

Academic and On the Job Training Performance of Business Administration Students of STI West Negros University

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Abstract

This descriptive-correlational study was conducted to determine whether significant relationship exists between academic and on-the-job training (OJT) performances of seventy-five business administration marketing management major students of STI West Negros University for School Year 2018-2019. The academic performance was measured through the general weighted average (GWA) of students for all their subjects since their first year until the third year in the program. The OJT performance, on the other hand, was sourced out from the appraisal made by the host-company supervisors in the aspects of technical competence, attitude, quality of work, quantity of work, inter-personal relationship, and punctuality and attendance during the first semester of their last year in the program. The study revealed a humble rating of satisfactory in the academic of performance (GWA= 85.36, SD= 2.944) of the students but a very good rating in OJT (M=94.467, SD=4.5182). Subsequent results indicated that students performed very well during their OJT training, surpassing their own performance in school, and suggesting that the curriculum have prepared the students in terms of knowledge, skills and attitude for their meaningful immersion in the industry. The study also revealed no significant relationship between GWA in one hand and technical competence, quality of work and quantity of work on the other hand. As a final point, significant relationship was found in the areas of attitude ($p=.012$), inter-personal relationship ($p=.029$), and punctuality and attendance ($p=.034$).

Keywords: Academic performance; general weighted average; OJT performance; descriptive-correlational

Bio-notes:

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Introduction

Preparing graduates for the present and emerging demands and expectations of the industry is a huge challenge to curriculum developers. The higher educational institutions are tasked with the humongous responsibility of producing graduates that the industry needs. With this, tertiary schools embarked on concerted efforts in formulating and implementing academic programs, plans and activities to ensure that graduates will have the knowledge, skills, and attitudes that are needed by the community and industry.

Serrano, et al. (2017) also emphasized that higher educational 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 its existence relevant to society's needs. Furthermore, among the ideals of a university is one that 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.

Allowing the graduating students to apply what they have learned from books in a work environment, as pointed out by Laguador (2013, p. 301), would develop their work values and attitude necessary to achieve the ultimate goal of education to produce efficient and effective leaders and professionals in cross-cultural and multi-disciplinary undertakings.

The implementation of the On-the-Job- Training (OJT) is embodied in CHED Memorandum Order (CMO) No. 104, Series of 2017, which provides for the revised guidelines for Student Internship Program in the Philippines. The said policy states that internship program is meant to provide students with an opportunity to complement their formal learning with practical knowledge, skills and desirable attitudes and to gain hands on experience in recognized Host Training Establishment (HTE).

OJT course at STI WNU, as stipulated in STI Course Policy 2012 Edition, is designed to provide an opportunity for students to learn through experience by exposing them to an actual working environment in their chosen career field as part of their academic requirement. Exposure to the working environment while still part of the academe provides students with opportunities to enhance their knowledge and skills as they interact with others, adapt and practice the theories that they have learned in school, and appreciate work ethics.

CHED Memorandum Order (CMO) No. 39, Series of 2006 on the Policies, Standards, and Guidelines for Bachelor of Science in Business Administration (BSBA) mandated higher educational institutions the responsibility of providing quality education and producing skilled BSBA graduates (ched.gov.ph, 2006). What the graduates learned from school will, however, be revealed when they eventually

join the industry workforce. To smoothly usher students to the realities of the work environments, they are required to undergo an internship to enable them to acquire practical knowledge, skills, and desirable attitudes and values in a supervised work environment.

STI West Negros University, a private educational institution that offers Bachelor of Science in Business Administration wishes to assess how well do academics and OJT prepare BSBA students Major in Marketing for professional work as business practitioners. This study also endeavors to determine if there is a correlation between these performances.

Literature Review

The Commission on Higher Education (CHED) was established through Republic Act No. 7722, otherwise known as the Higher Education Act of 1994. It was signed into law by President Fidel V. Ramos on 18 May 1994. Pursuant to the Act, the Commission on Higher Education is mandated to promote quality education and ensure the advancement of learning and the education of high level of professionals, among others (CHED, 1994).

