Academic and On-the-job Training Performance among Business Administration Students AY 2015-2016

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Abstract

This descriptive-correlational study aimed to determine the significant relationship between academic performance and on-the-job training performance among forty four students from the College of Business and Accountancy, Bachelor of Science in Business Administration, University of Perpetual Help System Laguna, Philippines. For the respondents' academic performance, majority obtained satisfactory rating in Business Management, and fairly satisfactory rating in both Human Behavior in Organization and Human Resource Management. The on-the-job training performance of Business Administration students is very satisfactory in the indicators of attendance, personality, interpersonal relationship, dependability, initiative, flexibility, quality of work, communication abilities, utilization of resources and a satisfactory rating in facing issues and judgment. There is a significant relationship between the respondents' academic performance in Business Management and on-the-job training performance indicators in terms of dependability, communication skills, and utilization of resources. Moreover, there is a significant relationship between the respondents' academic performance in Human Behavior in Organization and on-the-job training performance indicators in terms of attendance, personality, interpersonal relationship, dependability, initiative, flexibility, quality of work, facing issues, utilization of resources and judgment. Lastly, there is a significant relationship between the respondents' academic performance of in HRM and on-the-job training performance indicators in terms of personality, interpersonal relationship, dependability and judgment. Overall, there is a significant relationship among respondents' Academic performance in Business Management, Human Behavior in Organization, Human Resource Management and on-the-job training performance.

Key Words: Academic Performance, On-The-Job Performance, Business Management, Human Behavior in Organization, Human Resource Management.

Introduction

The higher education institutions are facing tremendous challenges today more than ever. As the environmental landscape changes so often, universities and colleges grapple for solutions to adapt and yet, create a niche to make to its existence relevance to the society's need. Among the ideals of a university is one which is able to produce graduates who have exemplary board performance and who have the skills needed by industry. Hence to attain this, the provision of quality education, which is a precursor of students' success that can be measured by outstanding academic performance and on-the-job (OJT) training performance of students, remains a critical challenge among universities.

According Kimani, Kara and Njagi (2013), the purpose of education is to equip the citizenry with values, skills and knowledge to reshape their society. Education helps an individual develop his/her capabilities, attitudes and behavior that is acceptable to the society. The benefit of quality education is its ability to adapt to the changing needs of the country as the world changes and spearhead the development of human resource and the country's economy. One of the indicators of quality education is cognitive achievement of learners which is evident in students' academic performance.

In this technology driven era and knowledge-based economy comes the dilemma of job-mismatch and the dire need for academe-industry linkages. The requirement for university to produce graduates who can perform the skills required by industries is another critical priority that must be addressed. In the Philippines, job skills mismatch has been identified as critical concern affecting the country and the growing demand for skills is becoming a constraining factor for the growth of the economy. Job skills mismatch occurs when education and training institutions teach skills that employers no longer demand or when competencies of graduates do not meet the requirements of industries (International Labor Organization, Bureau for Employers Activities (ACT/EMP) and the Employers Confederations of the Philippines (ECOP) (2016).

The Commission on Higher Education or CHED (2006), issued a Memorandum Order No. 39, series of 2006, which stipulates that graduating students of different majors of the Bachelor of Science in Business Administration are required to undergo Practicum/Work Integrated Learning, with 6 units equivalent corresponding to 400 total hours of on-the-job training. This supports students to embark on their first applied practicum course in preparation for professional work as business practitioners. There are eight (8) professional courses required to be taken in a Bachelor of Science in Business Administration. Specific professional courses may vary depending on the majors that students choose.

In the University of Perpetual Help System Laguna, College of Business and Accountancy, the Bachelor of Science in Business Administration offers the following majors: Business Management, Marketing management, and Management Accounting. In response to the challenge of providing quality education and producing graduates who have the appropriate skills needed by the industry, the College of Business and Accountancy purpose to evaluate the relevance of the professional courses offered by the institution and its influence in the on-the job performance of its students. The three (3) professional subjects that are common in the three majors are Principles of Management, Humana Behavior in Organizations, and Human Resource Development Management.

