

Evaluating the Internship Performance of Bachelor of Science in Business Administration major in Marketing Management Graduates: An Indicator of Employment Readiness

Menchie Mestre-Cuenca, PhD, LPT, Maricar Yasay-Azucena, MBA, LPT,

Zoey Katrin Mestre-Cuenca, CPA

Bacolod City College, Bacolod City, Philippines

¹mcuenca@bacolodcitycollege.edu.ph,

²my18azucena@gmail.com,

³zoeycuenca@gmail.com

Abstract

This study assessed the internship performance of 70 Bachelor of Science in Business Administration major in Marketing Management (BSBA Marketing Management) students from a local college. The primary objectives were to evaluate the students' competence in job knowledge, practical skills, work attitude, and self-esteem as indicators of employment readiness. Data were collected through surveys administered to the interns' immediate supervisors. Findings revealed that students exhibited high competency, with weighted means of 4.5 for job knowledge, 4.9 for practical skills, 4.6 for work attitude, and 4.1 for self-esteem. Notably, a significant positive correlation emerged between the program outcomes and the indicators outlined in CHED Memorandum Order (CMO) 17, Series of 2017, highlighting the alignment of the BSBA Marketing Management curriculum with national competency standards. Interns demonstrated abilities in business environment assessment, strategic decision-making, operational strategy development, new business ideation, management of strategic business units, and business research. These competencies affirm that graduates are well-prepared for employment in the marketing sector. The study recommends enhancing outcome-based activities, introducing cultural and professional exposure programs, conducting annual curriculum reviews with industry experts, and implementing a continuous quality improvement (CQI) framework for program monitoring and evaluation. Future research, such as tracer studies, is suggested to track graduate performance and further inform curriculum development. These initiatives aim to ensure that the BSBA Marketing Management program remains responsive to industry needs and effectively prepares students for professional success.

Keywords: Employment, internship, marketing management, on-the-job training, programs outcomes, job knowledge, practical skills, work attitude, self-esteem

Introduction

In this era - a crucial phase of the ongoing fourth Industrial Revolution where the convergence of advanced technologies increasingly obscured the boundaries between the physical, digital, and biological realms - the necessity to advance knowledge and skills for students extends beyond



traditional classroom settings. As technology advances, it significantly transforms workplaces and industry practices (Roslen & Alam., 2019).

Moreover, educational institutions are often evaluated based on the performance and employment rate of their graduates, making the provision of necessary knowledge and skills essential to ensure they are well-prepared for the industry. Consequently, the responsibility of the school extends beyond imparting the minimum academic requirement; it includes the holistic development of students. For that reason, it is necessary for the college to enhance not only the curriculum but also academic activities and policies related to student development. One of the most effective methods for instilling practical knowledge and skills in students before graduation is through On-The-Job training (OJT) or the Student Internship Program in the Philippines (SIPP) - a program required by the Commission on Higher Education (CHED) that offers students the opportunity to enhance their academic learning with practical experience, empirical knowledge, skills, and positive attitudes through accredited host training establishments (HTE). Hence, the collaboration with industry partners for the internship programs paves way to gear up students with the desired tools to be employment-ready when they enter the industry. On the other hand, business organizations recognize the importance of these concepts, thus they provide opportunities for students to receive hands-on training, acknowledging that such undertaking creates links between business organizations and the educational sectors.

With the ever-changing scenario of the educational sector, the need to evaluate students' readiness for employment in the real world is a must. As a result, variables to assess students' readiness were considered.

In the context of CHED, program outcomes are one of the factors used to assess the performance of the graduating students. A program outcome refers to the specific skills, knowledge, attitudes, and competencies students are expected to demonstrate upon completing an academic program. These outcomes ensure that graduates are adequately prepared for professional practice, or other post-graduation endeavors. Stipulated in the CHED CMO 17, series of 2017. To measure these outcomes, the performance indicators were stated in the CHED CMO 17 as well. The interns, who are also graduating students, will be evaluated to determine if they have achieved the program outcomes through performance indicators.

There is a limitation in the literature surrounding this aspect, this study bridges the literature gap. Hence, it can provide more evidence about the relationship between the program outcomes and performance indicators.

