

The Role of Emotional Intelligence and Self-Efficacy in Career Readiness of Students with Internship Experience as a Moderating Variable

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Abstract

Education plays a strategic role in preparing students for the workforce, not only through academic learning but also through experiential and psychological development. Although internship experience, emotional intelligence, and self-efficacy have been widely studied as determinants of career readiness, previous findings remain inconsistent, particularly regarding the role of internship experience as a moderating variable. Some studies suggest that internships strengthen the relationship between psychological factors and career readiness, but further research is needed. A research gap was found, namely the lack of influence of self-efficacy on career readiness in students. Based on this, this study aims to examine the influence of emotional intelligence and self-efficacy on students' career readiness and analyze whether internship experience moderates this relationship. A quantitative approach was used using moderated regression analysis. The results indicate that emotional intelligence and self-efficacy have a significant positive influence on students' career readiness. Students with higher emotional intelligence demonstrate greater adaptability, decision-making skills, and readiness to face workplace challenges, while self-efficacy increases confidence in career planning and goal achievement. However, these findings also revealed that internship experience did not significantly moderate the relationship between emotional intelligence and self-efficacy on career readiness. These findings suggest that career readiness is more influenced by internal psychological factors, namely emotional intelligence and self-efficacy, than by internship experience. This study contributes to the literature by clarifying the inconsistent role of internship experience as a moderating variable and provides practical implications for universities emphasizing the development of students' emotional and psychological competencies in career preparation programs.

Keywords: Self-Efficacy; Internship Experience; Emotional Intelligence; Career Readiness

JEL: J24, O15, M53

1. Introduction

Education is a form of human investment that plays a strategic role in developing a superior

generation. Through both formal and non-formal education, students acquire knowledge and skills that prepare them to enter the workforce and contribute to national development. One important form of such preparation is internships, which have been widely recognized as a key factor in enhancing students' career readiness ([Simanjuntak & Armanu, 2023](#); [Ufia et al., 2024](#)). However, despite the increasing integration of internships into higher education curricula, questions remain about the extent to which these experiences consistently translate into improved career-readiness outcomes.

From a management perspective, human resource development is a key factor in enhancing individuals' readiness to face the world of work. Organizations and educational institutions need to develop students' competencies through integrated learning, including strengthening soft skills and providing practical experiences such as internships. This is in line with modern management concepts that emphasize the importance of developing individual competencies in a comprehensive manner ([Budiarti, et.al., 2024](#)).

Career readiness, however, is not only influenced by external experiences such as internships but also by internal psychological factors. Among these, emotional intelligence and self-efficacy are considered essential determinants. While traditional perspectives emphasized intellectual intelligence (IQ), this approach has been criticized for its limited ability to explain individual success in complex and dynamic work environments. Emotional intelligence (EQ), as introduced by Goleman, emphasizes the ability to recognize and regulate emotions, while spiritual intelligence (SQ) relates to meaning-making and value orientation ([Zohar & Marshall, 2000](#)). Nevertheless, the integration of these constructs into career readiness research remains fragmented and often lacks a clear explanatory framework.

Previous research suggests that emotional intelligence and self-efficacy play a significant role in enhancing career readiness ([Widiarma & Tegowati, 2024](#); [Aprilita & Trisnawati, 2022](#); [Nurjaman et al., 2023](#); [Mufidah et al., 2022](#); [Adityagana et al., 2028](#)). However, several studies report that self-efficacy has no significant effect on career readiness ([Korbaffo et al., 2025](#); [Sumampouw, 2024](#)). Furthermore, internship experience is widely recognized as a crucial bridge between theoretical knowledge and practical application ([Jackson, 2018](#)). While some studies demonstrate a strong positive impact of internships on career readiness, others reveal limited or even insignificant effects, suggesting that internship experience alone may be insufficient without the support of internal psychological factors. Furthermore, research examining internship experience as a moderating variable remains relatively limited and continues to yield mixed results.

In this case, there is a research gap that needs to be examined regarding the lack of influence between self-efficacy and career readiness. Based on this inconsistency and gap, the main problem addressed in this study is whether internship experience strengthens the influence of emotional intelligence and self-efficacy on students' career readiness. Therefore, this study aims to examine the influence of emotional intelligence and self-efficacy on students' career readiness, with internship experience as a moderating variable. This research is expected to provide a clearer understanding of the interaction between internal and external factors in shaping career readiness, thus offering theoretical and practical contributions to higher education and workforce preparation.

