services. It looks at their skills in preparing tools, caring for nails, applying polish, and providing good client care while following hygiene standards.

Table 9 Manicure and Pedicure

Indicators	WM	VD
Prepares tools and workstation according to hygiene and sanitation standards.	4.05	A
Identifies and evaluates nail conditions to determine suitable treatments.	4.06	A
Performs proper nail trimming, shaping, cuticle care, and exfoliation techniques.	4.14	A
Applies nail polish or gel smoothly and evenly without smudges or streaks.	4.06	A
Demonstrates client care, including hand/foot massage and aftercare advice.	4.14	A
Grand Mean	4.09	A

Legend: Strongly agree (SA): 4.21-5.00, Agree (A): 3.41-4.20, Moderately Agree (MA): 2.61-3.40 Disagree (D): 1.81-2.60, Strongly Disagree (SD): 1.00-1.80

The table shows how students rated their skills in manicure and pedicure services. All indicators were rated as Agree, with weighted means ranging from 4.05 to 4.14. The highest scores (4.14) were given to performing nail trimming, shaping, and cuticle care, as well as providing good client care with massage and aftercare advice. Preparing tools and workstations (4.05), evaluating nail conditions (4.06), and applying nail polish smoothly (4.06) also received positive ratings. The grand mean of 4.09 indicates that students felt confident and well-trained overall in performing manicure and pedicure procedures, while still recognizing room for further improvement. The results imply that the internship program provided students with solid practical experience in core nail care services, helping them build skill and confidence.

The consistently high scores suggest that hygiene practices, technical procedures, and client interaction were all effectively taught. This supports findings that structured, hands-on learning environments significantly improve students’ technical abilities and professional readiness (Pham & Le, 2020). However, the slightly lower scores in tool preparation and polish application show that reinforcing precision and attention to detail in these areas could be beneficial. Research emphasizes that repeated supervised practice and constructive feedback are essential to mastering fine motor skills and achieving consistent quality in cosmetology services (Jackson et al., 2021). Strengthening these areas through targeted workshops and mentoring can further enhance student competence and client satisfaction.

**Haircut**

This section assesses the students’ ability to consult with clients, use cutting tools correctly, apply haircutting techniques, and maintain cleanliness and safety throughout the service.

Table 10

**Haircut**

Indicators	WM	VD
Consults with clients to determine preferred haircut style and suitability	4.25	SA
Selects and uses appropriate cutting tools (scissors, razors, clippers) safely and effectively.	3.85	A
Demonstrates sectioning, layering, and texturizing techniques with precision.	4.20	A
Ensures haircut symmetry and blend based on face shape and hair type.	4.10	A
Maintains hygiene by sanitizing tools and cleaning the workstation after service.	4.25	SA
Grand Mean	4.13	A

The table shows how students rated their skills in performing haircut services. The ratings were mostly Agree, with weighted means ranging from 3.85 to 4.25. The highest scores (4.25) were for consulting with clients about their preferred haircut style and for maintaining hygiene by sanitizing tools and cleaning up after the service. Demonstrating sectioning and layering techniques was also rated positively (4.20), while ensuring haircut symmetry (4.10) and selecting appropriate cutting tools (3.85) received slightly lower scores. The grand mean of 4.13 indicates that students generally felt confident in their haircutting skills but see some room to improve in using tools safely and effectively. This aligns with research emphasizing that practical experience and clear guidance help students master technical tasks while also strengthening safety awareness (Tran & Nyland, 2020). High ratings in communication and precision reflect how internships foster professionalism and readiness for real-world salon work (Jackson et al., 2021). To maintain and improve these outcomes, programs should continue offering hands-on learning with close mentorship to reinforce best practices and refine advanced cutting techniques (McConnell & Doolittle, 2021).

**Makeup**

This part evaluates how effectively students prepare the skin, apply makeup products, blend colors, and observe hygiene practices to create professional and appropriate looks.

