

SKILLS DEVELOPMENT OF FORMER GOVERNMENT INTERNSHIP PROGRAM (GIP) INTERNS IN THE CITY OF BALANGA

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ABSTRACT

In the contemporary fast-paced labor market, where skills and experience are highly sought after alongside formal education, the Government Internship Program (GIP) provides an important platform for young people to acquire and improve essential skills, enhancing their employability and career prospects in public administration and related fields. This study aims to determine the level of skills development of former GIP interns in the City of Balanga during F.Y. 2023, assess the impact of their profiles and evaluate supervisors' perceptions of their career goals in public administration or similar sectors. The research study used a mixed-methods design, surveying thirty-five (35) former GIP interns in Balanga City, Bataan and interviewing six (6) supervisors from various departments in Balanga City, Bataan as well. Quantitative data were analyzed using descriptive statistics, t-tests, and ANOVA in IBM-SPSS Statistics version 21. Qualitative data were analyzed through thematic analysis, identifying and refining recurring patterns to present a comprehensive report on the interns' skills development. The study revealed an "Advanced to Expert" level of skills development across various skills such as communication, teamwork, adaptability, and organizational skills. There were no significant differences based on sex, baccalaureate degree, and type of work internship interns conducted. Supervisors emphasized the program's effectiveness in enhancing interns' communication, teamwork, adaptability, and organizational skills, preparing them for real-world challenges in public administration or similar sectors. In conclusion, the Government Internship Program effectively enhances interns' skills development, particularly in communication, teamwork, adaptability, and organizational skills. These findings underscore the program's value in preparing interns for successful careers in public administration or related sectors.

Keywords: Government Internship Program (GIP) ; skills development ; soft skills ; interns

INTRODUCTION

Background of the Study

In today's fast-changing world, possessing the right skills is essential for

success in the workplace. As stated by Aao (2023), employers in today's dynamic and fast-paced labor market are frequently more interested in hiring applicants with a particular set of skills than those who merely

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possess a degree [1]. Having skills is crucial for success, regardless of whether you're looking for work or trying to fulfill your obligations at your current job. Indeed, skills play a vital role. Every ability, competency, and area of specialization required to carry out tasks is included in the skills category. These abilities, knowledge, and competencies add value to one's job role. Skills can be acquired through education, training, or experience. Therefore, internships, such as the Government Internship Program (GIP), are valuable for acquiring and enhancing skills, thereby increasing employability.

The Government Internship Program (GIP) was conceived as a key element of Executive Order No. 139, series of 1993, also known as the Kabataan 2000, which aims to employ young people into public service by involving them with government programs and projects, through the various departments and agencies. GIP serves as a training ground for future government employees and aims to create a competitive and experienced workforce. Since 2011, it has helped 25,534 young Filipinos, as stated by Economic and Social Commission for Asia and the Pacific (2017). Moreover, the National Youth Commission (NYC) seeks to use GIP as a form of poverty alleviation. For this purpose, the government provides a monthly non-taxable stipend, 75 per cent of the highest existing minimum wage in the region [2].

According to Mabiza et al. (2017), graduate internship programs enable graduates to advance and thrive in their academic disciplines [3]. Moreover, as per the analysis conducted by Wolinsky-Nahmias and Auerbach (2022), it was revealed that diverse kinds of internship programs with differing resources may all produce high impact and high satisfaction levels when specific features are introduced into the programs [4]. Furthermore, research undertaken by Batool, Ellahi, and Masood (2012) discovered that education alone is insufficient to achieve high performance indices in a real-world work environment [5].

From these studies, the researchers aimed to evaluate the effectiveness of the GIP in developing soft skills, specifically in communication, teamwork, adaptability, and organizational skills, among former interns in the City of Balanga. It will examine factors such as sex, baccalaureate degree, and the type of work internship interns conducted to determine any differences. Additionally, the research will gather insights from supervisors regarding the relevance of the skills learned by interns to their current or future careers.