The primary objective of this study is to evaluate the readiness of Bacolod City College BSBA Marketing Management Interns for employment. It aims to (1) assess the level of performance of the student-interns of Bacolod City College in terms of the following performance indicators: a) Self-Esteem & Confidence, b) Practical Skills, c) Work Attitude, and

d) Job-Knowledge, and (2) assess the BSBA students performance in the workplace based on CHED program outcomes using performance indicators.



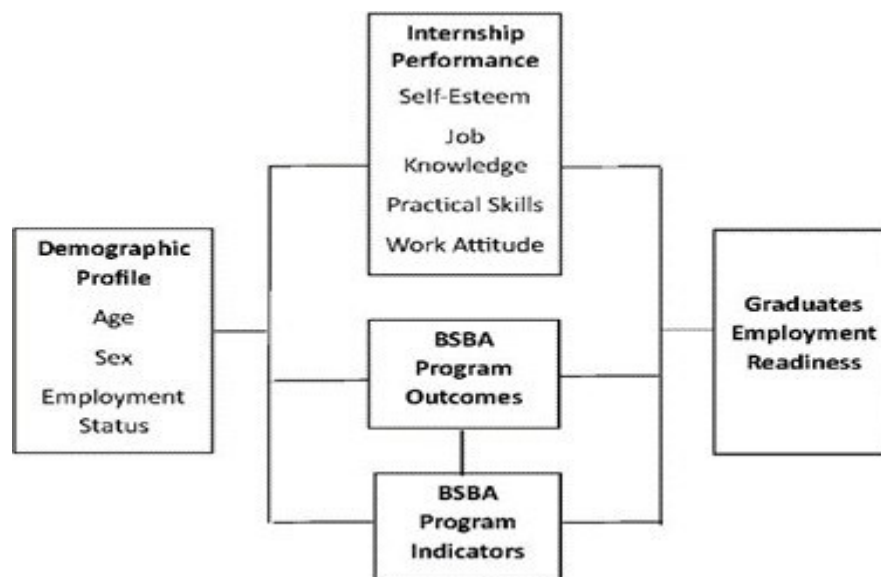
This evaluation will help Bacolod City College bridge the gap between the academe and the industry. It will help enhance the curriculum by designing well-structured training programs that are comprehensive, relevant, and timely to help equip the students with the necessary hard and soft skills to be employment ready after graduation.

Theoretical Framework

This study is anchored on Tomlinson's 2017 graduate capital model, which includes Human Capital, Social Capital, Cultural Capital, Psychological Capital, and Identity Capital. Tomlinson presents a comprehensive and highly integrated concept of graduate employability, connecting it to these five employability capitals. The human capital emphasizes the knowledge and skills acquired by the graduates. It is derived from formal higher education and training, which equip the students with the necessary competencies for their future employment. As pointed out by Tomlinson (2017) “additional formal education makes individuals more skilled and therefore more productive” (p. 341). On the other hand, the social capital stresses that establishing contact with employers is challenging but significantly influences employment prospects. Building relationships with employers offers graduates valuable insights into potential opportunities and deepens their cultural understanding of various professions, industries, and sectors. Hence, the cultural capital underlines that although graduates' formal technical knowledge of employer organizations may indicate expertise and better profile alignment, it often needs to be supplemented with relevant cultural knowledge. A limited understanding of local working systems can impede students' insights into implicit recruitment rules and employer expectations, interpretation of work-related artifacts and documents, desired behavioral traits and competencies, and the ability to work harmoniously with colleagues. On the other hand, identity capital was defined by Tomlinson (2017) as the “level of personal investment a graduate makes towards the development of their future career and employability” (p. 345). Lastly, in the psychological aspect, Tomlinson highlights that supporting students in cultivating resilience is crucial for enabling them to navigate pressures and disruptions during the early stages of their careers in the present context.



Figure 1
Conceptual Framework



The study on the IPO (Input-Process-Output) model developed by J. McGrath in 1964 was used to illustrate the conceptual framework of the researchers. In this model, the demographic profiles of graduates, including age, sex, and employment status, are considered the input of the study. The process involves assessing the student's performance in the company in terms of self-esteem, job knowledge, practical skills, and work attitude, alongside the performance indicators and outcomes specified in CHED CMO 17 S. 2017. The output of the study is the graduates' employment readiness.