Table 11 Makeup

Indicators	WM	VD
Assesses client’s skin type, tone, and facial features before application.	4.26	SA
Prepares skin using appropriate primer, moisturizer, or base products	4.15	A
Applies foundation, eye, and lip makeup evenly and appropriately for the desired look.	4.62	SA
Blends makeup to avoid harsh lines and ensure a cohesive appearance.	3.80	A
Observes hygiene standards, such as using sanitized brushes and avoiding cross-contamination.	4.00	A
Grand Mean	4.16	A

The table shows how students rated their skills in performing makeup services. Most indicators were rated as Agree, with some rated as Strongly Agree. The highest score (4.62) was for applying foundation, eye, and lip makeup evenly and appropriately for the desired look, showing students felt very confident in this skill. Assessing the client’s skin type and features before application also scored high (4.26). Preparing the skin (4.15) and observing hygiene practices (4.00) were rated positively but a bit lower. Blending makeup to avoid harsh lines received the lowest score (3.80), suggesting this area may need further practice. The grand mean of 4.16 shows that overall, students felt they were well-prepared to perform makeup services, though blending techniques could be improved. The very high scores in even makeup application and skin assessment indicate that students are confident with core professional techniques. However, the lower rating for blending highlights an area where additional practice and supervision may help ensure consistently polished results. This is important because blending is a key skill that affects client satisfaction and overall quality (Jackson et al., 2021). The findings align with research showing that structured internships and repeated guided practice improve both technical precision and confidence (Tran & Nyland, 2020). To maintain high standards, programs should reinforce blending skills through targeted workshops and feedback sessions (McConnell & Doolittle, 2021).

**Hair Dressing**

This part assesses how well students analyze hair type, choose products, use styling tools, and create hairstyles suited to different occasions while maintaining proper technique and safety.

Table 12

Hair Dressing

Indicators	WM	VD
Analyzes hair texture, condition, and type before choosing styling products or tools.	4.20	A
Demonstrates proficiency in various styling methods (blow-drying, curling, straightening, braiding).	4.10	A
Uses heat tools (e.g., flat iron, curling iron) safely and effectively.	4.26	SA
Creates hairstyles appropriate to the occasion or client preference (e.g., formal, casual, professional).	4.15	A
Applies finishing products (e.g., spray, serum) to enhance and maintain hairstyle.	4.25	SA

Grand Mean	4.19	A
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The table shows how students rated their skills in hair dressing. Most indicators were rated as Agree, with two rated as Strongly Agree. The highest scores were for using heat tools safely (4.26) and applying finishing products to maintain hairstyles (4.25), showing that students felt very confident with these aspects of styling. Analyzing hair texture and type (4.20) and creating hairstyles appropriate to the occasion (4.15) also received positive ratings. Demonstrating different styling methods like blow-drying and braiding had the lowest score (4.10), though still in the “Agree” range. The grand mean of 4.19 indicates that overall, students felt well-prepared in hair dressing but may benefit from more practice in mastering multiple styling techniques. These results suggest that the internship program has been effective in helping students develop key skills in hair dressing, particularly in the safe use of tools and in applying professional finishing techniques. However, the slightly lower score for demonstrating a variety of styling methods suggests that students could benefit from additional practice and mentoring to strengthen versatility, an important quality in salon work (Jackson et al., 2021). This finding supports research showing that structured, hands-on training builds both competence and confidence, while targeted coaching helps refine specialized skills (Tran & Nyland, 2020).

**Perceived Issues and Concerns**

This section presents the issues and concerns identified by the respondents regarding the assessment process of the internship program.