The primary objective of this research is to demonstrate that the Government Internship Program (GIP) significantly contributes to developing essential soft skills in interns.

Statement of the Problem

The general statement of the problem was to evaluate the skills development of former interns of the Government Internship Program (GIP) in the City of Balanga during F.Y. 2023.

Specifically, the study sought to answer the following questions :

1. How may the profile of the former interns of the Government Internship Program (GIP) be described in terms of :
 - 1.1. sex ;
 - 1.2. baccalaureate degree ; and
 - 1.3. type of work internship conducted ?
2. How may the skills development of the former interns be described in terms of :
 - 2.1. Communication skills ;
 - 2.2. Teamwork skills ;
 - 2.3. Adaptability skills ; and
 - 2.4. Organizational skills ?
3. Is there any significant difference in the skills development of the former Government Internship Program (GIP) interns when grouped according to their profiles ?
4. How did supervisors perceive the practical relevance of the skills former interns developed during the

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Government Internship Program (GIP) to their present or future career goals in public administration or similar sectors in terms of :

- 4.1. Communication skills ;
- 4.2. Teamwork skills ;
- 4.3. Adaptability skills ; and
- 4.4. Organizational skills ?

METHODOLOGY

The research study employed a mixed-methods approach, commonly used in health, behavioral, and social sciences, especially in multidisciplinary and complex societal and situational research. Since the study aimed to assess the Government Internship Program, which pertains to social sciences, the researchers utilized a mixed-method approach. The study incorporated the sequential explanatory design of mixed-method research to facilitate addressing the research problem more effectively.

In the quantitative phase, structured survey questionnaires were administered to 35 former Government Internship Program (GIP) interns in the City of Balanga, selected through simple random sampling techniques. In the qualitative phase, 6 supervisors from various departments or offices in the City of Balanga were interviewed, selected using purposive sampling techniques.

The Interview Protocol Refinement (IPR) Framework was employed to assist the researchers with interview protocols. The IPR Framework consists of four phases : aligning interviews with research questions, developing an inquiry-based conversation, receiving feedback on the interview protocol, and piloting the interview protocol.

The questionnaire data were coded, encoded, and statistically analyzed using IBM SPSS Statistics version 21. Various statistical tools, such as frequency, percentage, weighted mean, Independent Samples T-test, and One-way Analysis of Variance

(ANOVA), were used for analysis. For qualitative data analysis, the researchers utilized thematic analysis, which involved five steps : familiarization, searching for themes in the codes, reviewing themes, finalizing themes, and report writing.

RESEARCH FINDINGS

Table 1. Profile of the Former GIP Interns

The profile of the former GIP interns in terms of sex, baccalaureate degree, and type of work internship conducted.

| Profile | Frequency | Percentage |
|--|-----------|------------|
| Sex | | |
| Male | 12 | 34 |
| Female | 23 | 66 |
| Total | 35 | 100 |
| Baccalaureate Degree | | |
| Social Science | 8 | 23 |
| Professions and Applied Sciences | 27 | 77 |
| Total | 35 | 100 |
| Type of Work Internship Conducted | | |
| Administrative | 25 | 71 |
| Technical | 3 | 9 |
| Fieldwork | 7 | 20 |
| Total | 35 | 100 |

Number of cases=35

Table 2. Communication Skills

The skills development of the former GIP interns in terms of communication skills.

| Indicator | Mean | SD | DE |
|--|------|------|----------|
| 1. Able to convey my ideas clearly and effectively | 3.91 | 0.85 | Advanced |

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| | | | |
|---|-------------|-------------|-----------------|
| during verbal communication. | | | |
| 2. Proficient in writing clear and concise reports or documents for professional purposes. | 3.94 | 0.76 | Advanced |
| 3. Skilled at active listening, understanding others' perspectives, and responding appropriately. | 4.29 | 0.75 | Expert |
| 4. Adapt my communication style to suit different audiences and situations. | 4.14 | 0.91 | Advanced |
| 5. Confident in my ability to communicate professionally in various settings (meetings, presentations, etc.). | 3.91 | 0.95 | Advanced |
| Composite | 4.04 | 0.74 | Advanced |