Literature Review

Academic performance of the students is a good indicator of the university's quest to provide quality education. It is one of the gauges if students were able to understand their lessons, identify and apply appropriate concepts in a situation, pass the evaluative examinations, and demonstrate the skills related to the concepts discussed. It also captures the quality of students' completed classroom activities, tests, and other assignments (Pintrich &Groot, 1990). Examinations taken throughout a curriculum can assess how

well students grasp competencies being taught. Attaining or surpassing a set minimum grade point average (GPA) has been a long-standing practice in university curricula as an indicator of achieving competencies (Allen, 2005).

Academic performance may evolve around the role of students, but more importantly, it includes the role of the institution in developing motivation, creativity, self-confidence and aspirations needed for success in life. Excellent academic performance emanates as a result of strong academic culture. This means that good academic culture results in good academic performance (Ubulom, Ubulom, Enyoghasim, 2012), a challenge that all higher education institutions must contend to.

On-the-job training (OJT) is part of the tertiary curriculum which connects the gap between theory and practice as well as between classroom education and real industry life presenting a more precious learning experience that improves the importance of the academic program and form the view of personal and social usefulness (Batool, Ellahi, and Masood, 2012). It is the most effective method to develop the competence and skills of the students through hand-on training as it exposes them to the different fields and consequently, learned. It also allows students to become familiar and made known with the actual operation of the business and state-of-the-art of the facilities, equipment and technology used (Taladtad, Bala, Rodelas, 2010).

The on-the-job training (OJT) programs is significant, not only for students, but for teachers and employers as well. In the academe, on-the-job training improves the learning retention since the in situ experience helps strengthen recall of information in a way that classroom learning cannot (Holloway, as cited by Kapadia, 2014). It helps instructors see how their lessons work in practice, fine-tune it, and field-test the ideas and techniques they teach which leads not only to better teaching, but also to better processes (Kapadia, 2014). It is also well suited to customize training to the employer's specific needs, while creating career advancement opportunities for entry level workers (Kobes, 2013). It offers many opportunities for development as trainees can learn as they contribute to the aims of the enterprise (Koontz, 2007).

Kolb et al. (2000) purported that the development of a framework to scaffold an area of expertise requires authentic experiences coupled with opportunities to reflect systematically on those experiences. Students must be provided with experiential learning, an active learning or learning by doing, where students apply their theoretical, classroom knowledge though the "real word" experience and application in the form of internship or practicum placement in outside agencies (Hawtrey, 2007).

Van Zollingen (2008) asserted that the students' level of achievement is significantly related to the on-the-job training and what the students learn from the classroom is what the students apply during OJT. While the school provides related instruction and related skills, the role of industries is to sharpen the student's competencies. Hence, other than adapting and implementing the emergent outcomes-based education by higher education institutions, the on-the-job training programs must be given importance as it plays a critical role in bridging the job skills mismatch.

Research Questions

This study determined the academic performance of the Business Administration students of College of Business and Accountancy, Bachelor of Science in Business Administration, University of Perpetual Help System, Laguna, AY 2015-2016. Moreover, it assessed the OJT performance as rated by their immediate superior. Lastly, it determined the significant relationship between academic performance and OJT performance.

Theoretical Framework

This study is anchored in Social Learning Theory by Bandura. This theory posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. People learn through observing others' behavior, attitudes, and outcomes of those behaviors. According to the proponent, most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

In this study, this theory is applicable as in investigates how study learn cognitively in the classroom, specifically for the three (3) major courses which are Business Management, Human Behavior in Organization, and Human Resource Management. Furthermore, this study determined the performance of the students when they are on their on-the-job training program where they are expected to observe and model the expected behavior of their field of discipline. With the instruction that students received in the classroom, the exposure in the on-the-job training program where they can further learn and display their learned skills in the industry of their specialization, this facilitates the reciprocal interaction between cognitive, behavioral, and environmental influences to facilitate learning.

