

CBEA INTERNSHIP: AN AFTERMATH (AN EXPERIENTIAL STUDY OF THE CBEA PRACTICUM PROGRAM)

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Abstract

The study aimed to discover the impact of internship experience among the College of Business, Entrepreneurship, and Accountancy (CBEA) graduating students from 2016-2018. The research was focused on the perceived impact of the students' internship experience based on their actual participation and the overall internship experience outcomes on the university's curriculum development. The researcher utilized the purposive sampling technique to acquire the necessary data. The findings of the study disclosed that perceptions of 2017 and 2018 interns of CBEA Internship Program had significant differences on four out of five aspects: personal, social, academic, and employment impacts. On the other hand, differences of perceptions on civic impact were found but the results were not statistically significant. It was deduced that On-the-Job Training (OJT) provides significant contribution to the overall effectiveness of the higher education curriculum since student-interns were able to gain actual working experience crucial for their future career. Thus, college institutions must build the right foundation for OJT to ensure consistent results. Likewise, CBEA OJT Program could be used to analyze work components apt for student trainees.

Keywords: Internship Experience, Personal, Social, Academic, Employment and Civic Impacts.

Introduction

The job landscape for young people entering the world of work is undergoing radical transformation nowadays. In today's fast-changing global context, the significant impact of investing in youth employment cannot just simply be underrated since many economic policies, training and retraining in relevant skills and the promotion of youth entrepreneurship and their rights at work are indeed very crucial in the current social milieu.

According to Tan & French-Arnold (2012), a borderless integration of competitive graduates from the regional to global contexts is now gradually being realized since the Association of Southeast Asian Nation (ASEAN) Economic Community has been established since 2015. This has progressively eased the unemployment situations in Indonesia, Malaysia and the Philippines and later has expanded across nations even though the risks are quite high. Therefore, the study asserts that a more intensive and rigorous effort in producing well-trained graduates of the future should be ensured.

Notably, learning occurs through different approaches and forms and that the most basic avenues of formal education takes place in academic institutions since they are repositories of knowledge acquisition and skills enhancement needed for future employment (Laguador, 2013). Time and again, the higher education institutions are considered a valuable and crucial ground for preparing a competent workforce. The role of HEIs as a learning portal is central to securing its shares

in the global economic system and the labor market; therefore, universities share their responsibility to facilitate the growth of indispensable human resources that supports development of the nation through the design of curricular programs that foster globally-accepted industries. According to Tan & French-Arnold (2012), universities contribute mainly to global economic trend in the production of human capital, generation and application of a wide range of knowledge and innovation of new technology and information; hence a transition to this rapidly growing system requires sustained human development and continued training.

According to NEA (2010) as cited in Dimaano, Magnaye, & Heralde III (2017), global competency is considered the students' ability to acquire knowledge and comprehension of international issues, as having the sense of appreciation and ability to learn and work with people from diverse cultural and linguistic backgrounds and having the skills useful for one's productive role in an independent global community. This was an expanded definition derived from Hunter (2004) which adequately characterized global competency as "having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment." Besides, the term global competency constitutes a set of credentials namely knowledge, skills, and attitudes that are supposedly acquired by students from their formal learning experiences (Dimaano, Magnaye, & Heralde III,

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2017).

Taken together, the current study concurs what Batool, Ellahi, & Masood (2012) asserted that tertiary education curriculum connects the gap between theory and practice through On-the-job training (OJT). This is a form of internship program where classroom learnings and real-life field setting provides students with the sort of practical learning experience as part of the academic program in general. Hence, such curriculum program allows the internship students to apply their classroom learning in the work environment necessary for developing their skills, work ethics and attitudes as effective future leaders and professionals in their chosen fields of discipline.

Many researchers have examined a variety of outcomes that students may encounter as they engage or participate in an internship or practicum program. It is important to note; however, that student outcomes may include not only employment opportunities or wages in the future, but also non-economic factors such as job satisfaction, academic learning achievements, and career crystallization among others. According to an article from Student Internships: The FUEL Method for Success (2014), there are actually a lot of interesting and exciting stories about internships that have led to students landing on their dream job or yet opening more job opportunities; likewise, students are also presented with vital social connections and networking prospects that may help them achieve useful skills in their specific fields or industry.

In view of the foregoing complicated landscapes between youth employment rate shortage, the current global competency demands and mismatched pre-employment skills among university students in the Philippines, the present study attempted to explore the perceived impact of internship experience among the College of Business, Entrepreneurship and Accountancy (CBEA) graduating students from 2016-2018. The study sought to address the characteristic of internship designs that face the student-interns enrolled in the programs of La Consolacion University Philippines in the province of Bulacan. Therefore, the major thrusts of this paper revolved around the following objectives: 1) to identify the student's perceived impact of their internship experience based on their actual participation; and 2) to determine the significance of the students' overall internship experience outcomes on the university's curriculum development.