Scale of Means : 5.00–4.21 Expert ; 4.20–3.41 Advanced ; 3.40–2.61 Competent ; 2.60–1.81 Developing ; 1.80–1.00 Unskilled ; **SD-**

Standard Deviation ; **DE-**Descriptive Equivalent

Table 3. Teamwork Skills

The skills development of the former GIP interns in terms of teamwork skills.

| Indicator | Mean | SD | DE |
|---|------|------|----------|
| 1. Communicate openly and effectively with my colleagues, sharing information and updates promptly. | 4.20 | 0.83 | Advanced |
| 2. Collaborate effectively with my coworkers to achieve common goals. | 4.29 | 0.83 | Expert |
| 3. Actively seek opportunities to support and assist my colleagues when needed. | 4.43 | 0.78 | Expert |
| 4. Demonstrate reliability and accountability in fulfilling my responsibilities within the office. | 4.34 | 0.73 | Expert |

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| | | | |
|--|-------------|-------------|---------------|
| 5. Demonstrate mutual respect and support for my coworkers' contributions and ideas. | 4.54 | 0.61 | Expert |
| Composite | 4.36 | 0.66 | Expert |

Scale of Means: 5.00–4.21 Expert; 4.20–3.41 Advanced; 3.40–2.61 Competent; 2.60–1.81 Developing; 1.80–1.00 Unskilled; **SD**-Standard Deviation; **DE**-Descriptive Equivalent

Table 4. Adaptability Skills

The skills development of the former GIP interns in terms of adaptability skills.

| Indicator | Mean | SD | DE |
|---|------|------|----------|
| 1. Open to new challenges and demonstrate flexibility in adapting to changes. | 4.29 | 0.75 | Expert |
| 2. Can quickly adjust my approach when faced with unexpected situations or obstacles. | 4.20 | 0.83 | Advanced |
| 3. Remain composed and focused under pressure, | 4.00 | 0.84 | Advanced |

| | | | |
|--|-------------|-------------|---------------|
| finding solutions to complex problems. | | | |
| 4. Seek out opportunities for learning and growth, embracing new experiences and challenges. | 4.34 | 0.73 | Expert |
| 5. Maintain a positive attitude and outlook, even in the face of uncertainty or setbacks. | 4.26 | 0.74 | Expert |
| Composite | 4.22 | 0.70 | Expert |

Scale of Means: 5.00–4.21 Expert; 4.20–3.41 Advanced; 3.40–2.61 Competent; 2.60–1.81 Developing; 1.80–1.00 Unskilled; **SD**-Standard Deviation; **DE**-Descriptive Equivalent

Table 5. Organizational Skills

The skills development of the former GIP interns in terms of organizational skills.

| Indicator | Mean | SD | DE |
|--|------|------|--------|
| 1. Manage my time effectively to meet deadlines. | 4.34 | 0.73 | Expert |
| 2. Maintain an | 4.43 | 0.65 | Expert |

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| | | | |
|--|-------------|-------------|---------------|
| organized workspace. | | | |
| 3. Prioritize tasks efficiently, ensuring that critical objectives are addressed promptly. | 4.40 | 0.65 | Expert |
| 4. Follow standard procedures to ensure tasks are completed accurately. | 4.46 | 0.82 | Expert |
| 5. Pay close attention to small details in my work, ensuring accuracy and precision. | 4.49 | 0.61 | Expert |
| Composite | 4.42 | 0.60 | Expert |

Scale of Means: 5.00–4.21 Expert; 4.20–3.41 Advanced; 3.40–2.61 Competent; 2.60–1.81 Developing; 1.80–1.00 Unskilled; **SD**-Standard Deviation; **DE**-Descriptive Equivalent