Methods

This quantitative inquiry study used descriptive-correlation research design. This research design was deemed appropriate for this study since it aimed to determine the possible existence of relationships among the variables understudy. A sample of forty four (44) students were utilized in this study drawn from a purposive sampling with following criteria: availability of grades of the three major subjects, availability of the On-the-Job Evaluation Form, students of Bachelor of Science in Business Administration with grades in the three (3) majors subjects in AY 2015-2016. For the gathering of data, document review where employed. All data where secured from the Dean's Office of the College of Business & Accountancy. The data for the academic performance were systematically obtained from the GTI School Automate, a university wide system where data were encoded, stored, and retrieved, at the Dean's Office. The academic performance was measured in terms of the three (3) professional courses common among the varying majors of the students. The pertained subjects were the following: Business Management, Human Behavior in Organization, and Human Resource Management. The data for the OJT performance were obtained from the On The-Job Evaluation Forms at the Dean's Office accomplished by the Immediate Superior of the students. The OJT performance were measured in terms of the following indicator: attendance, personality, interpersonal relationship, dependability, reliability, and resourcefulness, initiative, flexibility, quality of work, communication abilities, written and oral, facing issues, utilization of resources, and judgment. The data were encoded and analyzed using the SPSS to verify the relationship between academic and on-the-job training performance among business administration students.

Analysis

Table 1 Academic Performance of Business Administration Students in BM

Academic Performance	Frequency	Percentage
Outstanding (90-94)	1	2.27
Very Satisfactory (85-89)	8	18.18
Satisfactory (80 – 84)	25	54.55
Fairly Satisfactory (75-79)	11	25.00
Total	44	100

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Table 1 shows the academic performance of Business Administration students in Business Management (BM). Twenty five students (25) or 54.55% of the respondents obtained a satisfactory rating in BM, while eleven (11) respondents or 25% got a fairly satisfactory rating and eight (8) respondents 18.18% got very satisfactory rating. However, one (1) respondent or 2.27 % got an outstanding rating. From the tabulated result more than 50% of the respondents obtained a satisfactory rating in Business Management.

Table 2 Academic Performance of Business Administration Students in HBO

Academic Performance	Frequency	Percentage
Outstanding (90-94)	2	4.55
Very Satisfactory (85-89)	13	29.54
Satisfactory (80 – 84)	12	27.27
Fairly Satisfactory (75-79)	17	38.64
Total	44	100

Table 2 shows the academic performance of the Business Administration students in Human Behavior in Organization (HBO). Seventeen (17) respondents or 38.64% got a rating of fairly satisfactory in HBO, while thirteen (13) respondents or 29.54% obtained a very satisfactory rating and twelve (12) respondents or 27.27% earned satisfactory rating. On the other hand, there were two (2) respondents or 4.55% who got an outstanding rating, while none got a failing grade and an excellent rating in HBO.

Table 3 Academic Performance of Business Administration Students in HRM

Academic Performance	Frequency	Percentage
Outstanding (90-94)	2	4.55
Very Satisfactory (85-89)	9	20.45
Satisfactory (80 – 84)	15	34.09
Fairly Satisfactory (75-79)	18	40.91
Total	44	100

Table 3 shows Academic Performance of Business Administration Students in Human Resource Management (HRM). Eighteen (18) respondents or 40.91% obtained fairly satisfactory rating in HRM, while fifteen (15) respondents or 34.09% who got satisfactory rating and nine (9) respondents or 20.45% obtained a very satisfactory rating. However, there were two (2) respondents or 4.55% who have an outstanding rating and none of the students failed. Almost half of the respondents got a fairly satisfactory rating in HRM.