In 2006, the Commission issued CHED Memorandum Order (CMO) No. 39, Series of 2006, also known as Policies, Standards, and Guidelines for Bachelor of Science in Business Administration (BSBA). The said CMO provides the program's objective, which is not simply to impart basic business knowledge but to instill and nurture important qualities and skills in the students that are essential for future business leadership and organizational success. Norhidayah, et al. (2009, p. 82) had a parallel statement when they stated that students' performance or academic achievement plays an important role in producing the best quality graduates who will become great leaders and manpower for the country, thus responsible for the country's economic and social development. The said CMO further provided for Practicum/Work Integrated Learning equivalent to six units, which supports students embarking on their first practicum course in preparation for professional work as business practitioners.

To ensure that educational institutions promote the well-being of students undergoing practicum, another CHED Memorandum Order (CMO) no. 23, series of 2009 was issued. The said CMO provided for Guidelines for Student Internship Program in the Philippines (SIPP) for all programs with a Practicum subject. The guidelines require the establishment by HEIs of a string of academic linkages with business and industry to promote and provide students with competitive skills and employment attitudes (CHED, 2009).

Subsequently, CHED Memorandum Order No. 23, Series of 2009 was amended by CHED Memorandum Circular No. 104 Series of 2017, known as Revised Guidelines for Students Internship Program in the Philippines (SIPP) for all Programs, in 2017. The revised guidelines are issued in order to promote the well-being of higher education students, guarantee the quality of their learning and exposure, ensure their safety while undergoing internship, and considering the nature of the program.

The objectives of CHED CMO No. 104 includes strengthening the implementation of the local internship through a collaborative effort of the academe-industry linkage among the participating HEIs and partner institution/establishment; establishing the harmonious collaboration/linkages between higher education institutions (HEIs) and the Host Training Establishment for the effective implementation of the program to support the educational environment of the student interns; and training students under the actual work place conditions.

Meanwhile, as the STI OJT Training Course Policy, 2012 Edition was adopted in compliance with the requirement of the CHED CMO No. 23 for HEIs to formulate local school internship policies and guidelines on selection, placement, monitoring, and assessment of student interns, the STI On-the-Job (OJT) Training Course Policy was drafted and implemented. The components to be used in assessing the performance of students in the internship are embodied on page 8 of the Performance Appraisal Form found in STI OJT Course Policy of 2012, as follows: Technical Competence (25%); Attitude (25%); Quality of Work (20%); Quantity of Finished Work (10%); Inter-Personal Relationships (10%); and Attendance and Punctuality (10%).

Bringing the students from the classrooms to the actual workplace is a pressing concern of higher educational institutions. Graduates are expected to have possessed the needed academic preparation, required skills, and appropriate attitude and values to get them through the intricacies and complexities of the real work environment, which the schools are expected to provide them. This is the reason why the academic performance of the BSBA students was measured.

Allen (2005, p. 220) stressed that the purpose of an academic report is to communicate the level of academic achievement that a student has developed over a course of study. Furthermore, Pesigan & Laguador (2013) stated that academic performance serves as a measure of students' ability to demonstrate knowledge, values, and skills.

OJT while students are still in school is an indispensable component in ensuring that students have the familiarity and experience of the real work processes and the dynamics of human interactions. How the students perform in training is another concern for higher educational institutions. Before students are absorbed by the industry, they are required to undergo OJT, which provides them the opportunity to be exposed to and experience an actual working environment while they are still in schools. How much of what they learned in school will be utilized in their on-the-job training.

Several studies were conducted to find out whether relationship between academics and on-the job training exists. Among them, is the study conducted by Serrano, et al (2017), a descriptive-correlational study aimed to determine the significant relationship between academic performance and on-the-job performance among forty-four business administration students of University of Perpetual Help System, Laguna, Philippines. 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.