2. Literature Review

2.1 Emotional Intelligence

Emotional intelligence can be understood as the capacity to identify, comprehend, and regulate one's own emotions, as well as to respond appropriately to others' emotions. The concept of "emotion" derives from the Latin *movere*, meaning "to move," reflecting the idea that emotions drive human behavior. According to [Goleman \(2003\)](#), emotional intelligence encompasses the ability to motivate oneself, manage emotional responses, and build effective interpersonal relationships. Emotional intelligence is dynamic and can develop over time, through experience, training, and social interactions ([Goleman, 1995](#); [Salovey & Mayer, 1990](#)). Emotional intelligence is an individual's ability to recognize, understand, and manage their own and others' emotions, which plays a crucial role in social interactions and the workplace. Among college students, emotional intelligence is a crucial factor in building interpersonal relationships, developing communication skills, and adapting to the workplace, particularly during internships. This ability will help students cope with work pressure, work in teams, and improve the effectiveness of professional communication.

Individuals with high emotional intelligence are more likely to demonstrate strong abilities in conflict resolution, decision-making, and interpersonal communication. Furthermore, Goleman introduces the concept of "when smart is dumb," which describes situations in which individuals with high intellectual intelligence fail to succeed because of insufficient emotional intelligence. The core components of emotional intelligence generally include self-awareness, self-regulation, motivation, empathy, and social skills.

2.2 Self-Efficacy

Self-efficacy, a concept proposed by Albert Bandura, is defined as an individual's belief in their capacity to plan and carry out actions necessary to attain particular objectives ([Bandura, 1997](#)). It represents a cognitive process encompassing confidence, expectations, and decision-making when facing challenges. Self-efficacy has a significant role in career development because it affects career choices, persistence, and adaptability. This construct is developed through four primary sources:

1. Enactive mastery experience
2. Vicarious experience
3. Verbal persuasion
4. Physiological and emotional states

The key dimensions of self-efficacy include:

1. Level (task difficulty)
2. Strength (degree of confidence)
3. Generality (applicability across situations)

Self-efficacy refers to an individual's belief in their ability to complete tasks and face specific challenges. In the context of career readiness, students with high levels of self-efficacy tend to be more confident, highly motivated to learn, and able to adapt to the demands of the workplace. Self-efficacy has also been shown to influence individual performance and the development of professional competencies in both academic and work settings ([Budiarti, 2025](#)).

2.3 Internship Experience

An internship is a form of experiential learning that allows students to gain hands-on experience in a real-world work environment ([Jackson, 2018](#)). Internships offer the opportunity to apply academic knowledge while building professional competencies. Internship experiences

encompass both technical and soft skills developed through active participation in work-related activities. Furthermore, internships help students gain insight into organizational dynamics, perform job-specific responsibilities, and better prepare for their future careers ([Azwar, 2019](#)). Common indicators of internship experience include:

1. Internship duration
2. Relevance to field of study
3. Quality of supervision
4. Professional competency development
5. Contribution to career readiness

Internship experience is a form of practice-based learning that provides students with the opportunity to apply theoretical knowledge in real-world work settings. This experience functions as a moderating variable that strengthens the relationship between emotional intelligence and self-efficacy in shaping career readiness. Through internships, students can develop job-related skills, enhance their self-confidence, and gain a direct understanding of organizational dynamics.

2.4 Career Readiness

Career readiness refers to an individual's preparedness to enter the workforce, encompassing both technical and non-technical competencies. According to [Brady \(2010\)](#), career readiness consists of several key elements:

1. Responsibility
2. Health and safety awareness
3. Communication skills
4. Job-related skills and knowledge
5. Self-concept (self-view)
6. Flexibility and adaptability

These elements reflect an individual's ability to function effectively in a professional environment and respond to workplace demands. Career readiness refers to a condition in which an individual possesses the competencies, skills, attitudes, and mental preparedness required to enter the workforce. This readiness encompasses not only technical abilities but also soft skills such as communication, teamwork, and problem-solving. Students with a high level of career readiness tend to adapt more easily to changes in the work environment and are better equipped to compete in the labor market (Budiarti et al., 2024).

