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# Research on Students' Professional Adaptation Skills through Internship Activities

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**ABTRACT**
Adaptation skills in professions are purposeful activities carried out voluntarily, proactively, correctly, flexibly, based on the physiological, psychological, and social conditions of individuals, on the basis of applying the knowledge, skills, and experiences that have been accumulated or gained through the learning process, training to become familiar gradually with the nature, content, and job requirements of professional labor. This article addresses the current situation of adaptation skills in professions through internship activities of students based on research results on 2158 students course from 10 training majors (Accounting, Finance and Banking, Human Resource Management, Economics, Business Administration, Economic Law, Social Work, Psychology, Insurance, Information Technology) at the University of Labour and Social Affairs. It also proposes some solutions to support the adaptation skills through internship activities for students, contributing to improving the quality of training at the university.

**Keywords:** Adaptation skills, internship, students

## I. PROBLEM STATEMENT

In Article 4 of the Vocational Education Law, VietNam (2014), the general objective is defined as: "to train human resources directly for production, business, and services, with professional competence corresponding to the training level; with ethics, health; with professional responsibility; with creativity, adaptability to the working environment in the context of international integration; ensuring the improvement of labor productivity, quality; creating conditions for learners after completing the course to have the ability to find jobs, create jobs or further their education to a higher level". This requires training institutions, in addition to providing students with knowledge, skills, and professional ethics, to also educate and develop students' ability to adapt to the circumstances, the working environment, and the socio-economic conditions...

Internship activities are one of the fundamental activities, playing an important role in the training process overall. Internship is a compulsory activity in the training process, through the internship course to provide opportunities for students to experience practical work, apply what they have learned in practice, help students develop ethics, demeanor, professional skills, form a love for the profession, and prepare for the actual work process in the future. This is also an opportunity for students to develop their adaptation skills to the work environment for themselves.

Adaptation skills of students through internship activities are understood as the effective perception of the working environment during the internship, the active, proactive, and creative ability of individuals to form behaviors, actions to meet the conditions of the internship environment, the ability to control the environment and integrate with the internship environment, the ability to develop new psychological qualities to ensure effective performance of internship tasks...

However, in practice, it can be seen that many students are not mentally prepared to participate in professional activities when they go on internship, they are still confused and find it difficult to adapt to the requirements of the professional working environment in reality - an environment with many differences from the theories they have learned at university. This significantly affects students' career opportunities in the future.

Therefore, researching students' adaptation skills through internship activities to have measures to improve adaptation skills for learners is indeed necessary.

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## II. RESEARCH METHODS

To study students' adaptation skills through internship activities, we used a combination of methods, in which the survey method using questionnaires is the main method, and other research methods such as interview method, mathematical statistics method are supplementary methods.

We designed a self-assessment scale for students on adaptation skills according to the Likert scale, including evaluation criteria and scores as follows:

Level 1 - Poor: 1.00 - 1.49 points
Level 2 - Weak: 1.50 - 2.50 points
Level 3 - Average: 2.51 - 3.50 points
Level 4 - Good: 3.51 - 4.50 points
Level 5 - Excellent: 4.51 - 5.00 points

Research subjects: 2158 university students from 10 training majors (Accounting, Finance and Banking, Human Resource Management, Economics, Business Administration, Economic Law, Social Work, Psychology, Insurance, Information Technology) at the University of Labour and Social Affairs.

## III. RESEARCH RESULT

### 3.1. Theoretical Basis

❖ **Concept of skills:**

Up to now, psychology has held various beliefs about skills:

Skills are the technical aspects of actions or activities. Representing this view are authors such as V.A. Crucheski, A.G. Côvaliôv, Trần Trọng Thuỷ... In the book "Personal Psychology," A.G. Côvaliôv also regards "Skills as the method of performing actions appropriate to the purpose and conditions of the action" [1]. When discussing skills, Trần Trọng Thuỷ also believes that "Skills are the technical aspect of action. Humans grasp the way of action - that is, the technique of action is skillful" [2].

