

**FROM THE CLASSROOM TO THE WORLD OF WORK OF AB
COMMUNICATION INTERNS**

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Abstract

Studies reveal that implementation of student internship programs are facing great challenges. Paramount is the mismatch of the classroom and actual work experiences. At Leyte Normal University, there are issues and problems in the management of the Communication students' internship program. AB Communication graduates have observed that actual work assignments in the media agencies do not match with classroom training and experience. Employing the phenomenological method of inquiry, this study is investigating the actual work experiences of LNU AB Communication interns in their respective media work settings. Data shall be collected through documentary analysis, focus group discussions and semi-structured interviews with 10 AB communication interns. Results of this study shall be used for policy directions, guidelines, and improvement of practices on the implementation of the LNU AB Communication program and communication internship programs of other academic institutions in the country.

Keywords: Internship, Communication Interns, Mismatch on Theory And Practice

Introduction

The ultimate goal of education is to mold and enhance the full potentials of individual learners in order for them to become able members of the society who are productive and responsive to the needs and demands of the society. The learning institutions serve as avenues in providing and developing in these learners the worthwhile values, the useful knowledge, and important skills in order to produce graduates who are able to deliver their work with competence and excellent performance. And this could further be achieved if the learning institutions will create well- designed curricular programs and activities that would

prepare the students for the challenges and demands of actual work settings in various situations through its intensive internship program.

Parveen (2012) states that the major purpose of the internship program is to develop and strengthen the student's skills and to prepare them for the profession. It provides an opportunity for the fresh graduates to experience working conditions and requirement of today's professional business environment. Hence, after completing the required subjects of the course, the interns are then immersed in the various work settings related to their fields of interest during their internship.

The professional programs should prepare workers in becoming professional practitioners in their chosen field of practice (Wrenn and Wrenn, 2009). Thus, the institution should come up with a good internship program that would provide the interns with strong background experiences to prepare them for the actual demands of work.

One of the multiple responsibilities of the institution is to equip the learners not only with the necessary knowledge of the theories taught in the classroom but also with the important skills that would enable them to survive as they are immersed in the actual work settings. More importantly, it is necessary that the internship program will establish a strong connection between theory and actual practice of the profession.

The internship program allows the undergraduate students to take the first steps into a profession and begin to apply the theoretical knowledge acquired during their education in real life situations (Kash and Ilban, 2013). Walo (2001) further states that internships should provide students with opportunities to practice what they have learned in the classroom, gain an understanding of the industries' requirements, test career choices, and develop important hands-on workplace skills.

As Mirza (2012) puts it, the internship program is of great importance because it prepares the students in many aspects of their professional growth as well as help develop a deeper understanding of their target profession and future prospects or working conditions in that profession. A carefully planned internship program may serve the following functions:

- Understanding of the target profession and future prospects of working conditions
- Can provide valuable exposures on the job
- Develop professional skills and attitudes
- Establish useful contacts with people working in the same profession.

Tackett et al (2001) stipulated that internships had taken an increasingly important role in education because they present students with many advantages, ranging from gaining

experience to obtain career-related direction to networking with other students in various institutions. While the learning or parent institutions offering internship programs also benefit from it since it increases cooperation and rapport between them and the different agencies or industry (Lubbers, 2008). This tells us how beneficial is the internship program not just to the students but to the learning institutions as well.

National Council for Accreditation of Teacher Education NCFTE (2009) as pointed out by Panda and Nayak (2014) in their study on the problems of student teachers during the internship programme that the sustained contact through the internship would enable the teachers to choose, design, organize, and conduct meaningful classroom activities, that would help them to critically reflect upon their own practices by means of observations, record keeping, and analysis and will help them develop strategies for evaluating the students' learning for feedback into the curriculum and pedagogic practice. They emphasized the great contributions of the internship program in inculcating pedagogical competency and understanding the teaching profession in the practical field.

However, studies reveal that some learning institutions experience different challenges in the implementation of their internship program. The overriding problem is the mismatch of the theories and experiences in the classroom and the demands of the actual work settings. Clapton & Cree (2004) discovered in their review of the literature on the social work discipline that the class work experiences had not adequately prepared the students for the real world practice. They likewise concluded that learning models are needed to integrate theory and practice in a way to "bring the field into the classroom as well as take the classroom into the field". This is further strengthened by the study of Thompson (2000) which revealed that "there is an acceptable gap between theory and practice, a disjuncture between what is taught or learned and what is practiced. And that theory is seen as the preserve of the academic and practice as the domain of the practitioner.

