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### WORK INTEGRATED LEARNING PROGRAM OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION MAJOR IN HUMAN RESOURCE DEVELOPMENT MANAGEMENT

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#### **ABSTRACT**

This study aims to examine the processes of Work Integrated Learning, the level of abilities and qualities of student-trainees, the strengths and weaknesses of communicating with others the problems experienced in their internship, and the recommendations of Practicum Supervisors to enhance student-trainee results further. The study used descriptive analysis and evaluated the data obtained by frequency, percentage, rank, and weighted average. This research concluded that the Work Integrated Learning program maintained an excellent procedure in the internship conduct. It also reflects that the coordinators' business visits are limited because they have other subject loads and assignments during the semester. In terms of their abilities and qualities, student trainees meet the standards of co-operating organizations. Supervisors regarded the sense of duty, well dressed, very polite, and the ability to quickly grasp a given assignment as student-trainee strengths. Low trust to communicate their ideas and logically, fluency in using the English language, writing business correspondence, finding an internship location, and time management are the common problems students face. Through training courses and workshops, Practicum Supervisors suggest developing soft skills to prepare the students in their internship to directly develop their business writing skills, time management, and self-confidence.

## INTRODUCTION

College education prepares students, especially in the entry-level job market, for a career in their chosen field of specialization. The university is continually developing the curriculum to improve education's importance and meet the industry's requirements. One way to ensure that colleges and universities accomplish this goal is to offer students opportunities to engage in internship/practicum according to their chosen collegiate program and obtain credit.

The internship program aims to provide superior training and development to produce highly skilled professionals and fill the gap between academic and professional environments.

According to Carla Howery, internships' primary objective is to provide students with attitudes towards specific content or career possibilities for the future, as Jackel (2011) cited. Internships and cooperative education programs offer students the ability to adapt learned ideological structures to future real-world job environments. Via networking and developing productive working relationships with their employers, students who choose to engage in experiential learning will expand their potential career opportunities. It is impossible to build these relationships solely by taking college courses. They can still be developed by integrating the information gained from these courses with practical applications in a real-life environment.

Job Integrated Learning is a required internship prerequisite for all students with a Bachelor of Science in Business Administration. It can be done in a partner business institution or government department after 480 hours of actual training. It is planned to incorporate all theoretical principles and ideas that have been explored as implemented in a real business environment during class lectures. This internship program aims to prepare students for the real business world and better understand the standards they are expected to meet when they join a company of their choosing. Given the emergence of technological advances that profoundly influence how work is performed, the program also aims to align its work ethics with stringent and frequently stressful success metrics.

Universities and colleges offer internships as a prerequisite in every program to provide students with the possibility of optimizing realistic classroom learning opportunities. These interactions not only improve the academic learning of students but also strengthen their abilities and skills. Three stakeholders - the university, students, and partner organizations - are involved in the internship process.

Since the internship program has been considered a critical role in improving undergraduates' readiness in the entry-level job market, this research examined the integrated learning program for college work to ensure that the curriculum's learning outcomes produce students' standards for the industry or the employer. The most popular approach to gauge employer satisfaction with the internship program is to survey the employer about the student interns' quality through their Practicum Supervisor. The program's assessment by the managers can be used as part of the comprehensive evaluation of the college internship program.

As the prime supervisor of the supervised training program of the BSBA, the URSB College of Business aims to enhance its Work Integrated Learning by assessing realistic supervisors on the internship phase and the skills and qualities of student-trainees and the student-trainee problems experienced. In creating the College of Business Work Integrated Learning Manual for Students, the study results will be used as feedback.

### *Literature review*

301 business leaders' research indicates that colleges find ways to measure students' capacity to adapt college learning to real-world environments. The authors argue that students' performance appraisal during internships is the nearest to examining actual work performance among many business programs (AAC&U, 2008). When the student's interests, the program, and the employer complement one another, the college/university is more likely to have interns who fulfill the employer's needs. The institution typically gets ideas for policy formulation and enhancement of its curriculum through input from the students, thereby mutually benefiting them and the school. The findings indicate a substantial increase in the variability of performance scores. The authors conclude, which bodes well for studying academic factors that may well predict internships/job performance. The research was conducted in the 2017 Revised Rules, Requirements, and Guidelines for Bachelor of Science in Business Administration by the Commission on Higher Education Memorandum Order No. 17 series. It enables students to apply theories learned in school to real work experiences where, they conclude, they can find a cohesion of learning between school and jobs.