Table 4 On-the-Job Training Performance of Business Administration Students

Indicators	Mean	Interpretation	Rank
Attendance	90.80	Very Satisfactory	5
Personality	91.70	Very Satisfactory	2
Interpersonal Relationship	92.16	Very Satisfactory	1
Dependability	90.45	Very Satisfactory	7
Initiative	90.23	Very Satisfactory	9
Flexibility	91.23	Very Satisfactory	4
Quality of work	91.25	Very Satisfactory	3
Communication abilities	90.57	Very Satisfactory	6
Facing issues	89.77	Satisfactory	11
Utilization of resources	90.34	Very Satisfactory	8
Judgment	89.91	Satisfactory	10
Average	90.76	Very Satisfactory	

Table 4 shows the On-the-Job Training Performance of Business Administration Students. Among the eleven indicators of the OJT performance of Business Administration students, Interpersonal relationship got the highest mean of 92.16, verbally interpreted as very satisfactory. Other indicators like Personality,

Quality of Work, Flexibility, Attendance, Communication Abilities, and Initiative were also rated as very satisfactory having mean that ranges from 91.70 to 90.23. However, Judgment (x= 89.91) and Facing issues(x=89.77) were rated only as satisfactory. With an average mean of 90.76, this reflects that that over all on-the-job performance of Business students was highly satisfactory.

The findings of the study is strengthened by the study of Batool et al, (2012) who articulated on the importance of OJT since it connect the gap between theory and practice as well as between classroom education and real industry life presenting a more precious learning experience that improves the importance of the academic program and form the view of personal and social usefulness.

Table 5 Relationship between Academic Performance in BM and OJT Performance

Indicators	Pearson r	P value	Interpretation
Attendance	0.283	0.063	Not Significant
Personality	0.228	0.137	Not Significant
Interpersonal Relationship	0.272	0.074	Not Significant
Dependability	0.323	0.032	Significant
Initiative	0.293	0.054	Not Significant
Flexibility	0.161	0.295	Not Significant
Quality of work	0.250	0.102	Not Significant
Communication abilities	0.365	0.015	Significant
Facing issues	0.294	0.053	Not Significant
Utilization of resources	0.369	0.014	Significant
Judgment	0.287	0.059	Not Significant

0.05 level of significance

Table 5 shows the Relationship between Academic Performance in BM and OJT Performance. A significant relationship was noted between academic performance in BM and OJT performance indicators in terms of Dependability with an r value of 0.0323 and p value of 0.032, Communication abilities with an r value of 0.365 and p value of 0.015 and Utilization of resources with an r value of 0.369 and p value of 0.014, having computed p values that is lower than 0.5 level of significance. These indicate that if the academic performance of students is high, their OJT performance in terms of dependability, communication abilities, and utilization is also high.

On the other hand no significant relationship was noted between academic performance in BM and OJT performance indicators in terms of Attendance with an r value of 0.283 and p value of 0.063, Personality with an r value of 0.228 and p value of 0.137, Interpersonal Relationship with an r value of 0.272 and p value of 0.074, Initiative with an r value of 0.293 and p value of 0.054, Flexibility with an r value of 0.161and p value of 0.295, Quality of work with an r value of 0.250 and p value of 0.102, Facing issues with an r value of 0.294 and p value of 0.053, Judgment with an r value of 0.287 and p value of 0.059 since their computed p values were higher that 0.05 level of significance. This means that academic performance in BM is not a predictor of OJT performance of students in the mentioned indicators.

Table 6 shows the Relationship between Academic Performance in HBO and OJT Performance. A significant relationship was noted between academic performance of Business Administration students in HBO and OJT performance indicators in terms of Attendance with an r value of 0.410 and p value of 0.006**, Personality with an r value of 0.420 and p value of 0.005**, Interpersonal Relationship with an r value of 0.478 and p value of 0.001**, Initiative with an r value of 0.407 and p value of 0.006**, Quality of

work with an r value of 0.407 and p value of 0.008**, Communication abilities with an r value of 0.440 and p value of 0.003**, Judgment with an r value of 0.428 and p value of 0.004**, Dependability with an r value of 0.362 and p value of 0.016*, Flexibility with an r value of 0.326 and p value of 0.031*, Utilization of resources with an r value of 0.322 and p value of 0.033* and Facing issues with an r value of 0.273 and p value of 0.073 since their computed p values were lower than 0.01 and 0.05 level of significance. This means that the higher the academic performance of Business administration students in HBO the higher is their performance in the mentioned OJT indicators.

