

On-the-Job Training (Practicum) and Academic Performance of the BSBA Students of the College of Business, Systems Plus College Foundation

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Abstract

On-the-job training (OJT) program is one of the most crucial programs in higher education and is an integral part of the educational system in the Philippines, specifically in tertiary. The study determined the relationship between the academic performance and practicum performance of 59 BSBA Marketing Management students at the College of Business, Systems Plus College Foundation, who had taken their practicum in 23 organizations. The research method used in this study was the descriptive-correlation method. Data was based on the Practicum Evaluation Report where student trainees were evaluated on 5 performance key area of assessment. It includes personal characteristics, attitude towards the job, job performance, adherence to company policy, and competence breakdown into 22 items. Findings showed that the student trainees got the highest rating on adherence to company policies rated as very good, followed by job performance, attitude towards, competence, and personal characteristics. The students were rated low in oral and written communication skills as an area for evaluation with a rating of good. Thereby creating an impression that this area should be improved by strengthening the communication skills in all courses by integrating interactive teaching-learning methods like presentations, role plays, debates, cases, written reports, portfolios, and reaction/term papers to further their communication skills.

Keywords: Academic performance, business administration, practicum evaluation, on-the-job training, performance evaluation.

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I. INTRODUCTION

The world had been characterized primarily by advanced technology and globalization; hence, graduates need to acquire and equip themselves with immense training programs that match the need of the market and industry. A 2015 review by Surbhi found that the main reason for the conduct of employee training is to develop the knowledge and skills of employees based on the requirements of the job and at the same time, eliminate performance problems (El Hajjar & Alkhanaizi, 2018). Through on-the-job training (OJT), employees can be more productive, can make more efficient use of capital and machinery, and can have a positive effect on the performance of their peers (Veloza, Rosas, & Flores, 2016). In the field of cooperative education and internship, OJT of students, a pre-professional instructing has originated in the academic departments (Bechtel, as cited in Mendis & Arachchige, 2015). OJT improves students' learning retention since their work experience helps strengthen recall of the information compared to classroom

learning (Kapadia, 2014; Serrano, 2017). In the Philippines, OJT has been one of the mechanics of Higher Education to develop the required competencies of its graduates. The goals and objectives of OJT served as guides in developing the needed competencies for finding a particular job and translating the training into a profitable working experience (Ylagan, 2013). OJT training requires students to demonstrate their specific skills that are connected to their field of specialization which can be essentially considered an essential application to their future work environment (Bernardo, Landicho, & Laguador, 2014).

Acquiring knowledge comes in various forms. Academic institutions impart and inculcate knowledge, skills, ability, and attitude to students, preparing them for employment or an entrepreneurial endeavor. The On-the-job training (OJT) is a vital component of learning for Higher Education Institution (HEI) curriculum abridging the gap between theory and practice' i.e., classroom instruction or learning and real-

world environment which presents a significant learning experience that proves the importance of the academic program that allows its usefulness for both personal and social life of the students (Batool, Z., N. Ellahi, and A. Masood, 2012). The opportunities for students to apply what they learn from the four corners of the classroom to the real-life work environment would develop their work values and attitude necessary to achieve the ultimate goal of education having competence in all aspects of business and societal endeavor.

The objectives of the practicum training are to create an opportunity to learn about a profession; and to generate values as well as substance in skills for students (J. E. Beck and H. Halim, 2008). Practicum training will provide the students with a better perspective of the real business environment with the guidance and support of partner institutions (Batool et al, 2008). On-the-job training or practicum immersion in the industry is a popular method of experiential learning, providing face-to-face experience to students in the real world of work and its complexities, something that cannot be experienced nor provided inside academic institutions (Warinda, 2013).

Today, business organizations understand the importance of practicum hence they generously provide opportunities for students to have hands-on training for the future, realizing such endeavor is a partnership of the business organizations and the educational institutions. The training aims to change trainees' performance through improved knowledge, skills, and attitude (M. J. Hoque and K. Usami, 2007). The graduates learn and understand the culture and develop communication skills through industry immersion or training that builds their interpersonal relations skills (Laguador, 2013). The role of academic institutions is to develop the competencies of the students to imbibe personal and professional growth through continuing education after college that would craft and mold them as a corporate citizens with integrity, leadership, and nationalism with a strong ethical and moral foundation for the service of God and country (Dotong, 2014).

Academic performance is an important component of the success of students during their entire academic life. It is a measurement of effectiveness describing their level of ability to understand, comprehend, apply, analyze, evaluate and synthesize things related or interrelated to their field of study. The task of establishing the relationship between academic performance and on-the-job performance provides and paves the way for the curriculum developers and program implementers as well as teachers on devising strategies to deliver better services that enhances the overall performance of the students preparing them for employment or entrepreneurial endeavor. In the effort to improve the quality assurance system in Philippine higher education, the HEIs were mandated to upgrade higher education curricular offerings to international

standards (Valdez, 2012). The curriculum was developed to integrate in-depth academics, laboratories, and field internship programs that ensure efficiency and quality to meet world-class standards (Mejia, Manzano & Menez, 2014).