Table 13 Perceived Issues and Concerns

Perceived Issues and Concerns	Rank
Lack of Exposure	1
Salon or business mentors have too many interns to properly monitor each one.	2
Uncertainty whether entries in logbooks accurately reflect actual work done.	3
Students do not consistently record reflections on learning experiences.	4
Assessments lack detailed comments to guide student improvement.	5

The table shows the main issues and concerns perceived by the respondents about the assessment of the internship program. The top concern was lack of exposure, meaning students felt they did not get enough hands-on experience during their training. The second most pressing issue was that salon or business mentors had too many interns to properly monitor each one, which could affect the quality of supervision and feedback. The third concern was uncertainty about whether logbook entries truly reflected the work done, raising questions about the accuracy of records. Fourth, students often did not consistently record reflections on what they learned, making it harder to track their progress. Lastly, the fifth issue was that assessments lacked detailed comments, which limited students’ opportunities to understand their

strengths and areas for improvement. This highlights the need for better supervision, more structured reflection, and clearer, more thorough feedback.

#### **4. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter exhibits and explicates the summary of findings, conclusion, and recommendations of the research study.

Findings

##### **Student Profile**

Most of the students who participated the study were women between 21 and 22 years old. Out of 95 respondents, 89 were female and only 6 were male, showing that cosmetology is mainly chosen by women. Half of the students were 22 years old, while a quarter were 21. When it comes to family background, many students came from small families. Almost half had only one sibling, and about a quarter had two. Only a few students had no siblings or came from larger families with more than three children. This shows a mix of simple family backgrounds.

##### **Company Profile**

All the students completed their internships in salons, with no respondents placed in spas, wellness centers, or clinics. This means 100% of the training took place in salon environments. The salons where the students trained offered a full range of beauty and wellness services, including hair cutting, makeup application, manicure and pedicure, and hair dressing. Because of this, all students gained comprehensive hands-on experience across the core services typically provided in professional salon settings.

##### **Assessment Processing of Internship Program**

The findings show that the internship program for BIT-Cosmetology students was highly effective in helping them apply their theoretical knowledge to real salon work, develop essential technical skills, and perform their roles responsibly. Students rated their experiences very positively, especially in areas like manicure and pedicure, haircutting, punctuality, and compliance with professional standards. Although all areas were rated as observed or well-observed, slightly lower scores in hair coloring, salon management, and blending techniques suggest there is still room for improvement and additional training. Overall, the program provided comprehensive, hands-on learning that prepared students for professional practice in the beauty and wellness industry.

##### **Assessment Processing of Internship Program (Technical Skill Enhancement)**

The findings show that the internship program significantly enhanced students' technical skills in key areas of beauty and wellness. In manicure and pedicure, students felt confident in their ability to prepare tools, perform nail care procedures, and provide client aftercare, though they saw some room to improve precision. For haircutting, students were strong in consulting clients and maintaining hygiene but noted the need for more confidence using cutting tools. In makeup application, students rated themselves highly in assessing skin types and creating polished looks, but blending techniques were identified as an area needing further practice. In hair dressing, students felt well-prepared, especially in using heat tools and applying finishing products, although they expressed a desire for more experience with different styling methods. Overall, the results suggest the program successfully provided comprehensive hands-on

training, while highlighting a few areas like blending, tool handling, and advanced styling that could benefit from additional targeted instruction and practice.

### **Perceived issue and concerns**

The table shows the main issues and concerns perceived by the respondents about the assessment of the internship program. The top concern was lack of exposure, meaning students felt they did not get enough hands-on experience during their training. The second most pressing issue was that salon or business mentors had too many interns to properly monitor each one, which could affect the quality of supervision and feedback. The third concern was uncertainty about whether logbook entries truly reflected the actual work done, suggesting a need for better verification and monitoring. Fourth, respondents noted that students did not consistently record reflections on their learning experiences, making it harder to track growth and progress. Lastly, the fifth issue was that assessments lacked detailed comments, limiting students' opportunities to understand their strengths and areas for improvement. Overall, these findings point to the need for clearer guidelines, closer supervision, and more structured reflection to strengthen the assessment process.