Within the framework of internship programs, the value of outcome evaluation is addressed. At the four Business Schools, employers had minimal comprehension of WIL offerings. The research conducted by Velez and Giner (2015) presented a systematic analysis of literature on the effect of university student internships. In a collegiate setting, preparation is often necessary for an academically inclined person to be transmitted to a more realistic environment through a process known as "internship" Internships to help people integrate theory with practical work experience (Sapp and Zhang, 2009; Rothman, 2007; and Jackson 2017). According to Velez & Giner's report, the internship experience was advantageous in Knouse and Fontenot (2008). Overall, the internship experience is beneficial for teachers, employers, students, and higher education institutions. The results of this review support the overall positive impact of business internships and affirm that for the primary three stakeholders: students, employers, and education institutions, they are a win-win situation. For a scholar to be transferred to a functional environment, training is required.

Students enrolled in college will obtain practical learning experience through internships. For the students working, the internship must have educational value. Potential employers on your resume will be searching for relevant experience (Loreto, 2009). As the job market becomes more competitive, internships have become more valuable-even for job force veterans (Doran 2009). NACE (2011) concluded that both career services professionals and employers should work together to ensure that any experiential learning meets (McNamara 2013) and complies with a set of defined requirements so that an internship can be reasonably considered (Smith et al., 2014). The experience in your resume will lead to many other job opportunities, says Patel (2015). Patel writes many colleges give students the ability to optimize their teaching in the classroom to real experiences in real-world situations. To achieve overall academic program mastery, classroom learning is articulated, he states. The application of theoretical and pedagogical knowledge, analytical and practical skills, and affective disposition is reinforced and validated by out-of-classroom learning.

It is expected that universities and colleges will build and sustain an internship process that provides students with opportunities. As the nexus of combining classroom and workplace learning, there is a growing emphasis on the student. Transformative learning opportunities are student engagement in professional positions through workplace learning experiences (Trede, 2012).

### ***Research objectives***

The study's objective is to evaluate the Work Integrated Learning Program of Bachelor of Science in Business Administration major in Human Resource Development Management in URS Binangonan during the Academic Years 2016-2017, 2017-2018, and 2018-2019.

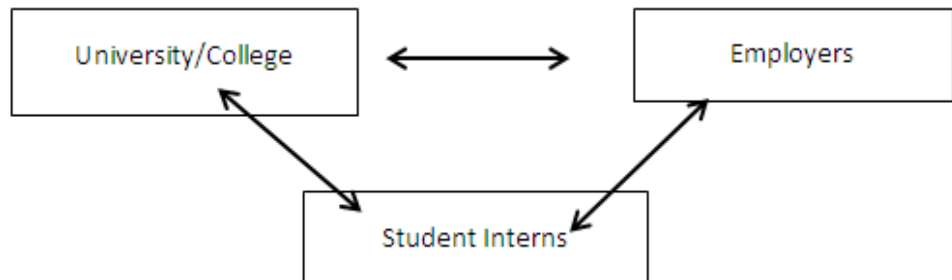
Specifically, the study sought to answer the following questions:

1. What is the evaluation of the Cooperating Agencies' Practicum Supervisors on the Work-integrated learning (OJT) program process for BSBA major in Human Resource Development Management?
2. What is the assessment of Practicum Supervisors on the quality of BSBA major in Human Resource Development Management student-trainees in terms of skills and qualities and strengths when interacting with others?
3. What are the problems encountered by the students in the conduct of their internship?
4. What suggestions/recommendations of the Practicum Supervisors to further improve the performance of the student-trainees?

### ***Framework of the study***

This research was anchored on the Internship: A Three-way Partnership Model, which relates the link from work to the academic setting (Santa Monica College, 2009).

**Figure 1:** Internship: A Three-way Partnership Model



This model explains general data on employers, colleges, and students undertaking internships. The key issue discussed in this model is the primary obligation of employers who are called upon to provide the necessary supervision and support to ensure that the interned students can gain the required educational value from the internship. The employer will also be required, under this pre-established obligation, to work together with the college and the students to prepare the goals that students will achieve during the internship. The internship site will also be requested to monitor and process student assessment to gauge the students' improvement points and professional progress in achieving the learning goals and overall internship results. Finally, to check the internship work hours, the university or college should also communicate with the employer.