In the study of Schneider and Andre (2005), results revealed that students find their preparation for workplace writing inadequate. The students observed no positive link in between the analytic skills they acquired in their content-area courses and the writing required of them in the workplace. Dias and his colleagues (1999) likewise stipulated that the "school-based simulations of workplace writing fail to prepare the students for professional writing because they cannot adequately replicate the local rhetorical complexity of workplace contexts."

Furthermore, Mpairwe (2010) stipulates that a gap really exists between the quality of graduates produced and what the market demands. Hence, training institutions and employers have accepted the need to seek mitigatory steps such as by introducing internship programs as referred to as field attachment in some of their degree and non-degree programs.

The lack of connection between campus-based university-based teacher education courses and field experiences is likewise a perennial problem in traditional college and university sponsored teacher education programs as mentioned by Bullough (1997), Bullough, et.al. (1999), and Zeichner (2007) in their studies. Darling-Hammond (2009) likewise pointed out the lack of connection between campus courses and the field experiences of teacher education students. This holds true in the study of Zeichner (2010) about rethinking the Connections between Campus Courses and Field Experiences in College and University-based Teacher Education which states that one of the central problems that have plagued college and university-based pre-service education for many years is the disconnection between the campus and school-based components of programs.

Scheider and Andre (2005) pointed out in her study on the perceptions of students on the university preparation for workplace writing that some students expressed dissatisfaction with the research skills they had gained from the courses in their program which did not actually equip them with the skills needed for research writing in the workplace. They perceived that their university preparation for workplace writing is inadequate. This, in turn, made the students feel frustrated for entering the workplace without or with very limited basic knowledge about the basic formal features of common workplace genres. This likewise made the students experience difficulties and problems coping with the demands of the work assigned to them in their respective workplace.

At Leyte Normal University and in some cooperating agencies in the local setting, there are issues and problems in the implementation and management of the AB practicum program by the university and the cooperating agencies. As pointed out by some interns, AB Com Practicum students' experiences in the classroom do not match with job expectations in the workplace.

These findings of research studies posed the problems and challenges faced by institutions in terms of gaps between theory and practice. They likewise expose the reality that there is a need to improve the internship program of the said institutions in order to bring about appropriate interventions to solve the issues and problems. It is on this premise that this study is materialized.

This study aims to describe the knowledge, skills, and lived experiences of AB Com Practicum students in the internship program. It also attempts to discover the issues and problems in the implementation of the practicum program. It shall endeavor to explore and generate ways to solve the problems and issues encountered in the implementation of the AB Com practicum program in the university.

This study traces the lived experiences of AB Communication interns, from the classroom down to their stint with participating agencies. Specifically, it seeks to answer the following questions: 1. What are the knowledge and skills taught in an AB Com classroom? 2. What are the lived experiences of the AB Com interns in the internship agencies? 3. What interventions can be drawn out from this study?

Review of Related Literature

A college internship is an out-of-classroom experiential learning performed as on-the-job training for professional careers. It provides interns the option of maximizing their classroom learning with practical experiences preparing them to face the actual demands of work. Every student is, at some stage of his/her academic life, faced with the task of transforming the theoretical knowledge gained in the classroom to the practical skills required in a profession Jaschinski & De Villiers, 2008 cited R. Chinomona & J. Sururjal, 2015. These positions are usually temporary and maybe paid or unpaid, with or without college credit. Its role may vary for each participating agency and will shape the way they want to interact with other stakeholders both in form and content.

Integrating the knowledge learned during the academic years in the university with the valuable experience acquired during their hands on practice in the different field work provide possibility to gain appreciation of professional careers and specific skills needed for success in their chosen profession. It is imperative for institutions of higher learning to ensure that its internship programs are designed to prepare interns for a successful transition to employment upon graduation and for effective management of their career thereafter (Patel, 2015).

Adhikary (2009) noted that one of the major problems in journalism education is a high degree of mismatch between the industry practices and those that are taught in the universities and journalism schools. Most of the teachers of Journalism have no experience in media whatsoever and have degrees that are not aligned with journalism disciplines.

In a capsule, the studies reconcile with the theory of social constructivism which strengthens the idea that a combination of a solid curricular background and rich clinical experiences bring about the highest form of experiential learning.

Theoretical Framework

This study draws some theoretical sense and direction from social constructivism theory in that, its subjects are people who undergo changes in society, who construct knowledge as a result, and who actively interact with other people within a given community—processes that this sociological theory claims are at work in society.

Maintaining that human development is socially situated and knowledge is constructed through interaction with others, this theory of knowledge aptly provides this study with a framework to anchor on. It readily lends itself to a study of this wherein lived experiences are observed, documented, and analyzed to make sense of certain occurrences in the collective lives of individuals which, in this study, are represented by the ABCom interns.