Skills are the individual's capacity for action in activities. Representing this perspective are authors such as N.D. Levitôv, K.K. Platônov, A.V. Petrôvxki, Vũ Dũng (2000), Nguyễn Quang Uẩn (2005), Trần Quốc Thành (1992), Hoàng Thị Anh (1992)... According to them, skills are the individual's capacity to perform a task with results under new conditions, within a corresponding period. Considering skills as the capacity for action of the individual requires not only analyzing the technical aspect of the action but also studying other related personality factors involved in action deployment [3].

Skills are the behavioral adaptation of individuals. According to J.N. Richard (2003), skills are behaviors that manifest in outward actions and are influenced by an individual's perceptions and thoughts [4].

According to us, skills involve the application of knowledge and experience to carry out activities effectively.

❖ **Concept of adaptation**

Based on the intrinsic nature of the relationship between the "body - environment" system and the mechanisms of that relationship, and the research results, adaptation can be generalized into three forms:

Biological adaptation: According to the evolutionary theory of (Lamac. Đacuyn): Adaptation is the process of structural and functional changes in the body or a body part to fit the relatively stable living conditions of the natural and organic environment.

Psychological adaptation: According to the viewpoint of Ph.Ăngghen, he states that: "Adaptation is the process, through the activity of the nervous system, of establishing relationships that are suitable for the highly variable and novel factors of the environment, helping the body maintain survival and development". Ph.Ăngghen highly values the role of the nervous system as it facilitates the effective process of adaptation in the body.

Social adaptation: The materialist theory of C.Mac and Ph.Ăngghen has laid the foundation for the concept of the content and mechanism of social adaptation. The theory clearly states: "Adaptation is the process by which humans, through positive activities, acquire historical social experiences, control, and adjust behavior to fit the circumstances and changes in the natural and social environment".

Therefore, adaptation can be defined as follows: Adaptation is a directed activity, the result of adapting to the environment and society to gradually achieve compatibility with changes in the environment and society.

❖ **Concept of vocational adaptation**

Author K.K.Platônôv pointed out that ""Vocational adaptation" includes a set of skills acquired when working within a group and in the interpersonal relationships of different professional groups"[5]. According to this perspective, "vocational adaptation" can be understood as the process of transitioning individuals into vocational labor, the period of transition from student to skilled worker. This transition occurs in various

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aspects of individual development (health, psychology, level of skill, experience, personality, professional ethics, etc.).

According to this perspective, "vocational adaptation" is not only about mastering the requirements of the profession but also about understanding the social communication relationships to develop individual qualities within a specific industry.

In this study, the concept of vocational adaptation is understood as follows: "Vocational adaptation of students is the process of applying knowledge, skills, techniques, professional expertise, and professional ethics accumulated through specialized training programs and society to autonomously control, adjust, and change behavior to fit the circumstances, suitable for the professional field." The result of the adaptation that students achieve will be expressed through the corresponding level between the professional requirements and individual qualities in that professional activity.

❖ **Concept of adaptive skills**

In this study, the concept of adaptive skills is understood as follows: Adaptive skills are goal-directed activities performed autonomously, based on the individual's biological, psychological, and social conditions, utilizing the knowledge, skills, and experiences already acquired or accumulated through the learning process, training, applied to specific situations to achieve desired outcomes.

❖ **Concept of vocational adaptive skills:**

Based on the analysis of the concepts: skills, adaptation, vocational adaptation; adaptive skills, in this study, the concept of vocational adaptive skills is defined as follows: Vocational adaptive skills are goal-directed activities performed autonomously, proactively, accurately, flexibly, based on the individual's physiological, psychological, and social conditions, utilizing the knowledge, skills, and experiences already acquired or accumulated, transformed through the learning process, training, to gradually familiarize oneself with the nature, content, and job requirements of vocational labour.

### 3.2. Current situation of students' professional adaptation skills through internship activities

The adaptation skills of students through internship activities were studied on 6 adaptation aspects: Professional attitude; Internship content; Professional skills training; Working conditions, facilities; Relationships at the university and internship sites; Standards, rules in the workplace...