Table 6 Relationship between Academic Performance in HBO and OJT Performance

Indicators	Pearson r	P value	Interpretation
Attendance	0.410	0.006**	Significant
Personality	0.420	0.005**	Significant
Interpersonal Relationship	0.478	0.001**	Significant
Dependability	0.362	0.016*	Significant
Initiative	0.407	0.006**	Significant
Flexibility	0.326	0.031*	Significant
Quality of work	0.407	0.008**	Significant
Communication abilities	0.440	0.003**	Not significant
Facing issues	0.273	0.073	Significant
Utilization of resources	0.322	0.033*	Significant
Judgment	0.428	0.004**	Significant

** 0.01 level of significance
*0.05 level of significance

However, no significant relationship was noted between the academic performance of Business Administration students in HBO and OJT performance indicator in terms of Communication abilities with r value of 0.440 and p value op value of 0.003** since the computed p value is lower than 0.01 level of significance. This means that academic performance in HBO is not a predictor in their OJT performance specifically in communication abilities.

The findings of the study is corroborated by study of Zollingen (2008), he articulated that the students' level off achievement is significantly related to the on- the- job training and what student learn from the classroom is what the student apply during OJT.

Table 7 Relationship between Academic Performance in HRM and OJT Performance

Indicators	Pearson r	P value	Interpretation
Attendance	0.281	0.065	Not significant
Personality	0.367	0.014	Significant
Interpersonal Relationship	0.355	0.018	significant
Dependability	0.300	0.048	Significant
Initiative	0.246	0.108	Not significant
Flexibility	0.216	0.160	Not significant
Quality of work	0.244	0.111	Not significant
Communication abilities	0.262	0.095	Not significant
Facing issues	0.143	0.353	Not significant
Utilization of resources	0.204	0.185	Not significant
Judgment	0.351	0.019	Significant

0.05 level of significance

Table 7 shows the relationship between Academic Performance in HRM and OJT Performance. Of the eleven (11) OJT performance indicators, four (4) OJT performance indicators were found to have significant relationship with the academic performance of Business Administration students in HRM which are Personality with an r value of 0.367 and p value of 0.014, Interpersonal Relationship with an r value of 0.355 and p value of 0.018, Dependability with an r value of 0.300 and p value of 0.048, and Judgment with an r value of 0.351 and p value of 0.019 since the computed p values were lower than 0.05 level of significance. This indicates that if the academic performance of student is high, their OJT performance is also high.

On the other hand, OJT performance indicators which are Attendance with an r value of 0.281 and p value of 0.065, Initiative with an r value of 0.246 and p value of 0.108, Flexibility with an r value of 0.216 and p value of 0.160, Quality of work with an r value of 0.244 and p value of 0.111, Communication abilities with an r value of 0.262 and p value of 0.095, Facing issues with an r value of 0.143 and p value of 0.353, and Utilization of resources with an r value of 0.204 and p value of 0.185 were found to have no significant relationship with the academic performance of Business Administration students. This indicates that academic performance in HRM is not a predictor in the OJT performance of students in terms of the above-mentioned indicators.

Table 8 Relationship between Academic Performance and OJT Performance

Academic Performance	Pearson r	P value	Interpretation
BM	0.281	0.065*	significant
HBO	0.367	0.014**	Significant
HRM	0.355	0.018**	significant

**0.01level of significance
*0.05 level of significance

Table 8 shows the relationship Between Academic Performance and OJT Performance. All the academic performance of Business Administration students was found to have significant relationship with their OJT performance. The academic performance in BM with an r value of 0.281 and p value of 0.065, HBO with an r value of 0.367 and p value 0.014, and HRM with an r value of 0.355 and p value 0.018 were found to have significant relationships. This indicates that if the academic performance of students is high, their OJT performance is also high.