This is combining Alfred Schutz' Sociology of knowledge and Durkheim's concept of institution in order to answer the question of how subjective meaning, or the interns' classroom training that is soon greeted with different work situations outside, becomes a social fact, thereby prompting practicum students to construct knowledge that creates a culture of shared notions and their meanings. As one gets exposed to such a culture, one learns how to be a part of that culture on many levels. As applied to education, constructivism tries to explain how knowledge is produced, and how students learn. It is "based on the belief that learners work to create, interpret, and reorganize knowledge in individual ways (Windschitl, 1999).

Social constructivism as a philosophical approach suggests that "the natural world has a small or non-existent role in the construction of scientific knowledge". Freudian psychoanalysis is a good example of this in action. In this study, the "natural world" could be the actual world of work while the "scientific knowledge" could stand for the classroom training (Boudry&Buekens, 2011).

Interestingly, however, Boudry&Buekens (2011) do not claim that 'bona fide' science is completely immune from all socialization and the (Kuhnian) claims of paradigmatic shifts, merely that the 'strong' social constructivist claim that all scientific knowledge is constructed ignores the reality of scientific success, and falls prey to the ancient Cretan, Epimenides' famous dictum, "All Cretans are liars."

For one, social constructivism rejects the role of superhuman necessity in either the invention/discovery of knowledge or its justification. Cottone (2011) has taken a radical philosophical position purporting a purest relational realism (an ontology where everything is viewed as a relationship). Things, accordingly, only exist in relation to observers who are able to understand their perceptions through the social interchange. Cottone merged the works of the cognitive biologist Humberto Maturana with the works of the social psychologist Kenneth Gergen to produce a fully relational conception of the process of understanding experience. His most compelling concept is that of "Bracketed Absolute Truth" (also called a "consensuality"), where a truth is held within a community as absolute, as is commonly viewed within the classroom setting, but outside the community (or classroom) it is held by observers as relative to other truths. All understanding of experience is thereby socially constructed, but different communities can construct different interpretations of their shared experience.

Truths, accordingly, are never constructed outside of interaction truth is social. There are as many truths on any one topic as there are communities to construct them. Some truths on one topic may be consistent, as in the case of classroom lessons, and others may be contradictory, as in the case of actual work outside, depending on the perceptual and social contexts of the groups making the interpretations. He called this process "social trajectory". This branch of social constructivist thought does not purport that individuals socially construct a reality, rather it purports that people construct an understanding of experience together, not alone. In effect, there are communities of understanding.

Studies have found that students are not regularly accustomed to participating in academic discourse. Nystrand (1996) argues that teachers rarely choose classroom discussion as an instructional format. Most talk is not a true discussion because it depends on upon teacher-directed questions with predetermined answers. Moreover, classroom discussions may not necessarily tackle issues that are prevalent in the real world of work, hence, the occurrence of so-called mismatching ideas that eventually confuse practicum students.

Dwelling on pragmatic constructivist discourse, Gordon (2009) points out a concept of constructivism that is pragmatic, that integrates thinking and doing, which means theory and practice. This putting of theory into practice is now a major goal of higher education to help college students in coping with real-world problems (Choi and Lee, 2008), knowing that "there is an unacceptable gap between theory and practice, a disjuncture between what is

taught or learned and what is practiced...” (Clapton and Cree, 2004). This, of them, requires bringing the field into the classroom and the classroom into the field.

Methodology and Design

To investigate the mismatch of classroom and actual work experiences of students' paramount to their performance in the actual work experience through the internship program, we conducted the qualitative research method designed to elicit an exhaustive description of the phenomenon regarding the student interns lived experiences in their field of agencies where they undergo internship. This study applied Collaizzi' sphenomenological method of data analysis. As cited by Shosha (2012), the Collaizzi's seven step method are: 1) each transcript is read and re-read in order to obtain a general sense about the whole content; 2) from the transcript, significant statements that pertain to the phenomenon under study were extracted and recorded on a separate sheet noting their pages and lines numbers; 3) meanings were formulated from these significant statements; 4) the formulated meanings were sorted into categories, clusters of themes, and themes; 5) the findings of the study were integrated into an exhaustive description of the phenomenon under study; 6) the fundamental structure of the phenomenon were described; and, 7) validation of the findings were sought from the research participants to compare the researcher's descriptive results with their experiences.