De Chavez, et al. (2016) studied the On-the-Job Training and Academic Performance of Mechanical Engineering Students in one Academic Institution in the Philippines. This study determined the level of student's academic performance on general education and professional subjects to gauge their knowledge, understanding and performance during college days. The analysis between their academic performances and their OJT performances indicate how well and how valuable their knowledge, theories and skills taught, developed, and inculcated as these are applied in their actual working environment.

The study entitled Engineering Students' Academic and On-the-Job Training Performance Appraisal Analysis which was undertaken by Laguador (2013) determined the level of academic performance and OJT performance based on the assessment of immediate superiors of 223 engineering student-trainees from Lyceum of the Philippines University (LPU). Findings denoted that mechanical students who performed well in their assigned task during their OJTs also obtained notable ratings in general and professional education courses.

Theoretical Framework

This study is anchored in the Social Learning Theory of Bandura. This theory suggests that observation and modeling play a primary role in the learning process. Bandura's theory also envelops psychological influences such as cognitive theories, which consider attention and memory, and behavioral theories, which support that all behaviors are learned through conditioning.

Serrano et al (2017) utilized the Social Learning Theory of Bandura in its study Academic and On-the-Job Training Performance among Business Administration Students AY 2015-2016. An investigation of how students learn cognitively in the classroom, specifically for three major courses which are Business Management, Human Behavior in Organization, and Human Resource Management was made. The instruction that students received in the classroom and their exposure in the on-the-job training where they can further learn and display their learned skills in the industry, the reciprocal interaction between the cognitive, behavioral, and environmental influences learning.

This theory is applicable in this study as it investigates how students learn cognitively in the classroom through their various courses from the first three years in college. What the students learned in school is supposed to have equipped them with all the knowledge, skills, and attitudes that they need for training in recognized business establishments. On the other hand, OJT provides a venue for students to receive instructions and guidance through their assigned supervisors, who also serve as their mentors. The training allows the students to use their learnings in school to the needs of the business and industry such as the actual workplace conditions and business processes related to their specialization, thus allowing interaction between the cognitive and behavioral influences to facilitate learning with consideration to the environment.

Objectives

This study assessed the academic and On-the-Job Training (OJT) performance of the Bachelor of Science in Business Administration (BSBA) major in marketing students of STI West Negros University (STI WNU) in School Year 2018-2019. Specifically, it aimed to provide answers to the following questions: (a) What is the overall academic performance of BSBA students? (b) What is the overall OJT performance of the BSBA students and their performance rating in the evaluation criteria of technical competence, attitude, quality of work, quantity of finished work, inter-personal relationship, and attendance and punctuality? (c) Is there a significant relationship between the overall academic performance and overall OJT performance of BSBA students? (d) Is there a significant relationship between the overall academic performance and OJT performance in the evaluation criteria of technical competence, attitude, quality of work, quantity of work, interpersonal relationship, and attendance and punctuality?

Methodology

Research Design

This study utilized the descriptive-correlation research design, which is believed to be appropriate in measuring the academic and OJT performance and the relationship among the variables identified for investigation.

Respondents

The respondents constitute the total population of seventy-five (75) BSBA major in Marketing Management students who are enrolled in the course Integrated Learning Experiences in the First Semester of School Year 2018-2019. The said course requires students to undergo an internship for 600 hours in business establishments.

Instruments

This study utilized the Performance Appraisal Form prescribed in the OJT Course Policy, 2012 Edition Manual of STI-West Negros University in assessing the OJT performance of students. The performance appraisal is based on the following evaluation criteria: Technical competence, attitude, quality of work, quantity of finished work, inter-personal relationships, and attendance and punctuality.

Procedure

With permission from the Vice President for Academic Affairs, the GWA of the students, which is a weighted average of their grades from first to third-year levels, were generated from the School Automate, a system where all of the data of the students can be sourced out.

The OJT performance, on the other hand, was taken from the performance appraisal accomplished by OJT Supervisors of the host companies for the internship

program, which were provided by the Office of the Dean of the College of Business Management and Accountancy.