Juliet Miller (1982) defined Experiential Education as all programs designed to expand the meaning of learning experiences to occupational and community settings outside the conventional school environment. These programs use planned experience to encourage collaboration between traditional educational institutions and the business industry.

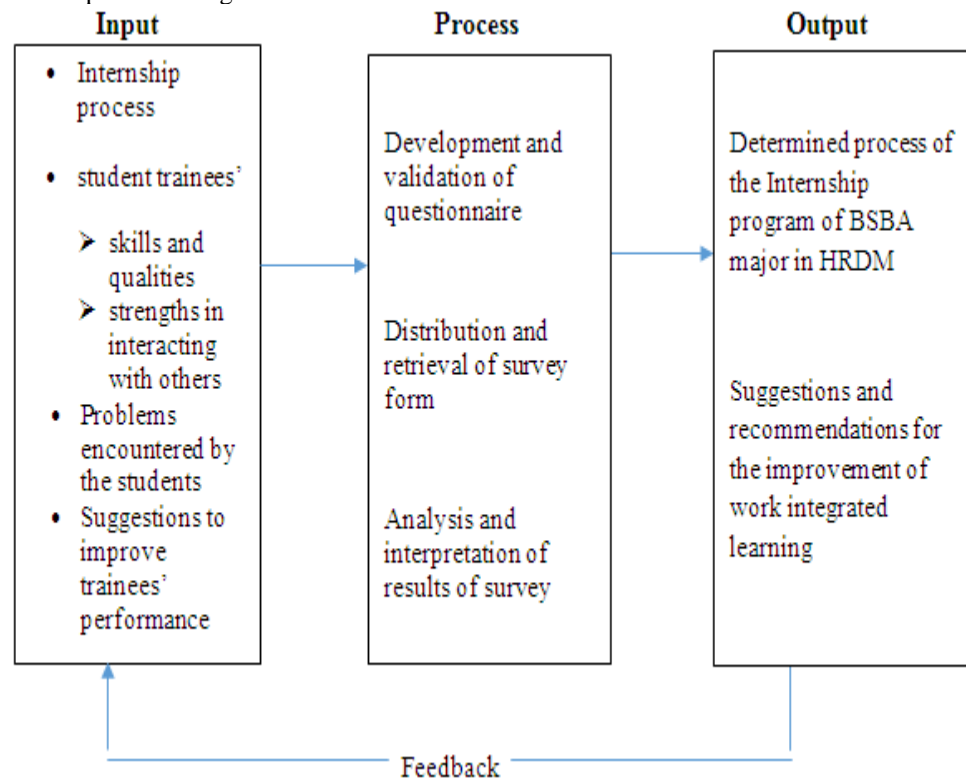
Typically, experience strengthens a student's connection between academic content and applications in the real world. The need to apply expertise is illustrated by bridging the distance between real-life scenarios and the classroom.

The research was rooted in those hypotheses. It analyzed the BSBA major in Human Resource Development Management's current job integrated learning program or internship program, which offers real work opportunities outside the classroom setting by assessing Practicum Supervisors as employer representatives.

**Conceptual framework**

To better understand the study, a framework was used to illustrate the conceptual model that guided the researcher in this study's conduct.

**Figure 2:** Conceptual Model showing the Evaluation of Work Integrated Learning Program of Bachelor of Science in Business Administration major in Human Resource Development Management



The conceptual model of assessing the work-integrated learning program of the BSBA major in Human Resource Development Management is shown in Figure 2. In three different frames, the input, method, and output are displayed. Each frame shows that each contributes significantly to the other, and in the arrows, the relationship between them is seen. The outcome is measuring the student trainees' abilities and qualities and their strengths in communicating with others.

**METHODOLOGY**

A mixture of quantitative and qualitative analysis methods was used with data collected by an employer survey and focus group sessions for students. The study was carried out in Rizal Province and nearby towns or cities where students were assigned to their integrated learning program at work. The questionnaire was partly adapted from the Verney et al. (2009) report on improving the reliability of assessments of internships. During their internship, the problems were also calculated out of 160 (47, 62, and 51 out of the three (3) school years) or 59 percent of the total 270 student-trainees.