### **Conclusion**

The results of this study show that the internship program for BIT-Cosmetology students was effective in developing both technical skills and professional behaviors essential for success in the beauty and wellness industry. Students reported strong confidence in applying theoretical knowledge, performing core services like haircutting, makeup, manicure and pedicure, and demonstrating professionalism and responsibility in the workplace. However, the findings also highlighted some areas needing improvement, including more exposure to hands-on experiences, closer supervision by mentors, and clearer, more detailed assessment feedback. Addressing these concerns through enhanced monitoring, targeted training, and better documentation practices will further strengthen the program and ensure that future graduates are fully prepared to meet industry standards with competence and confidence.

### **Recommendations**

The main goal of this study is to gain empirical knowledge on the assessment processing of BIT internship program. It is recommended that the proposed processing assessment crafted shall be considered for implementation.

## **5. OUTPUT OF THE STUDY**

This chapter contains processing assessment based on the findings of the study entitled "Processing the assessment of the Internship Program on BIT - Cosmetology". It serves as a proposal to the Biliran Province State University.

### **Rationale**

The findings revealed that while the internship program effectively developed students' core technical and professional skills, several areas require focused improvement to strengthen learning outcomes and overall program quality. First, the lack of exposure indicates that some students did not receive enough hands-on practice to build confidence and refine their skills. More structured opportunities to perform services independently will help bridge the gap between observation and mastery. Second, when mentors are assigned too many interns, the quality of supervision and feedback naturally declines.

Adequate mentor-to-student ratios ensure that each trainee receives meaningful guidance, correction, and support tailored to their progress. Third, uncertainty about the accuracy of logbook entries suggests a need for better monitoring and verification. Requiring supervisors to validate records and encouraging honest self-reporting will help ensure that assessments truly reflect students' practical experiences. Fourth, when students do not consistently record reflections, it limits their ability to process what they have learned and identify areas to improve. Regular reflection builds self-awareness and helps students take more ownership of their learning. Lastly, the lack of detailed comments in assessments means students may not fully understand their strengths and specific areas needing improvement. Constructive feedback is essential for skill refinement and professional growth. Addressing these issues will make the internship experience more robust, personalized, and effective, ultimately producing graduates who are not only competent in technical skills but also confident, reflective, and ready to meet the demands of the industry.

## Objectives

- To increase students' exposure to hands-on cosmetology services
- To improve the quality and consistency of supervision and mentoring
- To strengthen the accuracy and reliability of internship documentation
- To promote consistent reflection and self-assessment among interns
- To enhance the quality of assessment feedback provided to students

## Scheme of Implementation

The output of this study will be addressed to the Biliran Province State University for deliberation and possible implementation.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (in Pesos)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Limited Hands-On Exposure	To increase students' exposure to hands-on cosmetology services	Schedule additional practice sessions and assign minimum service quotas per intern	Salon Supervisors, Instructors	50,000	School Training Fund	6 months	Students perform more procedures independently and build confidence		
Overloaded Mentorship	To improve the quality	Reduce intern-to-mentor ratio and	Program Coordinator,	30,000	Department Operati	3 months	Each student receives individu		

	and consistency of supervision and mentoring	provide mentor orientation sessions	Salon Managers		onal Budget		alized guidance and timely feedback		
Inaccurate Logbook Documentation	To strengthen the accuracy and reliability of internship documentation	Require weekly logbook validation and spot checks by school coordinators	Supervisors, Internship Coordinators	20,000	Department Funds	Ongoing	Logbook entries accurately reflect actual tasks and hours		
Inconsistent Student Reflection	To promote consistent reflection and self-assessment among interns	Implement structured reflection journals with prompts and regular submission deadlines	Instructors, Students	10,000	School Supplies Budget	Ongoing	Students regularly reflect on progress and identify strengths and areas for improvement		
Lack of Detailed Feedback in Assessments	To enhance the quality of assessment feedback provided to students	Develop standardized evaluation forms with sections for specific comments and recommendations	Salon Mentors, Program Coordinator	15,000	Department Improvement Fund	3 months	Assessments include clear, actionable feedback to guide future skill		

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**APPENDICES**