With the support from the university's Office of the Vice President for Research and Extension and the acquiescence of the Chairperson of ABCom to this study, the researchers proceeded to determine their respondents. The respondents of this study were currently enrolled ABCom students who just finished the COM_410 internship course. The samples were drawn through a purposive random sampling technique using the maximum variation sampling strategy which is a purposeful sampling strategy that gets to sample heterogeneity to understand how the mismatch of the classroom and actual internship experiences of LNU AB Communication interns. To understand the important shared patterns that cut across the phenomenon among different groups of respondents, in different internship agency settings, and at different time schedules, maximum variation sampling method shows the cases that maximize diversity relevant to the study. The sample of 10 participants was drawn from 31 interns who were grouped according to their performance in the internship as high performing interns, the average performing interns, and the low performing interns in order to get a representation of the experiences and expectations of the interns as well as the

diversified representation. A fishbowl technique was used to ensure that each group is represented in the study sample.

This study employed the utilization of the following research tools, namely: (1) focus-group discussion which helped generate pertinent information provided by the interns; (2) audio-recordings, which helped record the focused group discussions with accuracy; (3) focused group discussion guides or questionnaire, which were used to validate the responses and information given by the respondents during the focused group discussion; (4) archives, which include the records, files and documents relative to the internship program of the AB Communication Program.

Participants were encouraged to talk freely and to tell stories using their own language. The focus group discussion conducted by the researchers lasted one hour and forty-one minutes. At the end of the focus group discussion, the researcher reminded the participants about the need for a second contact with them to discuss the study findings and to make sure that the study findings reflect their own experiences. The level of data saturation was determined by the consensus among researchers.

Reflecting the facts derived from the lived experience of the ABCom interns bring philosophical assumptions in bridging the gap between the academic world and the world of works, deepening insight throughout the research process.

The participants approved that they be the respondents of this study. Throughout the FGD the researchers tried to keep the best interests of the student at the forefront. Utmost confidentiality of the information shared and audio recordings were observed all throughout this study. The names of the participants were substituted with pseudo names in the transcript.

RESULTS AND DISCUSSIONS

Pertinent data derived through appropriate data gathering technique is grouped into themes as follows:

Theme 1: “Curricular Preparations”

Responses:

Response 1: mga basic ngadinagagamitannamonperokulang pa like data journ...ngadtokase like tatagan kami data taposig I interpret itonnamonpaghimohin news out of it kataposwarayitonkatutdonganhi.(We can make use of the basics but they are not

enough, like data journ...coz there, we were given data to interpret in making news, on which we were not taught).

Response 2: nag focus la newswriting ha paper waray ha broadcast (just focused on paper newswriting none on broadcast)

Response 3: basic la mam, newswriting, what, when, where, how to write, waray kami tutduihin feature writing.. editorial (just the basics, Ma'am news writing: what, when, where, how to write; we were not taught about feature writing..editorial)

Response 4: baga it ginhihimo hit university is just to introduce. (what the university seemingly does is just to introduce)

Response 5: taposmaydatalaga groups namonnga dire talagamaaram news writing kay waraytalagamakaagihan internship ha news writing so ma graduate hiranablanko. (there really are groups among us that do not know newswriting for it didn't go through the internship so they just graduate blankly)

Response 6: more likely ha sulodhan school puro theories palaperowaray pa ba an gin o on hand...application (more likely in school it's all theories, no hands-on...application)

Response 7: ha school po, napansinnamon an mga gin tutudo ha school ngagutula..bagatguti la na portion...like for example basic journ..basic la hiyai, pero ha internship bagatamo an pinakadakotgamit. An mgagingagamit ha internship guti la ngadi ha school peropaghingadtonamon ha gawas, kinahanglan pa ngayannamondako. (in school, we noticed that we only learn a little, just a little portion...like for example basic journ..just basic, but the internship demands much. We learn little in school but when we get outside, we need more after all)

Response 8: Maupaysana Kun gintutduan kami kun baga hit script writing ano la ba it dapatngan hit diridapat ha scriptwriting. (Better if we were taught on scriptwriting, what to do and what to avoid)

Response 9: Ma'am an ibakasi..yungibakasiano, yung teacher banagfofocuslangsa memorization bama'am..Pinapamemorizelang nil aba..Diripohiranafocus hit implementation o di ba ma'am kun paanobanamonmaaaplybanamonitongaamonnatutunan..(Some teachers merely focus on memorization..on making us memorize..not focusing on implementation, or how we can apply what we learn)

Response 10: computer applications..taposnagfocusgud la kami ha photoshop..waraygud kami tutduipaglayouthinsugadhini..photoshopla..(computer applications..then we just focused on photoshop..we were not taught about layouting..just photoshop)

Response 11: expected man talagamakadtokita internship hin journalism, kay anowaraykitatutduehinsugadhito(we were expected to go on journalism internship, why were we not taught about this?)