Methodology

Research Design

This quantitative research study employed a descriptive research design. This design was utilized for this investigation as it aims to determine the performance quality of the graduating student-interns. It allows for a detailed and systematic description of the phenomena being studied. It is particularly suitable for research that seeks to identify and quantify the characteristics of a specific population or phenomenon without manipulating variables. By

employing this design, the study aimed to gather comprehensive data on performance quality through objective measurements and statistical analysis. A descriptive research design in this context provides a clear picture of how well subjects are performing based on predefined criteria. This approach helps to highlight areas of strength and identify aspects that may require improvement. Additionally, the use of quantitative methods ensures that the findings are based on empirical evidence, which enhances the reliability and validity of the results.

Research Participants

The study focuses on a group of students who are interns enrolled in the Bachelor of Science in Business Administration (BSBA) program, major in Marketing Management. These students are from the academic year (AY) 2023-2024, and there are seventy (70) student interns included in the study.

The researchers used a method called "total enumeration" to gather data. This means that instead of choosing a sample or a subset, the researchers collected data from every individual in the population being studied. This approach guarantees that the data represents the entire group without any sampling bias, as every member of the population is included.

Research Instrument

The researchers developed a custom survey questionnaire specifically for this study to evaluate the performance of student interns during their internship training. They employed two statistical methods to analyze the collected data: mean and frequency.

Mean: This is the average score of the responses, calculated by summing all individual scores and dividing by the number of responses.

Frequency: This indicates how often each specific response or score appeared in the data. To interpret the results, the researchers used a scale that categorized performance scores into different levels of satisfaction:

- Excellent (4.50 to 5.00): Indicates an outstanding level of performance.
- Very Satisfactory (3.50 to 4.49): Indicates a very good level of performance.
- Satisfactory (2.50 to 3.49): Indicates an acceptable level of performance.
- Fair (1.50 to 2.49): Indicates a below-average level of performance.
- Not Satisfactory (0.50 to 1.49): Indicates a poor level of performance.

By using the self-produced survey questionnaire, the researchers were able to gather specific data on the interns' performance. The use of mean and frequency allowed them to quantify the performance levels, and the interpretation scale provided a clear framework for categorizing the results, simplifying and clearly presenting the findings.



The instrument in this study has undergone validity and reliability testing prior to gathering data and was found to have a validity average of 4.70 interpreted as excellent. This was established using interval consistency thru cronbach alpha ($\alpha = 0.98$) wherein the coefficient is integrated as excellent.

Table 1.
Frequentist Scale Reliability Statistics

| Estimate | Cronbach's α |
|----------------|---------------------|
| Point estimate | 0.984 |

A reliability test using Cronbach Alpha was utilized. The reliability analysis showed that the instrument is highly reliable with an Alpha of .984.

(N of Cases = 70, N of Items = 40)

Data Gathering Procedure

The researchers drafted a formal letter outlining the study's purpose and objectives, which was approved by the College Administrator before being sent to the institution's partners. After approval, survey questionnaires were distributed to selected partners relevant to the students. The survey, targeting 70 graduating BSBA Marketing Management students, assessed their readiness for employment. After completion, the researchers collected the 70 survey questionnaires and compiled the data for analysis to draw conclusions about the students' preparedness for the workforce.

Data Analysis

The analysis employed mean and frequency to interpret the data. Mean values were calculated to determine the average performance metrics, providing insight into the overall trends and central tendencies. Frequency counts were used to assess how often specific outcomes or responses occurred, helping to identify common patterns and distributions within the dataset. Together, these methods offered a comprehensive understanding of the data, highlighting both typical results and the prevalence of various performance indicators.

Since the data utilized is assumed as categorical variables, the spearman rank correlation tool was used for the inferential statistics of the study.



The data set has undergone normality testing and was found to be not normally distributed for BSBA ($W = 0.70$, $p < 0.001$) as well as BSOA ($W = 0.83$, $p < 0.001$). Hence, the appropriate statistical technique to be applied for the correlation in this study is the spearman rank tool.

Ethical Considerations

Ethical Guidelines Followed in the Research Study

The researchers adhered to ethical standards, followed approved research protocols, and took responsibility for the ethical conduct of the study.