#### 3.2.1. Professional adaptation skills in terms of professional attitude

Professional attitude is one of the important factors for students to adapt and strive in the internship environment. A prepared attitude helps learners boldly face difficulties in the internship environment and proactively cope with unexpected situations at work, in relationships related to the internship site. The research results with an overall average score of 3.44 show that the preparedness attitude for internship activities of students is at a normal level (Table 1).

**Table 1: Students' readiness attitude towards professional internship activities (N=2158))**

| Levels | Frequency | Percentage % |
|---|---|---|
| Very willing | 302 | 14,0 |
| Willing | 932 | 43,2 |
| Neutral | 352 | 16,3 |
| Unwilling | 561 | 26,0 |
| Completely unwilling | 11 | 0,5 |
| **Average score** | **3,44** | |

Based on the scale, it is allowed to assert that nearly 50% of students lack readiness for professional internship activities. Specifically, across three levels: normal, unprepared, and completely unprepared, it totals 42.8%. Notably, a significant 561 students, equivalent to 26.0%, perceive themselves as unprepared for internship activities. These figures are alarming regarding the quality of internship activities. The results of interviews with students N.T.H - Đ16KT1 suggest: "Before registering for the internship course, I felt very confused, unsure of what tasks I needed to do and how to deal with difficulties during the internship at the facility."

The number of students with a ready and very ready attitude towards professional internship activities is 1234 students, accounting for 57.2%. This is not a high figure meeting the expectations for readiness attitude towards internship activities. This raises issues that need to be addressed in

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improving readiness attitudes towards internship activities.

**3.2.2. Adaptation skills in the content of internship content**

Specific manifestations of adaptation skills in the context of internship content are aggregated in Table 2. The overall average score is 3.43, corresponding to an average level. Among 14 content areas, only 4 have an average score above 3.51, reaching a decent level, as follows:

Content 1: "Proactively cultivating professional ethics and qualities during the internship process" with an average score of 3.58, where 55.2% of students achieve a decent level and 5.8% achieve a high level. Professional ethics are an important factor for career development. It serves as a foundation for individuals to stand firm in competitive work environments and is a prerequisite for career advancement. Each profession will have different standards of professional ethics.

Content 2: "Completing internship reports fully and qualitatively according to regulations" with an average score of 3.58, where 45.7% are at a decent level and 10.8% at a high level. This is one of the crucial tasks to conclude the internship process. This task serves as the main process to evaluate the knowledge and skills acquired by students throughout the internship period.

Content 3: "Participating adequately in job position-related tasks at the internship facility" with an average score of 3.56, where 48.7% are at a decent level and 8.2% at a high level. Students' ability to adapt to this content at a decent level is a positive sign, indicating diligence and a willingness to quickly integrate into job positions as required at the internship facility.

Content 4: "Fully understanding the internship plan content during internship activities" with an average score of 3.51, where 48.2% are at a decent level and 4.5% at a high level. However, it's worth noting that 41.4% are at an average level. Thus, there is an uneven distribution in students' ability to adapt to understanding internship plan content. The interview results from student N.V.A - Đ16CT1 reveal: "In the class, some students execute this content, while others don't, and some only do it if there's supervision from the supervisors or upon the instructor's request". This shows that although evaluated on an overall basis as decent, many students approach it passively.

The remaining content areas all have average scores below 3.51, reaching an average level, and their average scores don't vary much, ranging from 3.31 to 3.44. These content areas are arranged according to their average scores within the content group to clarify the aspects of poor adaptation skills in adapting to professional activities through internship activities of students in terms of internship content:

+ In terms of the practical approach to the activities of the industry, profession, and job; Understanding the process of operations at the internship facility:

Fully understanding the practical approach to the activities of the industry, profession, and job; Understanding the process of operations at the internship facility with an average score of 3.44.

Quick implementation of the practical approach to the activities of the industry, profession, and job; Understanding the process of operations at the internship facility with an average score of 3.32.

Efficiently organizing the implementation of the practical approach to the activities of the industry, profession, and job; Understanding the process of operations at the internship facility with an average score of 3.31.

