

Academic and Internship Performance of Business Students from Local College in the Philippines

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Abstract – *The study aimed to identify the possible significant relation between the student competencies internship performance and academic performance among the 50 students of Bachelor of Science in Business Administration Major in Marketing Management for Academic Year 2017-2018 of the Colegio ng Lungsod ng Batangas. The findings revealed that the respondents' academic performance has an "Average" rating based on their Weighted Average provided by the College Registrar's Office. Simultaneously, most of the respondents gained an "Excellent" rating on their Internship Performances. Among the indicators for the performance, evaluation is attendance, quality of work, and general attitude. The study divulges that there is no significant relationship between the students' attendance and academic performance, while the quality of work and general attitude has a significant relationship to academic performance. Despite the study results, the researchers suggest strengthening the College Outcome-Based Curriculum to enhance students' performance further. Collaboration with the institution's stakeholders can partake in the formulation of the Outcome-Based Curriculum. To perform a semi-annual industry partner meeting for the institution to be updated on its latest activities may also be suggested.*

Keywords – *Internship, Academic Performance, Business Administration*

INTRODUCTION

The relationship of learning inside the classroom and the students' performance in their internship indicates the importance of understanding the factors that may affect students' performance in the corporate world. Before engaging with different tasks in their chosen fields, addressing this will entail understanding the strengths and weaknesses.

Best displayed is the students' academic performance by providing education. It is one of the best indicators if students understood-to their lessons, identify and theories in a situation, pass written examinations and exhibit the concepts discussed. It also captures the standard of students' completed classroom activities, tests, and other assignments [1]. How well the students handle abilities can be evaluated through assessments taken throughout an educational program. Accomplishing or outperforming a set least grade point average (GPA) has been a long-standing practice in college educational programs as a pointer of accomplishing abilities. [2]

Scholastic execution may advance around the students' job; however, more significantly, it incorporates the organization's job in creating inspiration, innovativeness, fearlessness, and goals required for achievement throughout everyday life.

Outstanding scholastic execution radiates because of solid scholarly culture. This implies great scholarly culture brings about great scholastic execution [3], a challenge that all higher education institutions must contend with.

Temporary position in an actual work setting is part of the tertiary educational plan which associates the hole among hypothesis and practices just as between classroom training and genuine industry life which shows an even more valuable learning knowledge that improves the significance of the scholarly program and structure of the perspective on close to home and social handiness [4]. It is the best strategy to build up the understudies' capability and aptitudes through hands-on preparation as it opens them to the various fields and, thus, educated. It also enables understudies to get comfortable and made known with the business's real activity and best in the class of the offices, gear, and innovation utilized. [5]

The Internship projects are enormous, for students, however, for instructors and bosses too. In the academe, a temporary job improves the learning since the in-situ experience fortifies data to review such that study hall learning cannot [6]. It enables educators to perceive how their exercises work by and by, tweak it, and field-test the thoughts and strategies they instruct,

which leads not exclusively to better educating, yet in addition to better procedures [7]. It is also appropriate to modify preparing to the business' particular needs while making professional success open doors for section level specialists. It offers numerous open doors for improvement as students can learn as they add to the venture's points [8].

Kolb, Boyatzis, R. E., & Mainemelis, C. asserted that a structure's advancement to help a specialized topic requires genuine encounters combined with chances to ponder those encounters efficiently [9]. Students must be furnished with experiential learning, functioning learning, or learning by doing, where understudies apply their hypothetical study hall information.

Altogether identified with the temporary position, and what the students gain from the homeroom is what the students apply during entry-level positions as Van Zollingen attested that the students' degree of accomplishment [10]. While the school gives related guidance and related aptitudes, businesses' job is to hone the learner's skills. Consequently, other than adjusting and executing the developing results based on instruction by advanced education foundations, the hands-on preparing projects must be given significance as it assumes an important job in spanning the student's essentials.

This study aims to identify the relationship between students' academic and internship performances. This will help the institution evaluates the points to which the students can excel and design continuous improvement. At the same time, this study will identify the weak and strong points of their actual on-the-job performance. With this, the institution will design activities that will further strengthen the students' competency in performing their given tasks.

OBJECTIVES OF THE STUDY

The study aimed to investigate how the employer assesses the student trainees' performance in terms of Attendance and Punctuality, Quality of Work, General Attitude; evaluate the academic grade of the students based on the General Weighted Average; determine the relationship between academic performance and the employer's assessment of student performance; design activities to strengthen students' performance both academic and internship performances.