- Participants were fully informed and voluntarily consented, with the option to withdraw at any time.
- Data was kept confidential and anonymous, with access limited to authorized personnel.
- Measures were taken to prevent any harm to participants.
- The study was fair, with no group unfairly burdened or excluded.
- Participants' autonomy and dignity were respected.
- The study was conducted transparently, with accurate reporting.
- Researchers followed ethical standards and took responsibility for the study.

Results and Discussion

This portion of the study shows the researchers' analysis and interpretation of the data collected from the survey evaluation.

Table 2. Student Interns' Demographic Profile

| Graduates Profile | Frequency | Percentage |
|--------------------------|-----------|------------|
| Age | | |
| 21-25 years old | 64 | 84% |
| 26-30 years old | 6 | 9% |
| 31-35 years old | 0 | 0% |
| 36 -40 years old | 0 | 0% |
| Sex | | |
| Male | 10 | 14% |
| Female | 60 | 86% |
| Employment Status | | |
| Currently Employed | 11 | 16% |
| Not employed | 59 | 84% |



N=70

Table 2 presents a detailed demographic profile of BSBA Marketing Management student interns. In this study, the researchers assessed a total of 70 student-graduates to gather comprehensive data on their backgrounds.

When examining the age distribution, it was found out that a significant majority, 84%, fall within the 21-25 age range. This suggests that most of the graduates are relatively young and are in the initial phase of their professional careers.

Gender distribution reveals a notable trend: 86% of the student interns are females, indicating a strong female presence within the BSBA Marketing Management program and reflecting broader trends in higher education where women increasingly dominate certain academic fields.

Meanwhile, employment status among the graduates shows that only 16% are currently employed across various industries. This statistic highlights that students' inclination to work before they graduate is of the minority of the population, as the majority of graduates have yet to secure employment. This information is essential for understanding the students' situations and can develop future program enhancements aimed at helping students and improving employability outcomes.

Overall, this demographic profile provides valuable insights into the characteristics of the student interns, which can be used to tailor academic and career support services more effectively.

Table 3. Internship Performance

| Performance | M | Interpretation |
|------------------|-------------|------------------|
| Practical Skills | 4.9 | Excellent |
| Work Attitude | 4.6 | Excellent |
| Job Knowledge | 4.5 | Excellent |
| Self-Esteem | 4.1 | Satisfactory |
| Overall | 4.53 | Excellent |

Table 3 shows the internship performance of BSBA interns measured in four variables.

Internship Performance in terms of Practical Skills

In the table 3, practical skills achieved a score of 4.9 - the highest mean score, with a verbal interpretation of "excellent."



Tomlinson (2017) asserted that "human capital refers to the knowledge and skills which graduates acquire, forming the foundation of their labor market outcomes." (p.341). This emphasizes the critical role that practical skills play in graduates' employability as they are a significant factor in securing desired jobs. Furthermore, this form of human capital closely aligns with skills-based approaches, emphasizing the connections graduates make between their formal studies and the future development of their employable skills. The practical application of knowledge and skills acquired during their studies is essential for enhancing their employability and ensuring success in the labor market.

Interns exhibited dominant traits by diligently carrying out their tasks to meet the organization's criteria and standards. Employers also observed that interns utilized a variety of fundamental abilities to perform their work tasks effectively. Additionally, the interns consistently maintained and improved the quality of their work in all areas of job fulfillment.

In essence, understanding the importance of practical skills and their application in the labor market will enhance OJT activities and further strengthen students' competencies. The approach demonstrates that students have the essential skills to succeed in the professional environment.

Internship Performance in terms of Work Attitude

The same table shows that the work attitude of BSBA interns yielded the second-highest mean of 4.6, also interpreted as excellent.

Tomlinson (2017) expressed that social capital concerning graduate employability refers to the social relationships and networks that allow graduates to utilize their existing skills and knowledge, helping them enter the job market and access its opportunities.

Accordingly, work attitude such as an individual's mindset, feelings, and approach toward their job and workplace is crucial in employment; a positive work attitude can significantly influence job performance, job satisfaction, and the overall work environment. As such, being aware of work values during training will serve as a guide for developing a pleasant attitude, resulting in positive outcomes at work. At the same time, assisting them in realizing the sense of responsibility and urgency during the said training would lead to further accomplishments in leadership roles. On the other hand, cultivating students' enthusiasm for their jobs improves the atmosphere, leading to a positive and productive work environment. In turn, work relations take on a positive note as well - which leads to smoother networking amidst the workplace.