Response 12: waraykitatutdue kun paanopagproject..(we were not taught how to project)

The aforesaid statements reveal that, in terms of the journalistic skills training, the students were exposed only to lessons on Basic Journalism, specifically on the basics of news writing. They were not exposed to feature and editorial, and other forms of writing which the actual work settings demand. Furthermore, the training in school centered much on the news writing and none on broadcasting. The respondents likewise claimed that the school preparations were merely introductions of the basic knowledge and skills that they are expected to master in the course. These learnings, however, helped them only to a certain extent since much is expected of them in the field. In addition to that, they only had limited exposure and manipulation of the facilities and equipment which were outdated. According to some interns, some of their learnings were mostly theories and less on the hands-on application. Evaluation of their learnings centered much on what they have memorized from the concepts and theories. The interns further noted that only a small amount of the skills or knowledge was taught to them in school. The scope of work in the actual work settings was much wider, requiring much of the background learning which they wished they had learned from their course preparations. Ideally, the curricular preparations of the institution should create a clear connection with what it intends to achieve. In the context of media communication, it is imperative that the curricular preparations should equip the students with necessary knowledge and skills that will help him deliver his work with competence. Hutchings (1990) contends that students should have training on self-awareness, knowledge acquisition, and skill-building in order for them to become capable and competent practitioners. In the institutional level, it is necessary to look into the different course offerings, their connections with each other, the kind of training offered, the course curriculum, as well as the overall quality of the education must be taken into consideration (Pant, 2009).

However, studies reveal that practitioners feel that colleges and universities did not offer enough hands-on experience and fail to prepare the demands of the real work settings. Subramanian (2012), states that students are equipped with the theoretical knowledge they need through classroom study however, they are not given relevant industrial exposure and hands-on experience. It is therefore necessary for institutions to offer internships that would provide the students with real-world experience into their curriculum.

Theme 2: “Actual Experiences”

Responses:

Response 1: tapospagkadtonamon ha ~~radio station~~ ngadto pa kami gin tutduannaamoini it transmitter, anoitonkuan....bagatpagkitanira ha amonbanga students nga gin tutuduan [first year] amoitobagatkulang pa (it was when we went to ~~radio station~~ that we were taught what a transmitter is, as though we were first year students, hence our lack of knowledge)

Response 2: pagka third year namonmayda advanced journalism taposna g e expect baakonga feature writing na...editorial...sportswritingna....tapospagkadtonamon...blog. ibakase it newswriting ngan hit blogging. nabayaannaliwatnamon an amon newswriting kay aadinaliwat kami hininga blog (in our third year, we had advanced journalism, so I expected to do feature writing, editorial, sports writing...but when we got there...blog. News writing is different from blogging. We again abandoned news writing in order to do this blog)

Response 3: Ha Agency A danay may trabaho, danaywaray (In agency A, sometimes there is work, sometimes there's none)

Response 4: nanhahatag kami hin fliers kada hotel. (we gave fliers to every hotel)

Response 5: An amon la ngadtokuanbagamedyo, nakuan la kami didto kay government man gud hiya. Ginintroduce kami ni Manager A ha politics. Everyday kami hadtokailangannamonmagsearch about Mar. Everyday kami ginpapa... maydaniyamga sites ngaginpapacheck kami niyaeveryday, every morning, first thing in the morning, tasigpapasanamon kun may mabilngan kami nga bag-o niyanga moves or ginhimo..(In that agency, being that of the government, we were introduced to politics. Everyday we had to research about Mar. They had sites for us to check everyday, every morning, and we had to pass on to him any new move or activity that we found)

Response 6: Diringaniliwat kami hands-on ha iya. Kun waray hiya trabahoamo la kami niyaginkakadto..tasmaydagihapngamaydaginpapahimoniyataposdirigintutuman..