Table 6. Skills Development of the Former GIP Interns

The skills development of the former GIP interns in terms of communication skills, teamwork skills, adaptability skills, and organizational skills.

| Indicator | Mean | SD | DE |
|-----------|------|----|----|
|-----------|------|----|----|

| | | | |
|-----------------------|-------------|-------------|---------------|
| Communication Skills | 4.04 | 0.74 | Advanced |
| Teamwork Skills | 4.36 | 0.66 | Expert |
| Adaptability Skills | 4.22 | 0.70 | Expert |
| Organizational Skills | 4.42 | 0.60 | Expert |
| Composite | 4.26 | 0.59 | Expert |

Scale of Means: 5.00–4.21 Expert; 4.20–3.41 Advanced; 3.40–2.61 Competent; 2.60–1.81 Developing; 1.80–1.00 Unskilled; **SD**-Standard Deviation; **DE**-Descriptive Equivalent

Table 7. Comparison in the Skills Development of the Former GIP Interns According to Sex

| Indicators | Sex | N | Mean | Sd | t-value (33) |
|-----------------------|--------|----|------|------|---------------------|
| Communication Skills | Male | 12 | 3.97 | 0.82 | -0.42 _{ns} |
| | Female | 23 | 4.08 | 0.70 | |
| Teamwork Skills | Male | 12 | 4.38 | 0.67 | 0.15 _{ns} |
| | Female | 23 | 4.35 | 0.67 | |
| Adaptability Skills | Male | 12 | 4.15 | 0.66 | -0.41 _{ns} |
| | Female | 23 | 4.25 | 0.73 | |
| Organizational Skills | Male | 12 | 4.33 | 0.57 | -0.63 _{ns} |
| | Female | 23 | 4.47 | 0.62 | |

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|---------|--------|----|------|------|-------------|-------------|------|----|----|----|-----------------------------------|---------------------|
| Overall | Male | 12 | 4.21 | 0.58 | -0.37 ns | P A S | .716 | 24 | 18 | 76 | Do not reject the Null Hypothesis | the Null Hypothesis |
| | Female | 23 | 4.29 | 0.61 | | | | | | | | |

ns – not significant at 0.05 alpha level

Table 8. Comparison in the Skills Development of the Former Interns According to Baccalaureate Degree

| Indicators | Degree | N | Mean | Std | t-value (33) | p-value | Remarks |
|----------------------|--------|----|------|------|--------------|---------|-----------------------------------|
| Communication Skills | SS | 8 | 3.92 | 0.69 | -0.50 ns | .622 | Do not reject the Null Hypothesis |
| | PAS | 27 | 4.07 | 0.76 | | | |
| Teamwork Skills | SS | 8 | 4.38 | 0.47 | 0.07 ns | .943 | Do not reject the Null Hypothesis |
| | PAS | 27 | 4.36 | 0.71 | | | |
| Adaptability Skills | SS | 8 | 4.35 | 0.45 | 0.61 ns | .548 | Do not reject |

| | | | | | | | |
|-----------------------|-----|----|------|------|------------|------|-----------------------------------|
| Organizational Skills | SS | 8 | 4.65 | 0.42 | 1.22 ns | .229 | Do not reject the Null Hypothesis |
| | PAS | 27 | 4.36 | 0.64 | | | |
| Overall | SS | 8 | 4.33 | 0.39 | 0.35 ns | .730 | Do not reject the Null Hypothesis |
| | PAS | 27 | 4.24 | 0.65 | | | |

ns – not significant at 0.05 alpha level; SS-Social Science; PAS-Professions and Applied Sciences

Table 9. Comparison in the Skills Development of the Former Interns According to Type of Work Internship Conducted

| Indicators | Degree | N | Mean | Std | t-value (33) | p-value | Remarks |
|------------|--------|---|------|-----|--------------|---------|---------|
|------------|--------|---|------|-----|--------------|---------|---------|