2.5 Research Gap and Novelty

Previous research has identified emotional intelligence, self-efficacy, and internship experience as important determinants of career readiness. However, the existing literature reveals several gaps. First, the findings are inconsistent: some studies indicate that self-efficacy influences career readiness ([\(Aprilita & Trisnawati, 2022; Nurjaman et al., 2023; Mufidah et al., 2022; Adityagana et al., 2028\)](#)), while others indicate that self-efficacy has no effect on career readiness ([\(Korbafo et al., 2025; Sumampouw, 2024\)](#)). Second, although internship experience is widely assumed to enhance career readiness, its role as a moderating variable still requires further investigation. This inconsistency indicates a lack of a comprehensive explanation of how internal psychological factors and external experiential factors interact to shape career readiness.

To address this gap, this study will simultaneously examine emotional intelligence and self-efficacy as predictors of career readiness, using internship experience as a moderating variable. The results indicate that both emotional intelligence and self-efficacy significantly influence career readiness; however, internship experience does not significantly moderate this relationship. These findings suggest that internal psychological factors may play a more dominant role than external experiential factors, thus providing a clearer understanding of the relative contributions and interactions of these variables in the context of students' career readiness.

3. Research Method

This research is a quantitative study employing a survey approach. The population consists of students of STIESIA Surabaya who participated in the KKP internship program, specifically 6th-semester students from the 2022 cohort majoring in Management, whose internship proposals had been approved by the head of the study program. During the data collection period (as of April 2025), the total population was 141 students. Sampling was conducted using a probability sampling method. The sample size was determined using the formula:

$$n = \frac{N}{1+N(e)^2} \text{ resulting in } n = \frac{141}{1+141(0.05)^2} = 103 \text{ respondents.}$$

Data were collected using a structured questionnaire measured on a Likert scale, ranging from strongly disagree to strongly agree, to assess respondents' perceptions of each research variable. The data analysis technique employed was multiple regression analysis with moderating variables. Based on the literature review, the researcher developed a conceptual framework illustrating the relationships among the variables under study as follows:

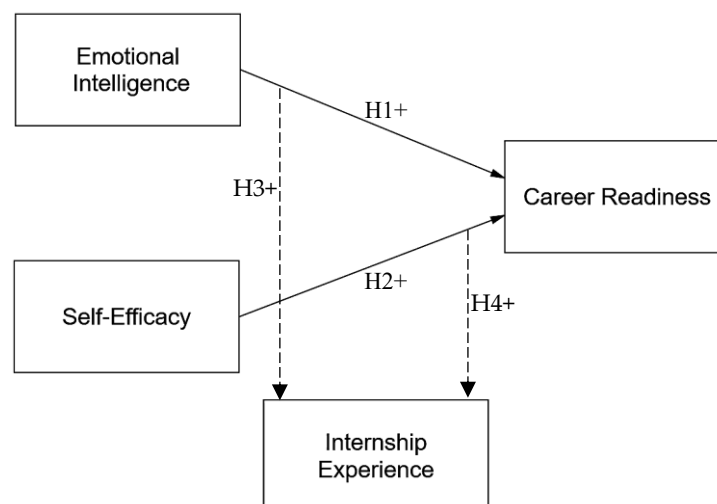


Figure 1. Conceptual Framework of the Research

Research Hypothesis

H1: Emotional intelligence has a positive effect on students' career readiness.

H2: Self-efficacy has a positive effect on students' career readiness.

H3: Internship experience moderates the relationship between emotional intelligence and career readiness.

H4: Internship experience moderates the relationship between self-efficacy and career

readiness.

4. Findings and Discussions

4.1. Validity and Reliability Testing

The results of the validity test for each instrument in this research variable showed a calculated r value $>$ table r value, thus concluding that all statements in the questionnaire were valid. The validity test results are as follows:

Table 1. Validity Test Results

Variables	Item	Item–Total Correlation	Critical r Value ($\alpha = 5\%$)	Result
Career Readiness	KK1	0,612	0,1986	Valid
	KK2	0,768	0,1986	Valid
	KK3	0,766	0,1986	Valid
	KK4	0,747	0,1986	Valid
	KK5	0,747	0,1986	Valid
Self-Efficacy	ED1	0,737	0,1986	Valid
	ED2	0,659	0,1986	Valid
	ED3	0,679	0,1986	Valid
	ED4	0,794	0,1986	Valid
	ED5	0,865	0,1986	Valid
Emotional Intelligence	KE1	0,784	0,1986	Valid
	KE2	0,779	0,1986	Valid
	KE3	0,809	0,1986	Valid
	KE4	0,746	0,1986	Valid
	KE5	0,615	0,1986	Valid
	KE6	0,645	0,1986	Valid
	KE7	0,615	0,1986	Valid
	KE8	0,601	0,1986	Valid
	KE9	0,716	0,1986	Valid
	KE10	0,735	0,1986	Valid
Internship Experience	PM1	0,687	0,1986	Valid
	PM2	0,838	0,1986	Valid
	PM3	0,814	0,1986	Valid
	PM4	0,860	0,1986	Valid
	PM5	0,852	0,1986	Valid