## RESULTS AND DISCUSSION

*Assessment of practicum supervisors on the on-the-job training program process of bsba major in human resource development management*

**Table 1:** Assessment of Practicum Supervisors in the On-the-Job Training Program of BSBA major in Human Resource Development Management

Internship Process	SY 2016-2017	SY 2017-2018	SY 2018-2019	Overall	VI	Rank
1. The manner of application of student-trainees in your agency	4.14	4.27	4.46	4.29	Outstanding	1
2. Students submission of requirements	3.97	4.33	3.64	3.98	Very Good	6
3. Memorandum of Agreement between URS and your organization	4.03	4.12	4.19	4.11	Very Good	4
4. Submission of Waiver to the cooperating agency	4.11	4.20	4.28	4.19	Very Good	3
5. The scheduled and unscheduled visits of the OJT Coordinator	3.26	2.43	3.44	3.04	Good	8
6. Institutional Partnership between URS and the cooperating agency	3.88	3.39	3.83	3.7	Very Good	7
7. Total OJT Hours and schedule of reporting of student-trainees	4.08	4.16	4.03	4.09	Very Good	5
8. Student-trainees are required to wear their prescribed OJT Uniform	4.24	4.35	4.17	4.25	Outstanding	2
<b>Average</b>	<b>3.96</b>	<b>3.90</b>	<b>4.0</b>	<b>3.95</b>	<b>Very Good</b>	

In general, BSBA's internship program in Human Resource Development Management was given an overall rating of very good by the practice supervisors. The results suggest that the On the Job Training Program has maintained a very successful internship process, providing students with resources and partnering with their partner agencies. It connotes that under the call for academic prerequisites, the program served its aim for internship or OJT, which is intended to allow students to gain practical experience as part of their academic program in a skilled work environment.

According to the Society for Human Resource Management, internships are frequently viewed as independent research with very little oversight from the university or its faculty affiliated with the program (SHRM, 2004). However, the results of the Smith (2012) report suggested that the assessment of the interactions between students and their academic supervisors was restricted to the availability or accessibility of supervisors and the usefulness of their advice.

*Level of skills and qualities of bsba major human resource development management student-trainees as assessed by practicum supervisors*

**Table 2:** Level of Skills and Qualities of BSBA major in Human Resource Development Management Student-trainees

Student Trainees' Skills and qualities	SY 2016-2017	SY 2017-2018	SY 2018-2019	Overall Mean	VI	Rank
Listening skills	4.23	4.19	4.38	4.26	Outstanding	3
Interpersonal skills	4.14	3.98	4.12	4.08	Very Good	9
Conflict Management skills	3.75	3.70	3.94	3.79	Very Good	15
Writing skills	3.98	3.92	3.81	3.90	Very Good	13
Speaking skills	4.08	3.90	3.82	3.93	Very Good	12
Persuasion skills	4.03	3.75	3.91	3.89	Very Good	14
Technical skills/job knowledge skills	3.95	3.96	3.91	3.94	Very Good	11
Decision-making skills	3.7	3.79	3.79	3.76	Very Good	16
Quality of work	4.23	3.94	4.09	4.08	Very Good	9
Productivity/quantity of work	4.18	4.02	4.18	4.12	Very Good	6
Initiative	4.13	4.13	4.00	4.08	Very Good	9
Attendance and punctuality	4.08	4.23	4.03	4.11	Very Good	7
Ability to understand how the organization functions	4.25	4.04	4.21	4.16	Very Good	4
Competency of the URS interns compared to the interns from other schools	4.26	4.06	4.12	4.14	Very Good	5
Sense of responsibility	4.63	4.37	3.88	4.29	Outstanding	2
Helpfulness	4.68	4.71	4.14	4.51	Outstanding	1
<b>Average</b>	<b>4.14</b>	<b>4.04</b>	<b>4.02</b>	<b>4.06</b>	<b>Very good</b>	

The highest average values were obtained by helpfulness, sense of responsibility, and listening skills. On average, the abilities and characteristics of student-trainees were very good, the study found. To improve theoretical knowledge and analytical and practical skills, the Patel (2015) institutions have internship programs in place for students to apply classroom learning with practical experience. However, Patel (2015) found that writing abilities and speaking abilities are among the last attributes. Sapp and Zhang's (2009) research on the patterns in the reviews of industry supervisors on company communication internships confirms the results. According to Patel and Zhang, student interns tend to satisfy their superiors' requirements in many fields.