Ginpakuan kami halimbawaha “I love Tacloban”.. Igo la kami kamingaginpakadto..Taposwaray man kami ginbuhat..Warayoutput..(We were not also hands-on with him. He’d visit us only when he had nothing to do..he also had orders that that were not accomplished, places we went to only to stay idle there, no output)

Response 7: may gamit la ngadtongakuan an kanan AV studio an ha technical crew la..pero kun ha ibanamgaoffice..bagatdirina related ha amon course it iraginpapabuhat..(being a technical crew at the AV studio proved useful, but in some offices, the tasks given us were irrelevant)

Response 8: it may gamit la talagadinhi somehow an kan Teacher A kay nakadtokasi kami ha field taposginpapagsurat kami hinmgaarticles..Opo kay nagkadtotalaga kami ha field taposnagsurat kami hinmga articles... (only Teacher’s A task proved useful coz we really went to the field and were made to write articles)

Response 9: Kay para ha akmayda man relevance an dida ha extension kay nakadtomismo kami ha field naggagathertasanay nag-, sugad may extension activity, nagpipicturekataposmaghihimokahin new report. Taposnaghimotalaga kami hin newsletter mismo para hankanan extension so may gamitniya. (Our stay with the extension was useful coz we would go to an extension activity then submit a report, like a newsletter)

Response 10: gin papa on air man kami pero with the DJ para deri ma apektuhan. you are given the chance to talk alone although there is the DJ by your side...kay dire itoniraigri risk itonira rating (we were allowed to talk on air but with the DJ by our side so as not to risk their rating)

Response 11: Maramitalagaakongnatutunan. Don konaexperienamaginterview ng Swedish..taga America.. tagaSweeden hiya ngaakomismo an nag-interview ha iya. Ako an naginterview haiya. (I learned a lot. I experienced interviewing a Swedish..from America. I did the interview)

Response 12: Waraytalaga kami pakaptahitonga video editing. (We were never allowed to handle video editing)

It could be gleaned in the statements that the students had good and unpleasant experiences in the different agencies. On the positive note, they had their first-hand exposure to the actual facilities and equipment which were quite different from the ones they were trained to use in the campus. Some of the interns were likewise exposed to the real work settings in some media agencies where their skills in interviewing, researching, data gathering, and writing written reports were enhanced. On the other hand, much of the reports of the interns centered on their unpleasant experiences in the different media agencies. Most of them considered their experience in one agency, and in some offices where they were assigned to, as a waste of time for their internship since the kind of work assigned to them were not aligned with their work expectations. Instead, the work assigned to them ranged from running errands, photocopying materials, researching reports about some politicians, distributing flyers to some hotels, following some politicians wherever they go, or simply sitting down while waiting for the time to pass. In terms of the journalistic aspect, much of the demands were on the writing of news reports using different languages. The students had little or no problem in terms of writing English news reports since most of them had training on this. They experienced difficulty writing in Waray language because of their poor background and limited knowledge on the writing format and style in the language. Furthermore, they struggled much in terms of writing features since they had little or no strong foundation on this form of writing. As for their experience in radio broadcasting, some of them were criticized for their inability to come up with better outputs on video editing.

Through the internship program of the institution, the students are given the actual feel of the profession. Blake(1987) states that during the internship, students are given the chance to see what a chosen profession will be like. It provides experience in a chosen field, offers a solid portfolio experience of published work, helps one to learn how to organize time and manage projects, match a person with a number of present and potential mentors, develop strong work habits and daily discipline in meeting deadlines, and connects with persons in various settings, and develop a sense of efficacy.

Zheng (2008) contends that internships provide trainees with first hands-on experiences in the work place. Whether these experiences are positive or negative, they will have some bearing on one's career in the future because of the learning that one can get from these experiences.

Theme # 3. Feedback and Mentoring

Responses:

Response 1: taposna expect hiranasumiringnganinaABCCompuroitonsurat...dire hira an ABCom nag lay layout...it iratalagabastaABC Ommakarit it magsurat, makarit mag yakan...makarit mag English (they expect that ABCom means writing..they do no layouting...to them ABCom writes and speaks well in English)

Response 2: nakakabulig man gihaponadto an comments ni Supervisor A bisan very poor an comments niyanakakabuliggihapo... kay namomotivateliwatkamopagkuanhin... at least hi sir nasiringtalagangaamoini it m sayup, amoini it imobabaguhon, amo it imoaaadmun(Supervisor A's comments, albeit poor, could somehow help...you get motivated, he tells one's error, what to change, what to learn)

Response 3:news gathering labina may times na gin papasagdannala kami ni Manager A kay na expect hiya namaaramna kami ngatanan. (Manager A leaves us alone to gather data, expecting that we do know)

Response 4:Ha agency ginpapaexploretalaga kami niya an amonna time...sugadini it trabaho hit media practitioner/ it media man. amotalagaini, mag huruharayoka kay mamingka news/ha mgapressconkinahanglankatalagamagpakiana/l kailanganmedyopakapalanangmukha(we were made to explore in our time...this is the work of a mediaman, you have to look for news, ask questions in press confabs, and never be shy)