Source: Data processed

The reliability calculations in table 2 show that all Cronbach's Alpha values are >0.6 , thus concluding that the data is reliable.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Result
Career Readiness (CR)	0,788	Reliable
Self-Efficacy (SE)	0,793	Reliable
Emotional Intelligence (EI)	0,769	Reliable
Internship Experience (IE)	0,806	Reliable

Source: Data processed

4.2. Classical Assumption Test

4.2.1. Multicollinearity test

The results of the multicollinearity test are shown in Tables 3 and 4. The correlation between the independent variables is 0.668, or 66.8%. Since the correlation value of 66.8% is still below 95%, it can be concluded that there is no serious multicollinearity.

Table 3. Coefficient Correlations

Model		Total EI	Total SE
1	Correlations	1.000	-.668
		Total SE	1.000
	Covariances	.001	-.002
		Total SE	.006

a. Dependent Variable: Total CR

Source: Data processed using

As shown in Table 4, all independent variables have tolerance values greater than 0.10 and VIF values below 10. Specifically, both emotional intelligence and self-efficacy have tolerance values of 0.554 and VIF values of 1.805. These results indicate that there is no multicollinearity among the independent variables in the regression model. Thus, it can be concluded that the regression model meets the assumption of no multicollinearity and is suitable for further analysis.

Table 4. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	7.260	1.316		5.516	.000		
Total SE	.232	.077	.268	3.025	.003	.554	1.805
Total EI	.238	.038	.555	6.259	.000	.554	1.805

a. Dependent Variable: Total CR

Source: Data processed

4.2.2. Heteroscedasticity test

In the heteroscedasticity test conducted using the Glejser Test, the significance value for each independent variable (in Table 5) was >0.05, indicating no heteroscedasticity.

Table 5. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.208E-15	1.316		.000	1.000		
Total SE	.000	.077	.000	.000	1.000	.554	1.805
Total EI	.000	.038	.000	.000	1.000	.554	1.805

a. Dependent Variable: Unstandardized Residual

Source: Data processed

4.2.3. Normality test

The normality test is performed by examining the normal plot graph. Figure 4 shows that the points are spread around the diagonal line and follow the direction of the diagonal line. Therefore, the normality assumption in the regression model has been met.

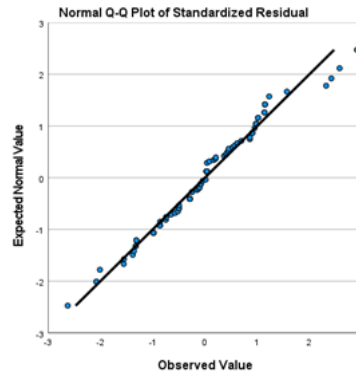


Figure 2. Normal Plot Graph

The normality test is also calculated based on the Z-skewness (value for skewness) and Z-kurtosis (value for kurtosis):

- ✓ calculated value $|z| < 1.96$: The data distribution is close to normal.
- ✓ calculated value $|z| > 1.96$: The data distribution is not normal.

Based on the calculation results in Table 6, the z-skewness value = 0.199 and z-kurtosis = 0.772, both of which are less than 1.96. The data are normally distributed.

Table 6. Descriptive Statistics

	N	Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Std. Error
Unstandardized Residual	100	1.42034805	.199	.241
Valid N (listwise)	100			

Source: Data processed

4.3. Absolute Difference Test

The absolute difference test includes the coefficient of determination test, the simultaneous significance test, and the individual parameter significance test:

4.3.1. Coefficient of determination test

The results of the coefficient of determination test are presented in Tables 7 and 8. According to Table 7, the Adjusted R^2 value is 0.422, indicating that 42.2% of career readiness can be explained by emotional intelligence, self-efficacy, and their interaction (moderating variables). The remaining 57.8% is influenced by other variables not included in this model.