+ In terms of using, applying learned knowledge, skills into the practical environment of work during the internship:

Fully understanding the use, application of learned knowledge into the practical environment of work during the internship with an average score of 3.37.

Quick implementation of the use, application of learned knowledge into the practical environment of work during the internship with an average score of 3.31.

Efficiently organizing the implementation of the use, application of learned knowledge into the practical environment of work during the internship with an average score of 3.42.

Directly participating in professional job tasks during the internship process appropriately and effectively with an average score of 3.39.

Developing vocational skills during the internship with an average score of 3.46.

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**Table 2: Adaptation skills of students in terms of internship content (N=2158)**

| Contents | Levels | | | | | Average score |
|---|---|---|---|---|---|---|
| | High | Quite | Average | Low | Very low | |
| 1. Fully understand the practical approach to the operations of the industry, profession, or job; Understand the operational procedures of the unit during the internship. | 116 | 768 | 1221 | 53 | 0 | 3,44 |
| | 5.4 % | 35.6% | 56.6% | 2.5% | 0 | |
| 2. Quickly implement the approach to the practical operations of the industry, profession, or job; Understand the operational procedures of the unit during the internship. | 76 | 673 | 1265 | 145 | 0 | 3,32 |
| | 3.5% | 31.2% | 58.6% | 6.7% | 0 | |
| 3. Effectively organize the implementation of the approach to the practical operations of the industry, profession, or job; Understand the operational procedures of the unit during the internship. | 104 | 671 | 1180 | 188 | 15 | 3,31 |
| | 4.8% | 31.1% | 54.7% | 8.7% | 0.7% | |
| 4. Fully understand the content of the internship plan in the internship activities. | 97 | 1040 | 893 | 119 | 9 | 3,51 |
| | 4.5% | 48.2% | 41.4% | 5.5% | 0.4% | |
| 5. Quickly implement the content of the internship plan in the internship activities. | 88 | 790 | 1109 | 155 | 15 | 3,36 |
| | 4.1% | 36.6% | 51.4% | 7.2% | 0.7% | |
| 6. Effectively organize the implementation of the content of the internship plan in the internship activities. | 91 | 814 | 1098 | 110 | 45 | 3,37 |
| | 4.2% | 37.7% | 50.9% | 5.1% | 2.1% | |
| 7. Fully understand the use and application of learned knowledge in the practical work environment during the internship. | 106 | 835 | 1021 | 149 | 47 | 3,37 |
| | 4.9% | 38.7% | 47.3% | 6.9% | 2.2% | |
| 8. Quickly implement the use and application of learned knowledge in the practical work environment during the internship. | 112 | 697 | 1122 | 194 | 32 | 3,31 |
| | 5.2% | 32.3% | 52.0% | 9.0% | 1.5% | |
| 9. Organize the implementation of using and applying learned knowledge in the practical work environment during the internship effectively. | 160 | 742 | 1118 | 121 | 17 | 3,42 |
| | 7.4% | 34.4% | 51.8% | 5.6% | 0.8% | |
| 10. Directly participate in professional tasks during the internship process appropriately and efficiently. | 104 | 820 | 1062 | 147 | 26 | 3,39 |
| | 4.8% | 38.0% | 49.2% | 6.8% | 1.2% | |
| 11. Develop vocational | 117 | 954 | 915 | 145 | 28 | 3,46 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| skills during the internship. | 5.4% | 44.2% | 42.4% | 6.7% | 1.3% | |
| 12. Actively cultivate professional ethics and qualities during the internship. | 125 | 1191 | 671 | 145 | 26 | 3,58 |
| | 5.8% | 55.2% | 31.1% | 6.7% | 1.2% | |
| 13. Complete internship reports comprehensively and with quality according to regulations. | 233 | 986 | 762 | 162 | 15 | 3,58 |
| | 10.8% | 45.7% | 35.3% | 7.5% | 0.7% | |
| 14. Participate adequately in job-related tasks at the internship site. | 177 | 1051 | 747 | 164 | 19 | 3,56 |
| | 8.2% | 48.7% | 34.6% | 7.6% | 0.9% | |
| **Average score** | | | | | | **3,43** |

**3.2.3. Adaptation skills of students in terms of vocational skill development (see Table 3)**

Adaptation skills of students in terms of vocational skill development through professional internship activities achieve an average score of 3.71, reaching a decent level. The vocational skills that students mostly acquire stem from their work experience. Professional internships provide students with the opportunity to accumulate vocational skills.