The findings of the study is sustained by Holloway, as cited by Kapadia (2014), according to him the OJT program is significant because it improves the learning retention since the in situ experience helps strengthen recall of information in a way that class room learning cannot. It also helps instructors see how their lessons work in practice, fine tune it, and field-test the idea and techniques they teach which leads not only to better teaching, but also to better processes (Kapadia, 2014).

Discussion

The Business Administration program covers the integrated approach and interrelationship among the functional areas of business as well as sensitivity to the economic, social, technological, legal and international environment in which the business must operate. The University of Perpetual Help System Laguna, College of Business and Accountancy designed its program outcomes and program educational objective that will aid in attaining its desired objective based on the outcome based system of teaching and learning style of the university. Professional courses in the curriculum were based on the collaborative contribution of the people from the academe, government and private industry that will answer to the need of both the local and international company. Three of these courses are: Business Management, Human Behavior in Organization, and Human Resource Management.

There is a significant relationship between the respondents' academic performance in BM and OJT performance indicators in terms of dependability, communication skills, and utilization of resources. The Business Management (BM) deals with the theories and principle of organization and management as well as their application in business and industry are thoroughly discussed. The functions of management (planning, organizing, staffing, directing and controlling) and the different forms of business ownership with strengths and weaknesses form part of the course coverage. The business management covers the benefits derived from entrepreneurship and importance of social responsibility as another goal of business. The course is offer in the first year level of the business administration program of the University of Perpetual Help System Laguna, College of Business and Accountancy.

There is a significant relationship between the respondents' academic performance in HBO and OJT performance indicators in terms of attendance, personality, interpersonal relationship, dependability, initiative, flexibility, quality of work, facing issues, utilization of resources and judgment. The Human Behavior in Organizations introduces the students to the factors affecting the behavior of individuals and groups in organization focusing on the specific factors that tend to explain behavior of individuals, groups, and organizations. Various theories and models of organizational behavior work group, motivation in life and work, and human relations among others are discussed and related to organizational practices and phenomena. Students understand people in the workplace and open doors to various relationships one can find, build and experience within any type of organization and how these relationship affect people's behavior. Lastly, the` concepts on motivation, reward, leadership and empowerment will allow students to learn the art of dealing, handling and living with people from walks of life. The course is offer in the third year level of the business administration program major in business management and marketing management and in the fourth year level major in management accounting of the University.

There is a significant relationship between the respondents' academic performance of in HRM and OJT performance indicators in terms of personality, interpersonal relationship, dependability and judgment. The Human Resource Management covers range of major issues impacting resource management in organizations including demographic and social change, ethics in HRM, managing diversity, assessment center techniques, the impact of Government legislation on HRM, the contribution of HRM to improving productivity, managing outsourcing, career development and mentoring. The course syllabi prepared by the committee also give emphasis on the key functions such as the recruitment, selection, development, appraisal, retention and compensation. The course is offer in the third year level of the business administration program of the university.

Conclusion

1. For the academic performance of Business Administration students, majority obtained satisfactory rating in Business Management, and fairly satisfactory rating in both Human Behavior in Organization and Human Resource Management.
2. The OJT performance of Business Administration students is very satisfactory in the indicators of attendance, personality, interpersonal relationship, dependability, initiative, flexibility, quality of work, communication abilities, utilization of resources and a satisfactory rating in facing issues and judgment.
3. There is a significant relationship between the respondents' academic performance in BM and OJT performance indicators in terms of dependability, communication skills, and utilization of resources. Moreover, there is a significant relationship between the respondents' academic performance in HBO and OJT performance indicators in terms of attendance, personality, interpersonal relationship, dependability, initiative, flexibility, quality of work, facing issues, utilization of resources and judgment. Lastly, there is a significant relationship between the respondents' academic performance of in HRM and OJT performance indicators in terms of personality, interpersonal relationship, dependability and judgment.

4. Overall, there is a significant relationship among respondents' Academic performance in BM, HBO, HRM and OJT performance of Business Administration.

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