Table 7. Model Summary (EI, SE, and Interaction Term)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.663 ^a	.439	.422	1.663

a. Predictors: Predictors: (Constant), EI, SE, and the interaction between EI and IE
Source: Data processed

Meanwhile, Table 8 shows an Adjusted R^2 value of 0.544, which means that 54.4% of the variance in career readiness can be explained by the independent variables and their interaction effects in the second regression model, while 45.6% is explained by other factors outside the model. These results indicate that the independent variables have a substantial contribution explanatory power in explaining career readiness, although other variables beyond the model still contribute substantially.

Table 8. Model Summary (Emotional Intelligence, Self-Efficacy, and Interaction Term)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747 ^a	.558	.544	1.476

a. Predictors: (Constant), emotional intelligence, self-efficacy, and the interaction between self-efficacy and internship experience)

Source: Data processed

4.3.2. Simultaneous significance test

The results of the first ANOVA (F-test) show an F-value of 25.070 with a significance level of 0.000. This indicates that emotional intelligence, self-efficacy, and their interaction with internship experience simultaneously influence career readiness.

Table 9. ANOVA 1

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	207.940	3	69.313	25.070	.000 ^b
	Residual	265.420	96	2.765		
	Total	473.360	99			

a. Dependent Variable: career readiness

b. Predictors: (Constant), emotional intelligence, self-efficacy, and the interaction between emotional intelligence and internship experience)

Source: Data processed

The results of the second ANOVA (F-test) show an F-value of 40.434 with a significance level of 0.000. This indicates that emotional intelligence, self-efficacy, and their interaction with internship experience simultaneously influence career readiness in the second regression model.

Table 10: ANOVA 2

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	264.239	3	88.080	40.434	.000 ^b
	Residual	209.121	96	2.178		
	Total	473.360	99			

a. Dependent Variable: career readiness

b. Predictors: (Constant), EI, SE, and the interaction between SE and IE

Source: Data processed

4.3.3. Individual parameter significance test

In the individual parameter test, emotional intelligence has a coefficient of 1.343 and a significance level of 0.000, indicating a significant effect on career readiness. Furthermore, the interaction between emotional intelligence and internship experience is not significant, with a coefficient of 0.405 and a p-value of 0.223. This indicates that internship experience does not moderate the relationship between emotional intelligence and career readiness.

In addition, self-efficacy has a coefficient value of 1.495 with a significance level of 0.000, indicating a significant effect on career readiness. Meanwhile, the interaction between self-efficacy and internship experience has a coefficient value of 0.250 and is not statistically significant ($p = 0.352$). This suggests that internship experience does not moderate the relationship between self-efficacy and career readiness.

4.3.4. Hypothesis testing

Hypothesis testing in this study is based on the t-test results. The results for Hypothesis 1 indicate that emotional intelligence has a coefficient value of 1.495 with a significance level of 0.000. This result shows that emotional intelligence has a significant effect on career readiness. Therefore, Hypothesis 1 is accepted. Furthermore, the results for Hypothesis 2 indicate that self-efficacy has a coefficient of 1.343 and a significance level of 0.000. This indicates that self-efficacy has a significant effect on career readiness. Thus, Hypothesis 2 is also accepted.

The results of Hypothesis 3 indicate that the interaction between emotional intelligence and internship experience has a coefficient value of 0.250, with a t-value of 0.935 and a significance level of 0.352. Since the significance value is greater than 0.05, this interaction effect is not statistically significant. This means that internship experience does not moderate the relationship between emotional intelligence and career readiness.

For Hypothesis 4, the results show that the interaction between self-efficacy and internship experience has a coefficient value of 0.405, with a t-value of 1.227 and a significance level of 0.223. Because the significance value exceeds 0.05, this interaction effect is also not statistically significant. Therefore, internship experience does not moderate the relationship between self-efficacy and career readiness. These findings indicate that while emotional intelligence and self-efficacy significantly influence career readiness, their effects are not strengthened or weakened by internship experience. In other words, internship experience does not moderate the relationship between internal psychological factors and career readiness.

4.2. Discussion

The findings of this study indicate that emotional intelligence has a significant positive effect on career readiness ($\beta = 1.495$; $p = 0.000 < 0.05$). This result suggests that individuals with higher emotional intelligence are better prepared to meet workplace demands. Emotional intelligence enables individuals to regulate their emotions, adapt to dynamic environments, build effective interpersonal relationships, and respond to pressure more effectively. These competencies are essential in supporting career decision-making, communication, and adjustment within professional settings.