This implies that the interns demonstrate a proactive attitude toward learning and socializing, displaying eagerness and initiative in seeking opportunities. They cultivate, and maintain positive relationships with colleagues, nurturing a supportive and collaborative work environment. Interns are also inclined to adhere to company policies and procedures, comply with rules and regulations, and respect organizational standards at all times.

Hence, the internship and their work experience present students the opportunity to gain insights



into workplace dynamics and engage with employers, helping them become more adept at adhering to company policies, complying with rules and regulations, and respecting organizational standards. This preparedness and positive work attitude can lead to successful job performance and long-term career development.

Internship Performance in terms of Job Knowledge

Job-related knowledge scored 4.5, which is the threshold for the 'excellent' interpretation.

According to Tomlinson (2017), cultural capital can be seen as gaining culturally valued knowledge, attitudes, and behaviors that match the expectations of the workplaces graduates aim to join. This concept, developed by Bourdieu (1984, 1986), explains how valuable cultural knowledge is transferred between a person's social and cultural environment and the educational context where it is recognized and validated (p. 343).

In this context, job-related knowledge is the specific information, skills, and understanding that an individual needs to effectively perform the tasks and responsibilities associated with a particular job.

Employers agreed that interns are capable of interpreting and following instructions to execute their duties and responsibilities. They approach supervision prepared and utilize time efficiently. Additionally, they work meticulously with attention to detail. This implies that the interns properly understand job procedures and daily work operations at their respective workplaces, making them productive and efficient. They highly understand that paying attention to details is crucial for producing high-quality work and avoiding mistakes.

Hence, the developing work experience through internships provides rich knowledge and employment opportunities for BCC students. This activity helps them understand the cultural practices and orientations of targeted employment sectors, enhancing their job performance and employability.

Internship Performance in terms of Self-Esteem

The study found that "Self-esteem" ranked last, having a mean score of 4.1 - interpreted as "Satisfactory."

Tomlinson (2017) underscores that psychological capital is a potentially valuable asset rooted in psycho-social resources that empower graduates to adapt and proactively address inevitable career challenges. Thus, cultivating high self-esteem among students can prepare them to effectively handle workplace challenges.

Despite this average rating, employers generally perceive interns as versatile, flexible, and capable of managing diverse tasks and situations. They consistently demonstrated satisfactory performance with minimal supervision, showcased strong teamwork skills across diverse groups, and actively participated in collaborative efforts to achieve objectives. This



indicates that students can successfully navigate challenges and adapt to various scenarios, contributing positively to team dynamics.

Program Learning Outcomes

As students progress through their higher education journey, the paths they choose and the decisions they make shape the individuals they ultimately become upon graduation. According to Tomlinson (2017) in his discussion on Identity Capital, it is defined as the level of personal commitment a graduate puts into developing their future career and employability. This encompasses their ability to utilize their experiences and effectively communicate a personal narrative that aligns with the industries they wish to enter. The skills and competencies demonstrated by students across the program outcomes can be viewed as elements of their identity capital. Therefore, the program outcomes, as defined by CHED and evaluated through its program indicators, as illustrated in the data below, validate the program's effectiveness in accordance with CHED's requirements.

The program learning outcomes of BSBA graduating students/interns will be assessed using the performance indicators. Spearman Rank Correlation was utilized to evaluate the relationship between two variables.

Table 4.

Spearman Correlation among Program Outcomes and Indicators

| Paired Variables | Coefficient | p-value | effect size |
|------------------|-------------|---------|-------------|
| PO1-PI1 | 0.833 | <.001 | 1.197 |
| PO2-PI2 | 0.892 | <.001 | 1.43 |
| PO3-PI3 | 0.910 | <.001 | 1.526 |
| PO4-PI4 | 0.922 | <.001 | 1.603 |

Legend: PO- program outcomes

PI- program indicators

Program Outcome 1: Analyze the business environment for strategic direction

Indicator: Prepare market needs analysis

Table 4 demonstrates a significant positive relationship between program outcome #1 and program

indicator #1, $r(61) = 0.833$, $p < .001$. This suggests that students are highly capable of analyzing external and internal factors affecting an organization through the preparation of a market needs analysis (e.g., demands, preferences, opportunities, and gaps within a market).