Analysis

A descriptive-analytical scheme was used to determine the level of academic and OJP performances with mean as the tool, while a relational analytical scheme was used to test the significant relationship between GWA and the OJT performance criteria with Spearman rho as the tool. OJT performance was measured in the following evaluation criteria: Technical Competence, Attitude, Quality of Work, Quantity of Finished Work, Inter-Personal Relationship, and Attendance and Punctuality. For the Overall OJT performance, the following weights were assigned to the evaluation criteria: Technical Competence (25%); Attitude (25%); Quality of Work (20%); Quantity of Finished Work (10%); Inter-Personal Relationships (10%); and Attendance and Punctuality, (10%). Finally, the following rating scale and description will be utilized in interpreting the results: 98-100=Excellent; 89-97=Very Good; 80-88=Satisfactory; 75-79=Fair; Below 75=Failed.

Ethical Consideration

The study ensures that respondents have the free will to be involved in the study, their identity will not be disclosed, and confidentiality of the data gathered from them is assured. After completion, all data stored in electronic gadgets will be discarded in order to protect against unauthorized access or use of information.

Results and Discussion

This section presents the results pertaining to the objectives of the study. Over-all Academic Performances of BSBA Students. Table 1 provides the overall academic performance of the BSBA students.

Table 1

Overall Academic Performances of BSBA Students

| Item | Mean | Interpretation |
|----------------------|-------|----------------|
| Academic Performance | 85.36 | Satisfactory |

As presented in Table 1, the academic performance rating of business administration students through their overall GWA of 85.36, interpreted as Satisfactory. OJT Performance of BSBA Students. The overall OJT performance and the rating for each of the evaluation criteria are presented in this section.

Table 2
On-the-Job Training Performance in Each Evaluation Criteria

| Evaluation Criteria | Weight | Mean | Interpretation |
|-----------------------------|--------|--------|----------------|
| Technical Competence | 25% | 94.467 | Very Good |
| Attitude | 25% | 94.707 | Very Good |
| Quality of Work | 20% | 94.453 | Very Good |
| Quantity of Finished Work | 10% | 94.053 | Very Good |
| Inter-Personal Relationship | 10% | 94.453 | Very Good |
| Attendance and Punctuality | 10% | 92.680 | Very Good |
| Overall | 100% | 94.302 | Very Good |

As shown in Table 2, the overall OJT performance rating is 94.302, interpreted as Very Good. The results revealed that the OJT performance with a mean of 94.302 is higher than the overall GWA mean of 85.36, as reflected in Table 1. The result indicated that the OJT accomplishment of the students had surpassed their own academic performance. This is an indication that the students have performed relatively well in their on-the-job training with the industry compared to their performance in school. The very good rating they received from their host establishments in the various evaluation criteria such as technical competence, attitude, quality of work, quantity of finished work, inter-personal relationship, and attendance and punctuality are reflective of the impression of the industry on the performance of the BSBA students in the course of their industry exposure.

In terms of OJT performance under each of the evaluation criteria, Table 2 reflected the following results: Technical Competence, 94.467 (Very Good); Attitude, 94.707 (Very Good); Quality of Work, 94.453 (Very Good); Quantity of Work (Very Good); Interpersonal Relationship, 94.453 (Very Good); and Punctuality and Attendance, 92.680 (Very Good).

In the aspect of Technical Competence, the result revealed a rating of 94.467, interpreted as Very Good, in Table 2. The On-the-Job Training Course Policy (2012) of STI West Negros University indicates that technical competence reflects the effective application of skill and technical knowledge of students in meeting the requirements or accomplishing goals of assigned tasks and projects.

This means that BSBA students have more than satisfactorily meet the standards of the host establishments in terms of accomplishing the works or jobs because they were able to make use of their learnings from their professional courses that they received from classroom instructions and academic pursuits to their assigned jobs or works. BSBA students may have been able to connect the learnings they have acquired from various major courses and use them to produce the outputs and requirements needed from the works assigned to them.