MATERIALS AND METHODS

This quantitative research study utilized an explanatory relationship research plan. This research

design was regarded as proper for this investigation since it intended to decide the relationship among the factors being studied. Utilized were the following criteria in this investigation: accessibility of General Weighted Average of the 4th year students enrolled in the second semester of school year 2018-2019 and the accessibility of the On-the-Job Evaluation Form of fifty (50) total number of graduate students surveyed after graduation from 2018 of the Bachelor of Science in Business Administration Major in Marketing Management. Used in gathering the information was a report survey. Verified from the Head of Instructions and Assessment and the Registrar's Office was all the information. Acquired from the On-The-Job Evaluation Forms at the Dean's Office through the students' Immediate Superiors was the on-the-job training performance. Regarding the accompanying pointer: participation, nature of work, and general attitude, these were estimated by the OJT execution. Utilized were the Weighted mean and Pearson as measurable apparatuses in addressing the examination questions. The given scale was used to interpret the result of the gathered data: 4.50-5.00, Very Satisfactory 3.50-4.49, Satisfactory 2.50-3.49, Fair 1.50-2.49, Not Satisfactory 0.50-1.49.

RESULTS AND DISCUSSION

This part of the paper exhibits breaks down and deciphers the information accumulated from the analysts' review. For clearness of introduction and consistency, the information is shown based on the goals of the assessment.

Table 1. Students' Attendance and Punctuality

	Mean	VI	Rank
Reports for work on time	4.8	Excellent	3
Assistant Reports for work regularly	4.82	Excellent	2
Requests permission before getting absent	4.9	Excellent	1
Composite Mean	4.84	Excellent	

Table 1 shows the students' internship performance in terms of attendance and punctuality as the result of Students' Internship Performance. The study shows that of all the indicators, request permission before getting absent has the highest mean of 4.9. It indicates the students' courtesy among their superiors. They are followed by reporting to work regularly with a weighted mean of 4.82. Considering

the total internship hour, this motivates students to come to their work regularly. Reports for work on time got a weighted mean of 4.8; despite being excellent, this indicator should be considered by the institution on what other ways to eradicate the students' tardiness.

Sessoms mentioned that participation, similar to all hard-working attitudes, influences each part of the working environment and the business [11]. Participation as a hard-working attitude incorporates adhering to work routines, being prepared to begin on time, and staying at workday to finish obligations. Low participation says an applicant is uncaring toward colleagues, untouchable for his obligations, and uninterested in organization achievement. The missing or late trainee influences colleagues and customers. Absence does more work for other people or leaves significant work fixed. Additionally, in the working environment, a person's dependability will not just influence how partners see an individual yet will likewise resound on their efficiency. Being late can be problematic to the working group, costing everybody time and making them miss significant data [12].

Table 2. Quality of Work

	Mean	VI	Rank
Knows his /her work well	4.72	Excellent	2.5
Assistant Completes assignments on time	4.68	Excellent	7
Works with speed and accuracy	4.7	Excellent	5.5
Ensures quality of work	4.72	Excellent	2.5
Produces much output with less time	4.72	Excellent	2.5
Displays resourcefulness	4.7	Excellent	2.5
Requires less supervision	4.66	Excellent	5.5
Has initiative	4.82	Excellent	8
Composite Mean	4.72	Excellent	1

Table 2 shows the students' performance. This factor is divided into several indicators to attest to every area of the students' actual performance during their internship. Commended of all the indicators was the students' initiative by the internship supervisor with a weighted mean of 4.82. Three indicators, such as knowing his/her work, ensuring the quality of work, and producing much output with less time, have a weighted mean of 4.72 graded as the students' second-highest qualities. Completing assignments on time with

a 4.68 weighted mean requires fewer supervisions with a 4.66 weighted mean despite being excellent scored the lowest. This indicates that completing assignments and requiring more supervision is but evident for students to gain more experience.

As referenced by Martin and Wikerson 2006, temporary position experience upgraded students' information and aptitudes [13]; in the investigation of McCowan, Bowen, U., Huselid, M. A. and Becker, B. E. 1999, it is relied upon to decide the display of the student through evaluation of performance [14]. Additionally, Gerken, M., Rienties, B., Giesbers, B., and Konings, K. D. referenced in their investigation that temporary position students improve their scholastic execution just as their expert execution contrasted with understudies who do not pursue an entry-level position [15]. Also, bosses' increasingly favored are school graduates with temporary job experience [16].

Table 3. Students' General Attitude

	Mean	VI	Rank
Shows interest in his/her work	4.84	Excellent	2.5
Accepts suggestions	4.74	Excellent	9
Cooperates well with everybody	4.72	Excellent	10
Exhibits honesty and dependability	4.78	Excellent	8
Follows instruction	4.84	Excellent	2.5
Observes safety rules and regulations	4.88	Excellent	2
Accepts responsibility	4.84	Excellent	2,5
Respects superiors	4.84	Excellent	2.5
Shows friendliness and pleasant attitude	4.9		1
Composite Mean	4.82	Excellent	7

Table 3 summarizes the students' general attitude towards work and the people around them. Students' friendliness and pleasant attitude are evident as it gains a weighted mean of 4.9. Since some of the students took their internship in the operations industry, their proper observation for safety rules and regulations was executed well, as evident in the result garnering a weighted mean of 4.88. The lowest of all indicators is how the students cooperate well with everybody with a 4.72 weighted mean. The reason may be that the students focus much on the task assigned to them that they have tendencies to do things by themselves.