The strong correlation indicates that when students conduct a market needs analysis, they can effectively evaluate the strengths, weaknesses, and opportunities of the company. This enables them to develop strategies to improve product/service offerings and meet market needs effectively. As stated by Bouchrika (2024), students who undergo an on-the-job (OJT) training program acquire the practical skills and techniques required for their industry or position. Through this OJT students not only learn self-assessment but also develop their capabilities to be employable.

Program Outcome 2: Prepare operational plans

Indicator: Prepare product/service specifications plan

The same table shows a significant positive relationship between program outcome #2 and performance indicator #2, $r(61) = 0.892$, $p < .001$. This indicates that students were able to prepare operational plans, including activities, resources, and tasks needed for daily operations to achieve company objectives. This ability is reflected in their preparation of product/service specification plans, such as product attributes, customer support details, warranty terms, service level agreements, supply chain requirements, and human resource needs. As such, interns being assigned to various departments like production, sales, human resources, services, and accounting, are exposed to diverse tasks. Specifically, students will gain soft skills such as written and oral communication skills, problem-solving, computer skills, teamwork, and interpersonal skills, while hard skills are used as a basis for curriculum development, future job profiling, and identifying technical functions that the industry needs most (Patacsil & Tablatin, 2017).

In essence, the high correlation suggests that students who prepare specification plans have a strong understanding of business operations.

Program Outcome 3: Innovate business ideas based on emerging industries

Indicator: Formulate compensation and incentive policies, and supplier support policies

Table 4 also shows a significant positive relationship between program outcome #3 and performance indicator #3, $r(61) = 0.910$, $p < .001$. This indicates that students can generate highly innovative business ideas and relate them to the formulation of compensation and incentive policies, as well as supplier support policies. Students assigned to the human resources department assisted in planning activities to motivate employees to create new ideas. In turn, the positive impact of empowering students by involving them in real-world tasks or decision-making processes within a company setting improves their self-esteem. According to Fernandez, et. al. (2018), self-esteem is the



level of self-worth - the positive or negative evaluations of our feelings toward ourselves. A person with high self-esteem is one who possesses confidence that they can do things successfully because they believe in themselves, are capable of facing situations positively and confidently, are not easily frustrated, accept responsibilities, and can handle difficult situations - making it easier to cope with challenges in life. Simply put, self-esteem relates to an individual's self-assessed capability to achieve career objectives and endure challenging circumstances in terms of their career adaptability, problem coping mechanism, self-efficacy, and resilience.

Program Outcome 4: Manage a strategic business unit for economic sustainability

Indicator: Prepare environmental impact and mitigation plan

Lastly, the table above also shows a significant positive relationship between program outcome #4 and performance indicator #4, $r(61) = 0.922$, $p = <.001$. It signifies that the students were able to manage a strategic business unit for economic sustainability by preparing an environmental impact and mitigation plan. This high correlation suggests that students are ready to create programs that align environmental stewardship with economic goals by designing a plan that outlines the company's economic goals, assessment plans, implementation strategies, and monitoring tools.

It can be concluded that these students are ready to create and accomplish the task not just because of the learnings they had in school but also due to them participating in on-the-job training programs to gain the practical skills and techniques needed for their specific industry or role as stated by Bouchrika (2024).

The findings of this study agree that formal education leads to increased skills and productivity (Tomlinson, 2017). This is because as program outcomes are met, program indicators gain increasing value (CHED CMO 17, Series of 2017).

Furthermore, the data shows a strong positive correlation between program outcomes and performance indicators, indicating that students have developed critical business management skills. These skills are key elements of their identity capital, which, as Tomlinson (2017) argues, empowers individuals to control their careers. The program's emphasis on real-world application not only enhances students' technical abilities but also strengthens their identity, preparing them to confidently navigate the business environment.