As to the aspect of attitude, the result obtained was 94.707, interpreted as Very Good, as presented in Table 2. The attitude of BSBA students, as indicated in the OJT Course Policy, refers to their willingness to learn, adherence to the policies, dependability, trustworthiness, resourcefulness, and ability to provide solutions to problems in the area of work.

The result indicated that the BSBA student showed a very satisfactory attitude as a manifestation of their good and positive attitude toward their work and to other persons in their assigned work environment. Display of attitude would mean the intern's sense of duty and dependability to do a good job. It is also an indication that the students cooperate willingly in accomplishing the assigned task, fit easily in a group setting, and recognizes authority and responsibility, which they might have learned through the concepts and principles related to work ethics, resourcefulness, and innovation in the workplace.

With regards to the aspect of Quality of Work, the result as reflected in Table 2, showed a rating of 94.453, interpreted as Very Good. The On-the-Job Training Course Policy provided that under the quality of work, students shall be evaluated based on work standards, accuracy and reliability of output, and on-time delivery requirements.

BSBA students performed well in the area of quality of work which includes submitting accurate and reliable outputs, delivering assigned tasks or works within the time required, and working in an organized and orderly manner. They functioned well in accepting work assignments and responsibilities. These are a manifestation that they might have been able to utilize their learnings in school in producing quality outputs and become productive in the workplace.

Table 2 revealed the rating of 94.053, interpreted as Very Good in the aspect of the quantity of finished work. The On-the-Job Training Course Policy has considered the amount of work accomplished per evaluation period for the quantity of finished work.

The result revealed that BSBA students have performed above the satisfactory level in terms of the amount of work or job required by the host establishment. The students were able to manage their time and program their work that they were able to meet the deadlines, training that they might have learned in their classroom activities.

As seen in Table 2, the performance rating of the students in the aspect of Inter-personal Relationship is 94.453, interpreted as Very Good. On-the-Job Training Course Policy provided that the inter-personal relationship of students will be based on their communication skills and attitude toward people.

In the area of Inter-personal Relationships, BSBA students have more than satisfactorily performed in establishing a good relationship with persons in the work environment, which includes the co-interns, staff, supervisors, and managers, and in some instances, the clients of host establishments. This is maybe an indicator that students while in school have developed oral and verbal communications and interpersonal skills that is effective in the workplace.

The aspect of Attendance and Punctuality, as reflected in Table 2, revealed a rating of 92.680 interpreted as Very Good. As indicated in the On-the-Job Training Course Policy, in the aspect of attendance and punctuality, BSBA students shall be evaluated based on the number of absences and tardiness per evaluation period.

The performance of the BSBA students in this aspect indicates that they adhere to the host establishments' policy specifically on being present most of the work time, comes to work on time, is never late, and make adjustments to the time schedule to be able to arrive at the workplace ahead of the required time. Students may have acquired the attitude of being punctual in reporting and consistent in their attendance to work during their school days.

Relational Analysis between Academic and OJT Performance of BSBA Students

Table 3

Relational Analysis between Academic and OJT Performances

| Indicators | Correlation Coefficient | <i>p</i> value | Interpretation |
|-----------------------------|-------------------------|----------------|-----------------|
| GWA | 1.000 | | |
| Technical Competence | .215 | .064 | Not Significant |
| Attitude | .288 | .012 | Significant |
| Quality of Work | .147 | .208 | Not Significant |
| Quantity of Finished Work | .166 | .154 | Not Significant |
| Inter-Personal Relationship | .272 | .018 | Significant |
| Attendance and Punctuality | .266 | .021 | Significant |
| Overall | .263 | .023 | Significant |

0.05 level of significance

Overall GWA and OJT Indicators of Technical Competence, Quality of Work and Quantity of Work Finished

Table 3 showed that no significant relationship was noted between the Overall GWA and OJT performance indicators Technical Competence, (*r*-value = .215, *p*-value = .064); Quality of Work (*r*-value = .147; *p*-value= .208) and Quantity of Work (*R*-value = .166, *p*-value = .154.).