**Table 3:** Strengths of Student Trainees when Interacting with Others

Student Trainees' strengths when interacting with others	SY 2016-2017	Rank	SY 2017-2018	Rank	SY 2018-2019	Rank
Ability to work well with others	28	1	38	1	26	1
Responsive to peoples' feelings and needs	12	4	16	5	11	4
Ability to treat everyone with fairness	12	4	23	2	12	3
Courtesy extended to superiors, subordinates, clients, co-workers, etc.	19	2	21	3	13	2
Ability to establish rapport and cooperation with others	12	4	20	4	7	5
Others: (strengths) 1. Responsible for their assigned task 2. Well-dressed always and very friendly towards co-workers 3. Ability to comprehend a given task fast and well	Others: (weaknesses) 1. communicating using the English language 2. a bit shy/less confidence 3. sometimes very active and noisy but not exceeding the limit 4. familiarity with processes if there is a long gap 5. few technical and clerical works know-how 6. need initiative daily					

### ***Student-Trainees strengths when interacting with others***

The results show that the ability to work well with others, extended courtesy to supervisors, subordinates, customers, co-workers, and the ability to treat others equally are the qualities considered by students when serving as interns. Supervisors also demonstrated other interns' qualities, such as being accountable and well dressed for their assigned assignments. However, the Supervisors also gave some characteristics regarded as weaknesses as not confident in talking, a bit shyness trust.

From the results, it can be noted that learners who choose to engage in experiential learning can extend their future career opportunities. It is not possible to establish these relationships solely by taking college courses.

### ***Problems encountered by the student-trainees during the conduct of their internship***

Just 47 percent of internship sites have the requisite structure to help student interns, according to the Infographic Internship Survey and the 2013 Internship Trends. Irregular students had problems with the schedule of the internship schedule for their academic subjects. To test whether there is a disjunction between theory and reality, he says, it is essential to consider student expectations of their readiness for internships, according to Patel (2015). The researcher interviewed student-trainees to determine what issues they faced in the conduct of their apprenticeship. The problems included finding an internship site or organization that would welcome them as trainees, not completing the total required 480 hours for OJT, and not obtaining the signature of an approved representative of the company to sign the MOA.

### ***Suggestions and recommendations to further improve the interns' performance***

The Practicum Supervisors' suggestions and recommendations to further enhance student-interns' performance in their OJT were summarized. When it comes to communicating with administrators and visitors, students need to develop their communication skills (English language), extend the number of hours of their internship, and improve their confidence. The practice is the enhancement of student-trainees' soft skills, which are the combination of their skills, social skills, and communication skills, character or personality traits, attitudes, career attributes, social intelligence, work ethics, teamwork, decision-making, time management, critical thinking, among others that will allow trainees to work and perform well in their internship. Furthermore, some supervisors gave the student trainees good comments, such as outstanding results and a job well done; just keep up the good job, she is very effective and has the initiative to do a positive job. This suggests that the Supervisors' recommendations and ideas improve their soft skills, such as social skills, communication skills, and teamwork.

## **CONCLUSIONS**

From the findings of the study, the following conclusions were drawn:

1. Under the call for an academic prerequisite, the Work Integrated Learning Program served its function as an internship, which is intended to enable students to obtain practical experience as part of their academic program in a skilled work environment. However, the Coordinators' OJT visits are minimal as they have additional subject loads and assignments during the semester.
2. Student-trainees of the BSBA major in Human Resource Development Management satisfy the requirements of their Practicum Supervisors in terms of their abilities and qualities in the conduct of their internship.
3. In their assigned duties, supervisors found a sense of responsibility, well dressed and very polite to co-workers, and the ability to quickly grasp a given assignment as the



strengths of student-interns when communicating with other people during their internship.

4. Student trainees had difficulty searching for internship places, written and oral contact using the English language, and academic and internship schedule disputes.

5. The supervisors' suggestions to boost their efficiency are strengthening the soft skills and experience of the trainees in business correspondence.

### **IMPLICATIONS AND RECOMMENDATIONS**

Based on the study results and conclusions, the following recommendations are given hereby:

1. The College shall obtain information on the organizations hiring interns' internal processes and procedures and shall improve the relationship and coordination with the current cooperating agencies.

2. College can include workshops or training on professionalism in the workplace, written and oral communication, business correspondence, time management, and students' soft-skills in their job integrated learning or practice.

3. Development of a College of Business Students Internship Manual to enhance, expand and upgrade the Work Integrated Learning Program to include the level of knowledge and skills needed for different roles workers in the government or corporate world assume.

4. Conduct a further study exploring the positions of the three stakeholders in the internship program: university administration, interns, and employers in the industry to improve the marketability of work for students upon graduation.

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