Response 5: itonbangahuhulmaonkanirangada hit paka come up nanyohinmaupaynga writing amodidto an pinakamaupay...an ira PR. an usagihaponngamaupay ha ira gin papag edit kagihaponnirahin brochure...pinapag layout kanirahin brochure, leaflet, poster. iratalagaiton gin kukuanngasugarahini(they would mold you till you come up with good writing..that's the good thing, their PR. They too would ask you to edit or layout a brochure, leaflet, poster, telling you how to do it)

Response 6: ha broadcasting, diba kay dida ha prtvnaka experience kaseakongadto hi mam ...an akonusanga senior reporter hi mam tonet nag e expect hiya ngamaaramako mag edit han video, ako an iyaa gin papag edit han news video ngaiyaig pre present ha tvtapossumiringhira, бага man iton slice bread ngaka edit kay an kuankasehadto bagawaraymanggudakongahihadtomaka experience pag edit (in broadcasting, at prtv, a senior reporter asked me to edit a news video thinking that I know it, only to be criticized for sliced editing for not having experienced it yet.

Response 7: An maupayhadto mam kay an DJ gudmismo an nadsisiringhaim kun sugadhitosugadhito. Gintututduankanira kun ano an dapatbuhaton. It DJ namismo it nagtetrain ha amon(good thing is, the DJ himself was the one training us)

Response 8: mostly an comments hanamon editor, ngakulangpa, dire pa iniasya, dire ini news...[laugh] (mostly the editor's comments is, it's not yet enough, not right, not news...)

Response 9: Taposayawisugar-coat kun malain it igsusumat kay siyempre kun malain, dirinaitoniyasunodbubuhaton. Amoito it advantage. (don't sugar-coat harsh comments, he'll not do it again, that's the advantage)

Response 10: Dependela itohan senior reporter kun gusto niyangaikaw it mag-edit hit news ngaigprepresent..Sugadit senior reporter igeexposekaniya hit experience ngadto ha gawas. Iguupodkaniya kun magnenews hiya ha gawas. Tasdanayikaw it mag-interview. Taposgintututduanka pa gudniya kun mag-aanoka like mag-oon-air kataswarayka script. (it depends on the senior reporter if he likes you to edit the news to present, or expose you outside by letting you accompany him. Sometimes you do the interview, then he'll teach you what to do, like going on air without script)

Response 11: City Hall, nag-aro la hi Ma'am Beth hinkuan exit letter. Amolaniya gin-aro. Pero waraybagat evaluation nira. (at City Hall, Ma'am Beth just asked for an exit letter, seemingly no evaluation)

Response 12:culmination.. Sugar-coated la ngamgayakan..Ginbubutangan it mgayakan...(culmination...just sugar-coated words..loaded talks..)

Response 13:Kun an intern gin-evaluate it agency, waray. (as to whether interns are evaluated, none)

Response 14: feedbacks asabihanmasiringngamaliiton, ayawhiton. Sisidngankakunanotimmgasayopnga something nakakahurttalaga. Peropagkataposnamonhitomakukuannamon kun hainnamsayop. Ito nga something ngawaraynamkaexperiencedidi ha LNU. (feedback tells what's wrong, what to avoid. Frankness that hurts. But we would learn from our mistakes. That we didn't experience at LNU)

The different agency supervisors had much expectation from the interns. They always believed that AB Com students from LNU are well-versed in writing. However, because of the lack of background knowledge and experience, the interns needed much guidance and assistance from their mentors. Some of the blunt comments and feedback that they received

regarding their outputs and work somehow helped them to strive harder and come up with better outputs.

They likewise pointed out that there were instances when they received little or no help in performing some tasks. However, others were lucky to receive constructive feedbacks and mentoring about the nature of work and the right way of doing things in the field.

As neophytes, they recognize the need for close monitoring and guidance from experienced individuals. They pointed out that the inputs that they received from the instructors in the university were mostly theory-based. They further commented that comments and inputs from expert practitioners in the fieldwork could better discuss and explain concepts since the attack is more related to actual work scenarios.

The interns likewise noted the comments and feedback that they received in some agencies did not actually reveal their actual performance. Some of which were “sugar-coated” so as not to hurt the feelings of the persons.

Mentoring and evaluation plays an important role in enhancing the performance of the interns during the internship. The quality of internship learning depends on the quality of feedback and supervision by both the company and the business schools (Narayanan et al., 2010). In order to enhance the experience of the students while at the internships, the company and business school have to find a way to effectively support, facilitate, and supervise students while they take and complete their internship.

Panda and Nayak (2014) found out in their study that student teachers faced several problems related to social, psychological, pedagogical and other miscellaneous dimensions. He suggested that teacher educators must counsel students to solve such problems arising during the internship programme.