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| | | | | | | | |
|-----------------------|-----------|----------|-------------|-------------|--------------------------|-------------|-----------------------------------|
| Communication Skills | SS | 8 | 3.92 | 0.69 | -0.50 _{ns} | .622 | Do not reject the Null Hypothesis |
| | PAS | 27 | 4.07 | 0.76 | | | |
| Teamwork Skills | SS | 8 | 4.38 | 0.47 | 0.07 _{ns} | .943 | Do not reject the Null Hypothesis |
| | PAS | 27 | 4.36 | 0.71 | | | |
| Adaptability Skills | SS | 8 | 4.35 | 0.45 | 0.61 _{ns} | .548 | Do not reject the Null Hypothesis |
| | PAS | 27 | 4.18 | 0.76 | | | |
| Organizational Skills | SS | 8 | 4.65 | 0.42 | 1.22 _{ns} | .229 | Do not reject the Null Hypothesis |
| | PAS | 27 | 4.36 | 0.64 | | | |
| Overall | SS | 8 | 4.33 | 0.39 | 0.35_{ns} | .730 | Do not reject |

| | | | | | | | |
|--|------------|-----------|-------------|-------------|--|--|----------------------------|
| | PAS | 27 | 4.24 | 0.65 | | | the Null Hypothesis |
|--|------------|-----------|-------------|-------------|--|--|----------------------------|

ns – not significant at 0.05 alpha level; Mean ratings in a row not sharing subscripts are significantly different at .05 level

Table 10. Generated theme on how participants describe the practical relevance of the communication skills developed by former GIP interns during their internship to their current or future career goals in public administration or similar sectors.

The assessment of the supervisors in terms of the practical relevance of the skills developed by former GIP interns during their internship to their current or future career goals in public administration or similar sectors in terms of communication skills.

| Themes | Descriptions | Participants |
|--|--|---|
| Enhanced verbal and nonverbal communication skills | The participants believed that the GIP improved interns' verbal and nonverbal communication skills, better preparing them for society's intricacies. | Mayor's Office, Accounting Office, Planning Office, Assessor's Office, Engineering Office |
| Enhanced active | Participants expressed their opinion that the GIP | PESO Office, Mayor's Office, |

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| | | | | | |
|---|--|---|------------------------|--|---|
| listening skills | improved interns' capacity for active listening, better preparing them for society's complexities. | Engineering Office | Enhanced collaboration | Participants observed that GIP improved interns' collaborative behaviour, preparing them for challenges they would face in the real world. | PESO Office, Mayor's Office, Engineering Office, Accounting Office, Planning Office |
| Enhanced capability to convey ideas effectively | The participants described how they believed the GIP enhanced interns' capability to convey ideas effectively, further equipping them for the complexities of society. | Mayor's Office, Accounting Office, Planning Office, Assessor's Office, Engineering Office | Improved flexibility | The participants described how they thought the GIP increased the interns' flexibility and prepared them for challenges they would face in the real world. | Mayor's Office, Engineering Office, Accounting Office, Planning Office |

Table 11. Generated theme on how participants describe the practical relevance of the teamwork skills developed by former GIP interns during their internship to their current or future career goals in public administration or similar sectors.

The assessment of the supervisors in terms of the practical relevance of the skills developed by former GIP interns during their internship to their current or future career goals in public administration or similar sectors in terms of teamwork skills.

| Themes | Description | Participants |
|--------|-------------|--------------|
|--------|-------------|--------------|

| | | |
|---------------------------------------|--|--|
| Developed better interpersonal skills | It was shown that the participants regarded GIP improved the interns' ability to socialize, preparing them for challenges they would face in the real world. | Mayor's Office, Accounting Office, Assessor's Office |
|---------------------------------------|--|--|

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Table 12. Generated theme on how participants describe the practical relevance of the adaptability skills developed by former GIP interns during their internship to their current or future career goals in public administration or similar sectors.