The result indicated that GWA is not associated nor correlated with Technical Competence, Quality of Work, and Quantity of Work Finished. Stated in another way, the overall GWA is not a predictor in the indicators Technical Competence, Quality of Work and Quantity of Work Finished. Students may perform very well in the aspect/s of technical competence, quality of work, and quantity of finished work, regardless of their overall academic performance.

The findings of this study are corroborated in the study De Chavez, et al. (2016, p. 59), who revealed that there is no significant relationship between academic performance rating in general and professional courses of mechanical engineering students and their competencies in on-the-job training.

On the contrary, the study of Serrano, et al. (2017, p. 827) revealed a significant relationship in Business Administration students' academic performance and OJT performance indicators of quality of work. This may mean that academic inputs have equipped students with the knowledge of the job.

Overall GWA and OJT Indicators of Attitude, Interpersonal Relationship, and Attendance and Punctuality

On the other hand, Table 3 revealed significant relationship between GWA and OJT performance indicators namely Attitude (r-value = .266, p-value = .012); Inter-personal Relationships (r-value =.272, p-value =.018) and Attendance and Punctuality (r-value =.266, p-value =.021).

As seen in Table 3, GWA is associated or correlated with OJT performance indicators, namely Attitude, Interpersonal Relationship, and Attendance and Punctuality. This means that GWA is a predictor of OJT performance in the aspects of attitude, inter-personal relationship, and attendance, and punctuality. Students with high GWA manifest appropriate and acceptable behavior in the workplace, are responsible for their actions as employees, and adhere to companies' policies on punctuality and attendance.

This is consistent with the positive relationship test result in the study of Laguador (2013, p. 303) for BSME course, which signifies a direct association of their performance in academics and OJT. The majority of ME students who obtained high grades in professional courses have better performance in attitude towards work than those students with low grades.

The study of Serrano, et al (2017, p. 827) also denoted a significant relationship between the academic performance of business administration and OJT performance indicators in terms of interpersonal relationships. Their knowledge of the theories and concepts in human behavior helped them behave and interact with others well.

Overall GWA and OJT Performance

Lastly, as shown in Table 3, the result has revealed that when taken as a whole, GWA (r-value 1.000; p-value = 0.000 has indicated a strong correlation with OJT performance. (R-value = .263, p-value = .023). The result revealed that a significant relationship exists between the Overall GWA and Overall On-the-Job performance of BSBA students. This means that GWA is associated with the On-the-Job performance of the students. In other words, when the academic performance of students is high, the On-the-job performance will also be high.

This was in contrast with the result of the study of Laguador (2013, p. 303) when he articulated that the final ratings in General and Professional education courses of BSCoE and BSECE had nothing to do with their OJT performance, that students with higher grades can either obtain high or low OJT performance and those students with lower grades can possibly obtain the same.

Conclusion

Findings revealed that students performed way better on their OJT training than in their academics. This may mean that out there in the field, students adapt to industry standards regardless of their academics. The over-all academic performance is not associated with OJT indicators of technical competence, quality of work and

quantity of work finished. It may be construed that students regardless of their academic performance have strived to keep up with the demands and requirements of the work assigned to them. On the other hand, the over-all academic performance correlated with OJT indicators of attitude, inter-personal relationship, attendance and punctuality. The result may denote that students while still in school, have developed the right attitude towards work and in dealing with other people, enabling them to do well in these aspects in the workplace of the host training company. Over-all, the academic performance of the students correlated with OJT performance. The curriculum has seemingly succeeded in equipping students with knowledge and skills required by the industry. For future researches, studies on how the implementation of the OJT training program for the business administration program might be improved or how the ties between theories and practice in business administration program may be strengthened. It will also be an interesting study to know how much of mentoring of host training establishment has contributed to the OJT performance of the students.

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