**Table 3: Adaptation skills of students in terms of vocational skill development (N=2158)**

| Contents | Levels | | | | | Average score |
|---|---|---|---|---|---|---|
| | High | Quite | Average | Low | Very low | |
| 1. Training professional skills | 250 | 1243 | 615 | 41 | 9 | 3.78 |
| | 11.6% | 57.6% | 28.5% | 1.9% | 0.4% | |
| 2. Training planning skills for work | 173 | 1189 | 725 | 71 | 0 | 3.68 |
| | 8.0% | 55.1% | 33.6% | 3.3% | 0 | |
| 3. Training language skills | 268 | 952 | 716 | 222 | 0 | 3.59 |
| | 12.4% | 44.1% | 33.2% | 10.3% | 0 | |
| 4. Training computer skills | 781 | 913 | 449 | 15 | 0 | 3.79 |
| | 36.2% | 42.3% | 20.8% | 0.7% | 0 | |
| 5. Training scientific work demeanor | 283 | 1019 | 658 | 199 | 0 | 3.64 |
| | 13.1% | 47.2% | 30.5% | 9.2% | 0 | |
| 6. Training problem-solving skills in work | 324 | 1116 | 600 | 99 | 19 | 3.76 |
| | 15.0% | 51.7% | 27.8% | 4.6% | 0.9% | |
| 7. Training communication and interpersonal skills with partners | 397 | 1029 | 574 | 158 | 0 | 3.78 |
| | 18.4% | 47.7% | 26.6% | 7.3% | 0 | |
| 8. Training teamwork and leadership skills | 337 | 937 | 725 | 121 | 39 | 3.65 |
| | 15.6% | 43.4% | 33.6% | 5.6% | 1.8% | |
| **Average score** | | | | | | **3,71** |

According to the research results in Table 3, it shows:

Training in computer skills has an average score of 3.79, with as much as 42.3% reaching a decent level and 36.2% reaching a high level.

Training in communication and interaction skills with partners has an average score of 3.78, with 47.7% reaching a decent level and 18.4% reaching a high level.

Training in specialized skills has an average score of 3.78, with 57.6% reaching a decent level and 11.6% reaching a high level.

Training in handling work situations has an average score of 3.76, with 51.7% reaching a decent level and 15.0% reaching a high level.

The remaining four contents have average scores ranging from 3.59 to 3.65, specifically: Planning skills for work with an average score of 3.68; Work demeanor with a scientific approach with an average score of 3.64; Teamwork and

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leadership skills with an average score of 3.65. The lowest score is for "Training in using foreign languages" with an average score of 3.59, indicating a relatively high proportion of students not adapting well to this aspect, with 33.2% at an average level and 10.3% at a low level. Although the overall average score indicates a decent level of adaptation of students to training in using foreign languages, the fact that 43.5% are at an average level and below suggests that students need more effort to overcome these limitations to create career opportunities for themselves upon graduation.

**3.2.4. Adaptation skills of students in terms of relationships at school and internship facilities (see Table 4)**

The adaptation skills of students in terms of relationships at school and internship facilities have an overall average score of 3.65, reaching a decent level. Among the six surveyed contents, "Relationship with guiding professors" has the highest average score of 3.66. Following that is the "Relationship with direct supervisors at the internship facility (supervisors)" with students adapting with an average score of 3.60. Positive attachment and relationships with guiding faculty at the internship site as well as instructional professors are conditions that help students adapt more quickly to the work environment.