This study analyzed the performance of the students enrolled in the BSBA to examine the areas for improvement in the program of study and how the students can still develop and enhance their knowledge, values, and skills to become qualified future professionals in performing critical and analytical tasks that will require them to accomplish. An internship, practicum, or on-the-job training is an important part of outcomes-based education that evaluates the products of university instruction, therefore, it is always necessary to assess the output of a certain process for continuous improvement.

The practicum program of the College of Business is in partnership with organizations of different types in various sectors. Over the years, they generously imparted their resources to help the College of Business prepare the graduates for the world of business. These business organizations had willingly partnered with the practicum program and have accommodated and helped provide valuable knowledge, skills, and the right attitude to the student-trainees. The learning experience of the student trainees proved to be a significant factor in their readiness for entrepreneurial endeavors and employability.

This research work aimed to establish the relationship between the student's level of academic performance and their practicum performance in areas defined in the practicum evaluation of student trainees which include: personal characteristics, attitudes towards a job, job performance, adherence to company policies, and competence. The study focused on the graduates of AY 2015-2016, BSBA Marketing Major in the College of Business, Systems Plus College Foundation.

This study will provide vital inputs to the Academe in crafting programs and courses works that would align the capability and competency of the graduates with the expectations of the industry. The academic performance of the graduates of BSBA Marketing Management encompassing both the General Education and Professional Courses provided a clearer picture and direction in mapping the relationship between their academic achievement and work performance.

Objectives of the Study

This study purportedly determined the relationship between academic performance and the practicum performance (on-the-job training performance) of the BSBA Marketing Management of the College of Business, Systems Plus College from

2018 to 2020. The students' performance evaluations were based on five (5) key areas which include the following:

- a. Personal Characteristics
- b. Attitudes toward the job
- c. Job performance
- d. Adherence to company policy
- e. Competence

2. METHODS

The study used a descriptive-correlation type of research method. The data gathered were based on the academic performance of 59 On-the-Job Trainees of the BSBA Marketing Management program for the academic year 2018-2019 and 2019-2020. The performance evaluation report of Practicum trainees which was provided by the Practicum Supervisors from 23 business organizations was analyzed. The data were tabulated and analyzed using SPSS to determine the descriptive and correlation of the data.

The given scale was used to analyze and interpret the result of the data gathered from the appraisal report: 4.51 – 5.00: Excellent (E); 3.51 – 4.50: Very Good (VG); 2.51 – 3.50: Good (G); 1.51 – 2.50: Fair (F); 1.00 – 1.50: Poor (P).

Reliability

Reliability Coefficients

N of Cases = 70.0

N of Items = 25

Alpha = .9941

A reliability test using Cronbach Alpha had been utilized. The reliability analysis showed that it is highly reliable with an Alpha of .9941.

3. RESULTS AND DISCUSSION

Under the area of personal characteristics, supervisors rated the student trainees very good in dressing neatly and appropriately followed by exuding self-confidence and enthusiasm. They were also rated very good both in their pleasing personality and leadership potential. However, they obtained "good" communication skills.

Personal characteristics define the attitude and behavior of an individual; hence, BSBA trainees had been rated overall as very good in this area by the practicum supervisors. Meanwhile, it was noted that the communication skills of the student-trainees need to be improved. The overall impression of the practicum supervisors was acknowledged to be very good with a composite mean of 3.74.

Table 1: Practicum Performance of BSBA Students: Personal Characteristics

	Personal Characteristics	WM	VI	Rank
1	Dresses neatly and appropriately for office work	4.305085	VG	1
2	Has a pleasing personality, is cheerful and good-humored	3.949153	VG	3
3	Possesses above-average oral and written communication skills	2.966102	G	5
4	Projects self-confidence and enthusiasm	4.000000	VG	2
5	Demonstrate leadership potential	3.5254237	VG	4
	Composite Mean	3.7491525	VG	

The students posted the highest mean rating at 4.15 rated as "very good" for having an exceptional sense of duty and can always be depended upon to do a good job. All other items were remarkably been rated by the supervisors as "very good". The composite mean score of 4.02 denotes that the students demonstrated a

very good attitude towards work during their practicum training. The result significantly shows that students exhibit positive attitudes in the workplace. They value the essence of work values. The interest of the students in work imbibes the sense of responsibility and commitment that trains them to be leaders.

Table 2: Practicum Performance of BSBA Students: Attitude towards the Job

	Attitude towards the Job	WM	VI	Rank
1	Shows marked interest in his/her tasks/responsibilities	3.9830508	VG	4
2	Has an exceptional sense of duty and can always be depended upon to do a good job	4.1525424	VG	1
3	Cooperates willingly and fits easily into the group	3.8644068	G	5
4	Recognizes the authority and responsibilities of his/her superiors and previous his/her them the necessary support services and assistance required or sought	4.0677966	VG	2
5	Takes initiative to update one's technical and/or non-technical knowledge and skills	4.0338983	VG	3
	Composite Mean	4.0203389	VG	

They rated the highest in performing assigned tasks in an organized and orderly manner. The result shows that all variables under job performance in the

practicum performance evaluation were all rated as "very good" with exhibiting ability under pressure showing the lowest. This clearly shows that students are

highly committed to performing their assigned tasks. The composite mean score of 4.06 recognizes the

students as “very good” in job performance.