Conclusions

Based on the data gathered, the researchers conclude that:

1. The development of practical skills, a positive work attitude, and strong job knowledge are universally vital for enhancing graduates' employability. Across diverse educational and cultural contexts, students who excel in these areas are better equipped to meet the demands of the modern workforce.
2. Experiential opportunities such as internships and on-the-job training allow students to bridge the gap between theory and practice, fostering both technical proficiency and critical soft skills.
3. The significant correlations between program outcomes and performance indicators demonstrate that when academic programs are regularly updated to reflect current industry standards and labor market trends, students are better prepared for the complexities of modern professional roles.
4. The strong correlation between educational program outcomes and industry performance indicators highlights the global necessity for academic institutions to continuously align curricula with evolving labor market needs.

Contributions of Authors

Authors' contributions to each section of this work as follows:

- M. Cuenca : Conception, design, review of related literature, data analysis and interpretation, theoretical and conceptual framework, conclusion and recommendations, abstract, introduction, ethical consideration, limitations, revision of the manuscript
- M Azucena : Introduction, methodology, data gathering, result narrative, validity and reliability, review of related literature, organization of technical formats
- Z Cuenca : Data analysis and interpretation, methodology, grammar check, review of related literature, revision of the manuscript

They have thoroughly reviewed the content and have given their approval to the final manuscript.

Funding

This research was conducted without the support of any specific grant from public, commercial, or not-for-profit funding agencies.

Conflict of Interests



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

The authors declare that there are no financial, personal, or professional relationships or affiliations that could potentially influence or bias the research findings or interpretations presented in this manuscript.

Acknowledgment

The researchers wish to express their profound gratitude to friends and colleagues for their steadfast encouragement and support throughout this endeavor. Special thanks to Mr. Adnan Balisi for sharing his expertise with the researchers and helping the researchers with the statistical treatment and analysis.

Limitation

Certain limitations are also recognized in this study. The research primarily focuses on the graduates of the BSBA Marketing Management program, and the evaluating factors that researchers deemed essential for graduates of Bacolod City College (BCC) to possess. The performance outcomes and indicators are derived from the Commission on Higher Education (CHED) memorandum 17, S2017, which inherently limits the scope by excluding other potential considerations.

Notwithstanding these constraints, the study offers valuable insights and lays the groundwork for improving the BSBA Marketing Management program. The findings will impact curriculum improvements, ensuring that they align closely with industry needs and better prepare students for employment. This focus on continuous improvement aims to produce graduates who are not only knowledgeable but also highly employable, meeting the demands of the industry.

Recommendations

Bacolod City College is committed to exceeding mere compliance with academic standards. By systematically monitoring and evaluating student performance, the institution aims to identify areas needing improvement and implement strategies to strengthen its program. This proactive approach ensures that the college not only meets regulatory requirements but also cultivates an environment of continuous improvement.

Through detailed assessment and feedback mechanisms, Bacolod City College can amend its curriculum, teaching methods, and support services to better serve its students. This ongoing process is expected to lead to higher levels of student achievement, more relevant and effective educational programs, and ultimately, graduates who are better prepared to meet the demands of the professional world.

With the results of this study as the basis, the following are the recommendations that have been



formulated to enhance the BSBA Marketing Management program aiming to produce more employable graduates:

1. **Formulation of Outcome-Based Activities for the program:** To further develop students' practical skills and job knowledge, it is recommended that the college designs and implements outcome-based activities. These activities should be specifically tailored to reflect real-world business scenarios and challenges. By engaging in tasks that mirror actual job responsibilities, students can gain hands-on experience and a deeper understanding of the theoretical concepts taught in their courses.
2. **Development of Cultural and Professional Exposure Program:** To enhance students' self-esteem and work attitude, it is crucial to create a program that provides opportunities for exposure and interaction with diverse cultures and environments. This could involve organizing exchange programs, internships, study tours, and collaborative projects with institutions or organizations in different regions or countries. Such experiences will broaden students' perspectives, improve their cultural competency, and help them develop confidence in navigating diverse work settings. Moreover, increased interaction with various cultures can also encourage adaptability, open-mindedness, and a more inclusive attitude, all of which are valuable traits in the global business scenario.