A. P. J. cited that student attitudes and perceptions are necessary [17]. According to Feldman, attitudes are commonly referred to as —personal attributes or states that evaluate any particular behavior, belief, or concept of a person [18]. Also, Laguador 2013 cited that work values and attitudes are necessary to achieve the ultimate goal of education to produce efficient and effective leaders and professionals [19]. Moreover, as cited by Fuller 2015 recommends that a student selects an internship that requires substantial work; act professionally; network; ask questions; set goals; volunteer; and after completing the internship, the student should follow up with the business [20].

32% have satisfactory performance, and 48% were average.

Table 6. Relationship of Academic Performance to Internship Performance

Indicators	Pearson r	P-Value	Interpretation
Attendance	.591	.693	Not Significant
Quality of Work	.521	-.147	Significant
General Attitude	.555	-.487	Significant

Level of significance = 0.05

Table 5. Academic Performance of BSBA Marketing Management Students Based on Weighted Average

Academic Performance	Frequency	Percentage
Very Satisfactory (90-92)	10	20%
Satisfactory (89-91)	16	32%
Average (87-88)	24	48%
Below Average (86-below)	0	0
TOTAL	50	100%

Table 5 shows the Academic Performance of the 50 students based on their Weighted Average. 20% of the students gain very satisfactory academic performance;

Table 6 shows the relationship between Academic Performance to Internship Performance of the students. Attendance with a P-Value of .693 has no significant relation to academic performance. While the quality of work and general attitude with -.147 and -.487 P-Value respectively have a significant relation to academic performance. The result agrees with other studies that if the academic performance is high, the on-the-job training performance is also high [21].

Table 7. Proposed Action Plan

Objectives	Key Result Area	Activities	Performance Indicator	Persons Involved
<ul style="list-style-type: none"> •To determine the students' performance during the internship program •To meet the expectation of the industry 	<ul style="list-style-type: none"> •Internship Performance •Industry Expectation 	<ul style="list-style-type: none"> •Exit interview after the end of Internship Hours • Industry visit 	<ul style="list-style-type: none"> •Student Evaluation Result 	<ul style="list-style-type: none"> •Internship Coordinator
<ul style="list-style-type: none"> •To adapt to the outcome-based teaching and learning program 	<ul style="list-style-type: none"> •Outcome-Based Education 	<ul style="list-style-type: none"> •Inclusion of outcome-based learning and teaching techniques to business courses •Inclusion of student immersion / educational visit to industries in each business courses 	<ul style="list-style-type: none"> •Students' academic and internship output 	<ul style="list-style-type: none"> •Industry Partners •VPAA, Dean and Program Head •Faculty Members
<ul style="list-style-type: none"> •To enhance the curriculum 	<ul style="list-style-type: none"> •Enhanced curriculum 	<ul style="list-style-type: none"> •Provide pieces of training and seminars for instructors in an industry-based conference. •Perform regular industry partners' meeting 	<ul style="list-style-type: none"> •Rate of students with high positive internship result increased 	<ul style="list-style-type: none"> •Faculty members •Industry Partners

CONCLUSION AND RECOMMENDATION

Student trainees earned an excellent rating in the internship. The academic performance of most students ranges from average to satisfactory rating. There is no significant relationship between academic performance and students' attendance, while the quality of work and general attitude has a significant relationship to academic performance. The institution should design activities to strengthen students' academic and internship performances.

It is recommended to accurately assess the students, the internship supervisor must have evidence or an instrument on how they will give grades to the students. Given the indicator such as attendance, the grading should be backed up by a timesheet, just like any ordinary employee. Another indicator is the quality of work. The students expect to perform the task well given the college's orientation, but their output must still be measured following their actual performance to see if they learn from their on-the-job training. Through the work assessment, it will help the student gain outstanding performance. As one of the indicators, the general attitude suggests the students' culture, experience, and learning. This indicator can also be outstanding if students will continuously provide the necessary coaching and ethical orientation.

The institution may provide more effective outcome-based learning as part of the grading system. Minimizes written examination can help the students express more of their learnings. In their performance task can be shown these learnings. Lessen memorization of theories that they do not understand and let them apply in their real-life activities through this; they will be able to grasp what the academe wants them to learn and comprehend.

There is no significant relationship between academic performance and the students' attendance. Despite the result, the institution should consider how the students can consider being punctual at all times. The institution should strengthen its outcome-based curriculum, knowing that work and general attitude have a significant relationship to academic performance, as recommended. Academics and Internships should have a balance on the students to intensify more the learnings that the institution can provide. The college should investigate the possible reasons why the students have only satisfactory performance in terms of their academic performance and a very satisfactory rating in their Internship performances. It should be clear for the institution what

points to strengthened and what points should be maintained.

The study may be used by future researchers for related studies on on-the-job training and academic performances of students.

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