The assessment of the supervisors in terms of the practical relevance of the skills developed by former GIP interns during their internship to their current or future career goals in public administration or similar sectors in terms of adaptability skills.

| Themes | Descriptions | Participants |
|--------------------------|--|---|
| Enhanced flexibility | The participants described how they thought the GIP increased the interns' flexibility and prepared them for challenges they would face in the real world. | PESO Office, Mayor's Office, Engineering Office, Accounting Office, Planning Office |
| Enhanced open-mindedness | Participants noted that the GIP improved interns' open-mindedness, which better equipped them to navigate society's complexities. | PESO Office, Engineering Office, Accounting Office, Planning Office |

Table 13. Generated theme on how participants describe the practical relevance of the organizational skills developed by former GIP interns during their internship to their current or future career goals in public administration or similar sectors.

The assessment of the supervisors in terms of the practical relevance of the skills developed by former GIP interns during their internship to their current or future career goals in public administration or similar sectors in terms of organizational skills.

| Themes | Description s | Participant s |
|----------------------------|---|---|
| Enhanced management skills | Participants observed that the GIP improved interns' time management and task management abilities, which improved their ability to deal with society's complexity. | PESO Office, Mayor's Office, Planning Office, Assessor's Office |
| Enhanced flexibility | The participants described how they thought the GIP increased the interns' flexibility and equipped them for the challenges they would | PESO Office, Mayor's Office, Engineering Office, Accounting Office, Planning Office |

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| | | |
|--|-------------------------|--|
| | face in the real world. | |
|--|-------------------------|--|

effectively during verbal communication.” and “Confident in my ability to communicate professionally in various settings (meetings, presentations, etc.)” earned the lowest rating with a mean of 3.91 (Advanced).

According to Table 3, the skills development of the former interns in terms of teamwork skills is “Expert,” as noted by the rating mean of 4.36. The indicator with the highest rating is “Demonstrate mutual respect and support for my coworkers’ contributions and ideas.” with a mean of 4.54 (Expert) ; on the other hand, the indicator with the lowest rating is “Communicate openly and effectively with my colleagues, sharing information and updates promptly.” with a mean of 4.20 (Advanced).

In Table 4, it signifies that the skills development of the former interns in terms of adaptability skills is “Expert” with a mean of 4.22. The indicator that accumulated the highest rating is “Seek out opportunities for learning and growth, embracing new experiences and challenges.” with a mean of 4.34 (Expert) ; conversely, the indicator that acquired the lowest rating is “Remain composed and focused under pressure, finding solutions to complex problems.” with a mean of 4.00 (Advanced).

With regards to the findings in Table 5, the skills development of the former interns in terms of organizational skills is mainly “Expert,” as suggested by the rating mean of 4.42. The indicator “Pay close attention to small details in my work, ensuring accuracy and precision.” with a mean of 4.49 (Expert) gained the highest rating ; on the contrary, the indicator “Manage my time effectively to meet deadlines.” with a mean of 4.34 (Expert) got the lowest rating.

Table 6 summarizes the indicators of the Skills Development of the Former Interns. All things considered, the mean of 4.26 implies that the former interns’ skills development is “Expert.” Among all indicators, the highest-rated is “Organizational Skills” with a mean of 4.42 (Expert), followed by “Teamwork Skills” with the mean of 4.36 (Expert),

DISCUSSIONS

I. The profile of the former GIP interns in terms of sex, baccalaureate degree, and type of work internship conducted.

Based on Table 1, sixty-six per cent (66%) of the former interns are female, whereas thirty-four per cent (34%) are male, indicating that females predominantly take the initiative in acquiring various skills development.

Regarding their baccalaureate degree, seventy-seven per cent (77%) of the former interns have degrees related to Professions and Applied Sciences (encompasses Agriculture, Accountancy, Business Administration, Tourism, Education, Engineering, Public Administration, and Information Technology), while twenty-three per cent (23%) have degrees related to Social Science (encompasses Psychology and Criminology). This shows that students with degrees in Professions and Applied Sciences are likelier to participate in the internship.