However, the survey results show that 35.6% of students adapt at an average level, 4.4% at a low level, and 0.5% at a very low level, totaling 40.5% of students not adapting well to guiding professors. There are also 38.3% who adapt at an average level, 6.0% at a low level, totaling 44.3% of students not adapting well to direct supervisors at the internship site. Therefore, the issue of adapting to guiding professors and direct supervisors at the internship site still has many limitations. The interview results from student N.T.V.A – Đ16KT4 indicate: "Not every student is lucky enough to receive enthusiastic guidance from professors. Some students receive strict guidance, making the internship process difficult and stressful."

The least adapted content in terms of relationship during professional internship activities for students is "Relationship with leadership, management at the internship facility" with an average score of 3.40, with as much as 50.6% adapting at an average level and 8.0% adapting at a low level, totaling 58.6%; and "Relationship with partners, clients at the internship facility" with an average score of 3.39, the lowest among the six surveyed contents. The percentage shows that up to 44% of students adapt at an average level, 10% adapt at a low level, and 2.0% at a very low level, totaling 56%.

**Table 4: Adaptation skills of students in terms of relationships at school and internship facilities (N=2158)**

| Contents | Levels | | | | | Average score |
|---|---|---|---|---|---|---|
| | High | Quite | Average | Low | Very low | |
| 1. The relationship with the guiding lecturer | 263 | 1021 | 768 | 95 | 11 | 3.66 |
| | 12.2 | 47.3 | 35.6 | 4.4 | 0.5 | |
| 2. The relationship with the direct supervisor at the internship site (supervisor) | 227 | 975 | 827 | 129 | 0 | 3.60 |
| | 10.5 | 45.2 | 38.3 | 6.0 | 0 | |
| 3. The relationship with the leadership, management at the internship site | 164 | 729 | 1092 | 173 | 0 | 3.40 |
| | 7.6 | 33.8 | 50.6 | 8.0 | 0 | |
| 4. The relationship among colleagues at the internship site | 216 | 1053 | 688 | 188 | 13 | 3.59 |
| | 10.0 | 48.8 | 31.9 | 8.7 | 0.6 | |
| 5. The relationship with partners, clients at the internship site | 194 | 755 | 950 | 216 | 43 | 3.39 |
| | 9.0 | 35.0 | 44.0 | 10.0 | 2.0 | |
| 6. The relationship with other interns | 227 | 1044 | 693 | 170 | 24 | 3.57 |
| | 10.5 | 48.4 | 32.1 | 7.9 | 1.1 | |
| **Average score** | | | | | | **3,65** |

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**3.2.5. Adaptation skills of students in terms of conditions and facilities at the internship site (see Table 5)**

The adaptation skills of students in terms of conditions and facilities in the work environment have an overall average score of 3.53, reaching a decent level. Among the 5 surveyed contents, the specific results are as follows:

- Using computer word processing with the highest average score of 3.70. However, there are still 3.9% of students who have low adaptation levels to computer usage.
- Adaptation to working conditions: workspace, lighting, landscape, noise... with an average score of 3.62. The work process of humans always takes place in a certain production environment. However, there are still 36.2% who only adapt at an average level, and 6.8% of students who have not adapted well to working conditions.
- Using projectors for presentations, reports... with an average score of 3.52. However, up to 41.8% are at an average level, and 6.7% at a low level. Presentations are a requirement that students need to perform regularly in various forms of work, and using projectors for presentations is a necessary skill to enhance efficiency, but still, about 50% of students have not adapted well to this.

The fundamental reason lies in students not having many opportunities to practice.

- Using printers, photocopiers, scanners, and other office equipment with an average score of 3.46, with as much as 47.8% at an average level, 9.8% at a low level, and 0.4% at a very low level.
- Using machinery, equipment, and technical tools related to professional production labor" with an average score of 3.36, with as much as 43.3% at an average level, 11.6% at a low level, and 1.9% at a very low level, totaling 56.8% of students not adapting well.

These figures indicate that this is also one of the significant challenges in improving students' adaptation skills to the work environment during professional internships.