Theme # 4: “*Suggestions to Improve the Internship Program*”

Responses:

Response 1: extensive writing sugad hit feature writing..bagahin full blast nga exercises kuanexercises..(extensive writing like feature writing..as in full blast exercises)

Response 2: duganganlugod, ma'am. (add instead, Ma'am)

Response 3: maupaysiguro an internship tikangka second year hangtud mag 4th year para mas hasatalagahinduro. or bisan whole fourth year nalaba(good if internship would start from second year up to fourth year for mastery, or whole fourth year)

Response 4: it concernko la ha workshop mam sana it pinipilingamgatawokuantalaga...expert (my concern about workshop is that, experts should be employed)

Response 5: sir para ha akon, iton communication dire la hiya na focus ha usana media gud...na focus hiya ha ibatibang fields ba..like entertainment actually is part of ano communication (for me, communication does not just focus on one media, but also on other fields, like entertainment is part of communication)

Response 5: nililimitahannatinmgasarilinin mam....kasepagsinabi media...media langtalaga...dapatmatutu din batayong mag explore ng ibanganoba mam...ibang skill...anoyungkailangannatin. Mas maupaytalagamaydanaton specialization ha aton skill (we limit ourselves, coz when we say media, that's all..we should learn to explore other skills..that we need, better to have specialized skill)

Response 6: Diri la dapat focused hinusa..dapattanantanangalanguage.. based on my experience, hindiakoakomaronongmagwaray, tapossusuguonakopagsurat article in waray. (Not just focused on one..should all languages, based on my experience, I don't know Waray, then I will be made to write in it)

Response 7: Intensive writing, diri la English, tanan.. exercise... and workshops..patinagihap ha broadcasting.. integration gihap hit social media..(Intensive writing, not just in English, all...exercise...and workshops..including broadcasting.. integration of social media)

Response 9: Sana pagfourth year, waraynamga subjects para pgkataposmo hit internship maghuhulatkanala hit graduation... diri kay nabalikka la gihap..(wishing that by fourth year, there should be no more subjects so that after internship, we just wait for graduation, not that we still have to come back)

Response 10: Siguro ma'am, before ba kami iggawas, oo like di bamayda pa adton hiya nag-iinternpero an iraproblema thesis pa ba. Natutungaba an iratime.. Oh kayo kmusta an itoganito..Kailangan mon a ipasa an blah blah..halamaydangayanakotrabahuon... (Maybe, before we go out, like some interns still have a thesis to work on.. their time is divided, still with something to submit, to work on)

Response 11: Sana po ha final exam, kun anopo an natutunanmo ha subject, amoito it dapat ha final exam.. it tanongbakuan.. para matetest kun anobatalaga an natutunanmo ha subject kay kun puro A, B, C, D lang. (hopefully, what was learned in the subject should be the final exam, so as to test what have been learned)

Response 12: para ha akon, kulanghin nag tutudohin expert ha field, kulanghintawonanasulod for example expert hin news writing, bisan la parttime...bagat dire puydengausana teacher bagattananiya gin tututdo. Dapatmayda expert ha field ngamagtututdo(for me, there is scarcity of experts handling the field like in newswriting, though a part time. One teacher need not teach all. There should be an expert teacher)

Because of their experiences in the actual fieldwork, the interns posed some suggestions which revealed their desire to improve the internship. The choice of media agencies is necessary in the success of providing effective experiential learning. The activities and tasks given to the interns in the said agencies are expected to be aligned with their line of work. Relevance of work assignments to the curricular offering of the school must be taken into consideration.

They likewise suggested the alignment of the subjects in the course, the lengthening of the internship schedule to provide more intensive hands-on experiences in the field. Intensive training and workshops in writing different forms of reports or articles using different languages including Waray should likewise be emphasized. It is also suggested that interns be exposed to various workplaces and to expert field reporters, media men, columnists, and others personalities who could provide them with more relevant concepts about everything in the field.

Conclusion and Recommendation

Given the experiences of the AB Com interns from their curricular preparations in the university down to the actual fieldwork, it could be gleaned that there is a need to improve the pedagogical and curricular packaging of the course, the facilities and infrastructures, as well as the internship operations in order to provide the internship program with a solid and strong foundation. The interns, who mostly lack confidence in their capabilities, need to be equipped with essential knowledge, skills, and attitude to achieve professionalization in the real world of work. A mismatch between the curricular preparations and the clinical experience in the actual work settings was observed. Thus, it is imperative that program improvements and interventions be made for policy direction.

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