The College can also implement simple strategies to support the development of students' self-esteem ensuring that interns are well-prepared to meet industry demands. These strategies include:

- Providing students with effective and efficient mentors who offer guidance and support to boost their self-esteem and resilience;
- Emphasizing the acquisition of both hard and soft skills during internships enhances students' self-efficacy and career adaptability. Training programs that focus on problem-solving, communication, and emotional intelligence are beneficial; and
- Recognizing and celebrating students' achievements as it can significantly boost their self-esteem. Constructive feedback and encouragement help interns build confidence in their abilities.

3. **Annual Curriculum Review with Industry Expert.** Conducting an annual curriculum review with industry experts is a crucial step in ensuring that the BSBA Marketing Management program remains relevant and aligned with current industry demands. This initiative involves establishing a committee of faculty members, industry experts, alumni, and other stakeholders, wherein this diverse group will provide comprehensive feedback and recommendations. It is feasible through organizing workshops, panel discussions, and review sessions where the committee can evaluate the current curriculum and suggest enhancements, focusing on specific areas such as emerging technologies, market trends, and new business models. The recommendations received will then serve as a basis for



the update of the curriculum to include new courses, modify existing ones, and integrate practical components that reflect industry practices.

4. Implementation of BCC CQI framework in program monitoring and evaluation. Effective monitoring and evaluation are essential components of good program management. It ensures that initiatives remain aligned with intended outcomes and standards. With this, the BSBA Marketing Management program at Bacolod City College will remain responsive, competitive, and aligned with educational standards and industry demands.

5. The full implementation of program outcomes and indicators established by the Commission on Higher Education (CHED) provides a significant advantage to BCC interns. To ensure consistent application of these outcomes during the internship experience, a collaborative effort between the OJT Coordinator and the company supervisor is crucial. This collaboration should focus on implementing appropriate assignments and tasking aligned with CHED's requirements. Specifically, a structured rotation of duties and responsibilities should be implemented to guarantee comprehensive coverage of the program outputs mandated by CHED. This approach will maximize the learning experience for interns and ensure they achieve the necessary competencies.

6. Future studies. To enhance the insights gained from the current study, it is recommended to pursue future research initiatives like tracer studies. Tracer studies play a crucial role in collecting data that provides comprehensive insights into the long-term outcomes and impacts of educational programs on graduates' careers and professional growth. By tracking alumni's career trajectories, achievements, and experiences over time, tracer studies offer valuable information on graduates' readiness for their chosen fields, the effectiveness of educational strategies, and how well academic programs align with industry expectations. This approach not only validates the initial study findings but also guides strategic decisions for continuous program enhancement and policy development in higher education. Integrating tracer studies into future research endeavors will improve the efficacy of educational approaches in preparing students for successful careers.



References

- Anthony, A. (2020). Knowledge, Skills and Attitude of the OJT Performance of THM Students. www.academia.edu.
https://www.academia.edu/44485264/Knowledge_Skills_and_Attitude_of_the_OJT_Performance_of_THM_Students
- Bouchrika, I. (2024, May 22). On the Job Training in 2024: OJT Meaning, Advantages & Types. research.com. Retrieved June 22, 2024, from <https://research.com/careers/on-the-job-training>
- CHED CMO No. 17, Series of 2017/<https://ched.gov.ph/>
- Fernando, K. M., Pelominos, R., Perez, D., Rabor, M. A., & Tubo, M. J. (2018, May). The Relationship Between the Level of Self-esteem and Adversity Quotient® of BEEd IIID Students of Bulacan State University-Bustos Campus A.Y 2017-2018. Peaklearning. Retrieved June 22, 2024, from <https://www.peaklearning.com/>
- Patacsil, F., & Tablatin, C. L. S. (2017). Exploring the importance of soft and hard skills as perceived by IT internship students and industry: A gap analysis. Patacsil | Journal of Technology and Science Education. <https://www.jotse.org/index.php/jotse/article/view/271/279>
- Rosli, M. H., Selangor, U., & Alam, S. (2019). Addressing the Expectation Gap in Internship Program : Addressing the Expectation Gap in Internship Program : Perspectives of Accounting. August 2017.
- Tomlinson, M. (2017) "Forms of graduate capital and their relationship to graduate employability", Education + Training, Vol. 59 Issue: 4, pp.338-352, <https://doi.org/10.1108/ET-05-2016-0090>