**Table 5: Adaptation skills of students in terms of conditions and facilities at the internship site (N=2158)**

| Contents | Levels | | | | | Average points |
|---|---|---|---|---|---|---|
| | High | Quite | Average | Low | Very low | |
| 1. Using word processing software on computers | 224 | 1142 | 708 | 84 | 0 | 3.70 |
| | 10.4% | 52.9% | 32.8% | 3.9% | 0 | |
| 1. Using projectors for presentations, reports | 199 | 913 | 902 | 145 | 0 | 3,52 |
| | 9.2% | 42.3% | 41.8% | 6.7% | 0 | |
| 2. Using printers, photocopiers, scanners, and other office equipment | 177 | 729 | 1032 | 211 | 9 | 3,46 |
| | 8.2% | 33.8% | 47.8% | 9.8% | 0.4% | |
| 3. Using machinery, equipment related to specialized production labor | 166 | 766 | 934 | 250 | 41 | 3,36 |
| | 7.7% | 35.5% | 43.3% | 11.6% | 1.9% | |
| 4. Adapting to working conditions: workspace, lighting, environmental landscape, noise, … | 276 | 954 | 781 | 125 | 22 | 3,62 |
| | 12.8% | 44.2% | 36.2% | 5.8% | 1.0% | |
| **Average points** | | | | | | **3,53** |

**3.2.6. Adaptation skills of students in terms of standards and regulations at the internship site (see Table 6)**

The adaptation skills of students in terms of standards and regulations in the workplace environment have an overall average score of 3.68, reaching a decent level. Among the 6 surveyed contents, "Regulations on working hours" scored an average of 3.84, with 61.1% adapting at a decent level and 13% at a high level. However, there are still 25.9% of students adapting at average and low levels.

The content "Regulations on work attire" scored an average of 3.77, with 55.2% adapting at a decent level and 13.1% at a high level. However, 31.7% of students adapting to these regulations are only at average and low levels. This indicates the need to equip students with basic communication principles regarding non-verbal factors to make them more deeply aware of building their personal image through external factors.

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The remaining contents listed in Table 6 all have the same average score. However, the total of the average and low adaptation levels shows that alongside students adapting at a decent and high level, there are still many students adapting at average and low levels.

**Table 6: Adaptation skills of students in terms of standards and regulations at the internship site (N=2158)**

| Contents | Level | | | | | Average points |
|---|---|---|---|---|---|---|
| | High | Quite | Average | Low | Very low | |
| 1. Regulations on working hours | 281 | 1319 | 507 | 52 | 0 | 3.84 |
| | 13.0 | 61.1 | 23.5 | 2.4 | 0 | |
| 2. Regulations on work attire | 283 | 1191 | 619 | 65 | 0 | 3.77 |
| | 13.1 | 55.2 | 28.7 | 3.0 | 0 | |
| 3. Principles or core values in labour and production at the internship site | 194 | 986 | 788 | 190 | 0 | 3.55 |
| | 9.0 | 45.7 | 36.5 | 8.8 | 0 | |
| 4. Codes of conduct set for employees, partners, and competitors | 259 | 1060 | 708 | 108 | 24 | 3.65 |
| | 12.0 | 49.1 | 32.8 | 5.0 | 1.1 | |
| 5. Labor commitments as an employee of the internship site | 291 | 1081 | 652 | 119 | 15 | 3.67 |
| | 13.5 | 50.1 | 30.2 | 5.5 | 0.7 | |
| 6. Rules for rewards and disciplinary actions at the internship site | 173 | 1057 | 827 | 88 | 13 | 3.59 |
| | 8.0 | 49.0 | 38.3 | 4.1 | 0.6 | |
| **Average points** | | | | | | **3,68** |

## IV. CONCLUSION

In summary, among the 6 issues considered in students' adaptation skills through internship activities, it can be observed that the majority of students achieve a decent level. This is a relatively optimistic result, indicating that students at the University of Labour and Social Affairs have been able to adapt to the work environment during their internship, laying the foundation for their future professional adaptation process. However, alongside this, there is still a significant proportion of students who exhibit confusion when adapting to the work environment in all 6 issues presented above. This requires appropriate attention to provide proper guidance in developing adaptation skills through internship activities for students.

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