Furthermore, self-efficacy is also found to have a significant effect on career readiness ($\beta = 1.343$; $p = 0.000 < 0.05$). This finding is consistent with the Social Cognitive Theory proposed by [Bandura \(1997\)](#), which emphasizes that individuals' beliefs in their own capabilities play a central role in shaping behavior and performance outcomes. Individuals with high self-efficacy tend to be more confident in planning their careers, making decisions, and overcoming

challenges, which ultimately enhances their readiness to enter the workforce.

In this study, the results showed that internship experience did not moderate the relationship between emotional intelligence and career readiness ($\beta = 0.250$; $p = 0.352 > 0.05$). From the perspective of [Kolb's Experiential Learning Theory \(1984\)](#), learning is expected to occur through meaningful experiences followed by reflection. However, the findings suggest that respondents' internship experiences may not have fully met this criterion.

One possible explanation is that most respondents had relatively short internships, generally three months or less. This limited duration may not provide sufficient exposure to the challenges, responsibilities, or reflective learning processes in the actual workplace necessary to enhance career readiness. Furthermore, the quality of the internship program may also be a determining factor.

Similarly, the findings showed that internship experience did not moderate the relationship between self-efficacy and career readiness ($\beta = 0.405$; $p = 0.223 > 0.05$). These results further strengthen the argument that the influence of internal psychological factors tends to remain stable regardless of external experiences such as internships. This can also be understood within the framework of Social Cognitive Theory ([Bandura, 1997](#)), which highlights that self-efficacy is primarily shaped by internal cognitive processes, although it can be influenced by experience if that experience provides mastery and meaningful feedback.

Thus, the findings of this study contribute to the existing literature by demonstrating that internship experiences do not always function as a moderating variable, especially when the quality and depth of the experience are limited. This provides a more nuanced understanding of the interaction between internal and external factors in shaping career readiness.

Overall, this study reinforces the importance of internal psychological factors, particularly emotional intelligence and self-efficacy, in influencing career readiness, while highlighting that the effectiveness of internship experiences depends on their design and implementation. Therefore, higher education institutions must not only provide internship opportunities but also ensure that these programs are meaningful, structured, and aligned with real-world job demands to more effectively contribute to students' career readiness.

5. Conclusion

Based on the study findings, several conclusions can be drawn. First, emotional intelligence has a significant positive influence on career readiness. Students who can recognize, understand, and regulate their emotions tend to be better prepared to face workplace challenges, particularly in terms of adaptability, decision-making, and interpersonal interactions. Second, self-efficacy also demonstrated a significant positive influence on career readiness. Students with higher self-confidence in their abilities were more proactive in setting career goals, making decisions, and preparing for work. These findings reinforce the role of self-efficacy as a key internal factor in shaping career readiness in this study.

Third, internship experience did not moderate the relationship between emotional intelligence and career readiness. Fourth, internship experience also did not moderate the relationship between self-efficacy and career readiness. These findings suggest that, in the context observed, internship experience did not significantly strengthen or weaken the influence of internal psychological factors on career readiness.

However, these conclusions should be interpreted with caution. Because this study was

conducted at a single institution, the findings are context-specific and cannot be broadly generalized to all higher education settings. This study has several limitations. The sample was limited to a single institution, potentially limiting external validity. Furthermore, this study focused only on emotional intelligence, self-efficacy, and internship experience, without considering other relevant factors such as motivation, social support, or career guidance. Furthermore, internship experience was not thoroughly examined in terms of quality, duration, and relevance, and the cross-sectional design limits causal interpretation. Based on these findings, several practical implications can be proposed, particularly for higher education institutions. In terms of curriculum development, universities are encouraged to integrate emotional intelligence and self-efficacy training into learning activities, for example, through project-based learning, reflective assignments, and career development courses that emphasize self-awareness, goal-setting, and problem-solving skills.

Regarding internship program design, educational institutions should not only focus on placing students in internship programs but also ensure the quality of the experience. This can be achieved by aligning the role of the intern with the student's field of study, providing structured supervision and mentoring, and incorporating evaluation mechanisms such as reflective reports or competency-based assessments. Strengthening collaboration with industry partners is also crucial to ensure that internship programs provide meaningful and relevant learning experiences. Future research is recommended to involve more diverse samples across institutions, incorporating additional variables. Further studies should also explore the qualitative aspects of the internship experience to better understand how and when internships can effectively contribute to career readiness.

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