In line with the type of work internship they conducted, seventy- one per cent (71%) of the former interns had administrative work, twenty per cent (20%) had fieldwork, and nine per cent (9%) had technical work, indicating a focus on office-based skills development.

II. The skills development of the former GIP interns in terms of communication skills, teamwork skills, adaptability skills, and organizational skills.

As presented in Table 2, the skills development of former GIP interns in terms of communication skills is “Advanced” with a mean of 4.04. The indicator “Skilled at active listening, understanding others’ perspectives, and responding appropriately.” obtained the highest rating with a mean of 4.29 (Expert) ; in contrast, the indicators “Able to convey my ideas clearly and

“Adaptability Skills” with a mean of 4.22 (Expert), and “Communication Skills” with a mean of 4.04 (Advanced).

III. The comparison in the skills development of the former GIP interns when grouped according to their profile.

In reference to the results in Table 7, all sub-variables of the Skills Development of the Former Interns have corresponding significant values beyond the 0.05 significant level. Thus, there is no significant difference in these variables when the former interns are grouped according to their sex.

As per the results in Table 8, the corresponding significant values of all sub-variables of the Skills Development of the Former Interns are greater than the 0.05 significant level. This indicates no significant difference in these variables when the former interns are grouped according to their baccalaureate degree.

It can be noticed from Table 9 that each sub-variable of the Skills Development of the Former Interns are above the 0.05 significant level. Hence, there is no significant difference in these variables when former interns are grouped according to the type of work internship conducted.

IV. The assessment of the supervisors in terms of the practical relevance of the skills developed by former GIP interns during their internship to their current or future career goals in public administration or similar sectors in terms of communication skills, teamwork skills, adaptability skills, and organizational skills.

Communication Skills

When participants were questioned about their opinions regarding the practical relevance of communication skills developed by former GIP interns during their internships to their present or future career goals in public administration or similar sectors, most respondents shared identical perspectives. They highlighted that the government internship program played a significant role in enhancing interns’ verbal and nonverbal communication skills, active listening, and

capability to convey ideas effectively, which equipped interns for the complexities of society.

Teamwork Skills

When participants were questioned about their views on how the teamwork skills developed by former GIP interns during their internships are practical for their current or future career goals in public administration or related fields, most participants shared similar thoughts. They mentioned that GIP helped interns enhance collaboration, improve flexibility, and develop better interpersonal skills, which prepared them for real-life obstacles.

Adaptability Skills

When participants were asked about their views on how the adaptability skills developed by former GIP interns during their internships have practical relevance to their current or future career goals in public administration or related fields, most participants expressed similar opinions. They noted that GIP assisted interns in enhancing their flexibility and open-mindedness, which readied interns for real-world challenges.

Organizational Skills

When participants were asked about their views on how the organizational skills developed by former GIP interns during their internships are practical for their current or future career goals in public administration or related fields, most participants expressed similar answers. They highlighted that the GIP helped interns with management and flexibility, which prepared them for real-world challenges.

CONCLUSIONS

Based on the findings of the study, the following conclusions were made :

1. The former Government Internship Program interns in Balanga City primarily involved female respondents, primarily pursuing professions and applied sciences degrees, with administrative work

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- being the most common internship type.
2. Former interns from the Government Internship Program in Balanga City demonstrate advanced to experts skill development in communication, teamwork, adaptability, and organizational skills, demonstrating program success.
 3. The null hypothesis, that there is no significant difference in the skills development of former Government Internship Program interns in Balanga City when grouped by sex, baccalaureate degree, and type of internship conducted.
 4. Supervisors highly value interns' practical skills like communication, teamwork, adaptability, and organizational abilities, recognizing their effectiveness in preparing interns for success in public administration or related fields.
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