Table 3: Practicum Performance of BSBA Students: Job Performance

	Job Performance	WM	VI	Rank
1	Delivers promptly assigned tasks/responsibilities	4.1864407	VG	2
2	Perform assigned tasks with minimum supervision	4.0338983	VG	5
3	Willingly accepts work assignments and/ or responsibilities	4.0508475	G	4
4	Delivers assigned tasks within an acceptable level of quality	4.1016949	VG	3
5	Performs assigned tasks in an organized and orderly manner	4.2033898	VG	1
6	Exhibits ability to function well even under pressure	3.8305085	VG	6
	Composite Mean	4.0677966	VG	

The students obtained the highest rating with very good remarks in adhering to company rules and regulations followed by coming to work on time and closely tailed by being present at work most of the time.

This shows that students are punctual and diligent. The composite mean score of 4.18 implies that the students have exemplified very good ratings in adherence to company policies during their training.

Table 4: Practicum Performance of BSBA Students: Adherence to Company Policies

	Adherence to Company Policies	WM	VI	Rank
1	Present at work most of the time	4.1355932	VG	3
2	Comes to work on time	4.1864407	VG	2
3	Adheres to company rules and regulations	4.2372881	VG	1
	Composite Mean	4.1864407	VG	

The trainees have rated very good in the area of competence. Showing mastery of generally accepted principles relevant to the course as applied to different situations rated the highest with a weighted mean of 4.08. The three variables are all rated by the supervisors as "very good" of which the ability to perform routine office procedures registered as the lowest. The composite mean score of 3.88 denotes “very good” as a performance evaluation rate by the practicum supervisors, thus showing the competence of the students during their training.

With the results of the practicum performance evaluation, the overall composite rating of the supervisors was "very good". Remarkably, the adherence to company policy posted the highest with a composite mean of 4.18 and the lowest with a composite mean of 3.88 is in the area of personal characteristics. The lowest variable identified was the communication skill and the highest was dressing neatly and appropriately in the workplace which significantly under personal characteristics.

Table 5: Practicum Performance of BSBA Students: Adherence to Company Policies

	Adherence to Company Policies	WM	VI	Rank
1	Present at work most of the time	4.1355932	VG	3
2	Comes to work on time	4.1864407	VG	2
3	Adheres to company rules and regulations	4.2372881	VG	1
	Composite Mean	4.1864407	VG	

The BSBA students obtained a “good” academic performance rating. Notably, their grades in General Education Courses showed lower performance compared to professional courses. The academic performance in general education courses posted a higher standard deviation.

General education courses' correlation shows that "cooperates willingly and fits easily to the group" posted a Pearson's $r = .884$, which is the highest and the lowest is with "exceptional sense of duty and can always be depended upon to do a good job" which has a Pearson's r of $.739$. The overall academic performance shows the highest correlation of $.853$ with "cooperates willingly and fits easily to the group" and the lowest correlation is with "delivers assigned tasks within an acceptable level of quality" with Pearson's r of $.693$.

The professional courses posted the highest correlation with the variable “comes to work on time” under adherence to company rules which posted a Pearson's $r = 0.916$. The correlation with "shows marked interest and pride" under the area of attitude toward the job posted the lowest with Pearson's $r = 0.847$. ** Correlation is significant at the 0.01 level (2-tailed).

Overall, the highest correlations among the variables were found to be "takes initiatives to update one's technical and/or non-technical knowledge and skills" and "performs assigned tasks with minimum supervision which has a Pearson's $r = .963$.

Table 6: Academic Performance

		Professional Courses	Over All	Gen. Ed. Courses
N	Valid	59	59	59
	Missing	0	0	0
Mean		3.2881	3.0847	2.9322
Std. Deviation		.85199	.72607	1.01479
Variance		.72589	.52718	1.02981
Sum		194.00	182.00	173.00

Scale: 4.51 – 5.00: Excellent (E); 3.51 – 4.50: Very Good (VG); 2.51 – 3.50: Good (G); 1.51 – 2.50: Fair (F); 1.00 – 1.50: Poor (P)

4. CONCLUSION AND RECOMMENDATION

The BSBA students obtained a "very good" performance rating based on practicum performance evaluation rated by the supervisors in areas of personal characteristics, attitude towards the job, job performance, adherence to company policy, and competence. They obtained a "good" overall academic performance rating which also shows in professional courses and general education courses. The significant correlation between academic performance and the area of attitude towards work shows that students were trained academically before practicum as responsible and developed a sense of work and values cognizant of the job. The college should continue inculcating the value of integrity and the right attitude thus strengthening the value orientation programs of the college like retreats, community outreach, team building, and leadership training activities. On the other hand, the college should enhance the communication skills of the students by integrating more interactive teaching and learning pedagogical approach. Presentations, business correspondence skills, report writing, cases, reflections, and journals are highly recommendable to improve the communication skills of the students. The students should be encouraged to participate more in extra-curricular activities, and attendance to seminars and training to gain more exposure and create linkages and networks.

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