Statement of The Problem

1. How do 2017 and 2018 student-interns across different Business and Accountancy programs perceive the impact of their internship participation in terms of:
 - a. Personal Growth
 - b. Interpersonal (Social) Relations
 - c. Academic Learning (Achievement)
 - d. Job-specific impact
 - e. Civic impact
2. Are there significant differences in the perceptions of students across different Business and Accountancy programs?
3. What implications do the results have on the College of Business, Entrepreneurship and Accountancy curricula and course offerings?

Theoretical/Conceptual Framework

The current research was anchored on the theoretical premise of Experiential Learning Philosophy and Methodology espoused by Dewey (1938 as cited in Johnson, 2013) which emphasized that “educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values” (Association of Experiential Education, n.d.); Johnson, 2013). Experiential learning is defined as “the integration of classroom and out-of-classroom experience with learning supported by application and reflection” (Dewey, 1938 as cited in Johnson, 2013). In view of the same tenets, internships are considered experiential learning activities that involve three key actors i.e. students, college internship programs, and employers whereby the students “participate as learners and the employers and college internship programs participate as facilitators”. In the principles of experiential learning, there exists the interconnectedness of all the three players in order for the experience to be considered valuable.

Experiential learning today is an umbrella term that covers internships, cooperative education, apprenticeships, service learning, and field experiences (Carver, 1996; Itin, 1999; Kolb, 1984; Linn, 1999; Sweitzer & King, 2004; Johnson, 2013). Apparently, it is observed that not all experiential learning-based experiences are valuable to students since Dewey (1938 as cited in Johnson, 2013) stressed that the value of an experience depends upon the “quality of the experience, the learner's engagement, and the connection to future experiences” (Johnson, 2013).

Hence, this study underscores the following framework that illustrates all three participants to determine precisely the value of internships (Dewey, 1938; NSEE, 1998; Narayanan, Olk, & Fukami, 2010). True (2013) assumes that the type of learning fostered by internships is experiential in

nature and the partnership of college internship program and the employer falls within the experiential education triangle.

Apparently, the current study also adapts the Internship Model of Narayanan, Olk, & Fukami (2010) that illustrates the application of “knowledge transfer” as a framework to further evaluate the internship experience and to connect the process of knowledge transfer to the constructs of the three key players as cited above. With respect to the college internship program, Narayanan, Olk, & Fukami (2010) illustrated the assumed elements in the model such as looking at the preparedness of the college for internship, its interaction with the students and employers as well as the college’s enhanced capabilities in facilitating the development of student interns. In keeping with the principles of experimental learning, the researcher upholds the constructs shown in the

model with high regard to all three key actors (participants) as both learners and facilitators whereby the quality of the internship program is influenced by the students’ engagement and connections to future experiences.

Taken together, the study corroborates the value of internship experience with respect to the crucial elements mentioned. Hence, this study upholds the relationship existing between the students, the classroom and the workplace, and that offering internship opportunities is not simply enough but instead it is the quality of experience that impact student learning and later influence their holistic experience (Dewey, 1938; Kolb, 1984 as cited in Johnson, 2013).

Figure 1 presents the conceptual paradigm of the present study:

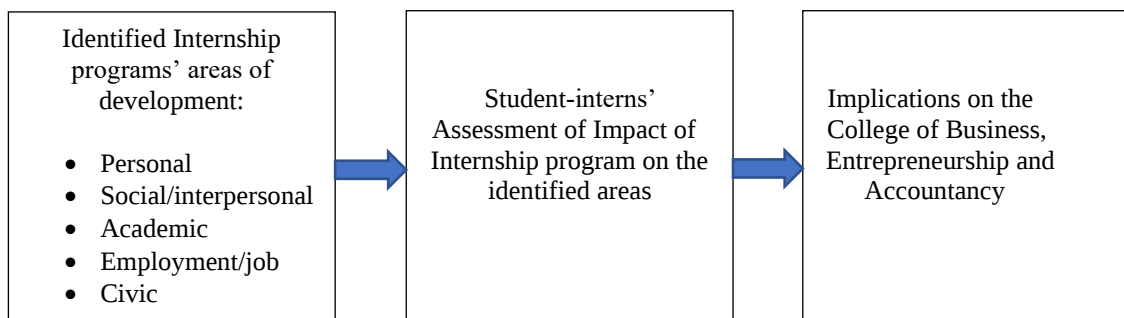


Figure 1: Conceptual Model of The Study

Methodology of The Study

The study adapted the Student Service-Learning Survey originally created by Barbara Baird of Brevard Community College (Baird, 1998) at the Center for Service Learning in Cocoa Beach, Florida, USA. The said survey questionnaire was used by Daniel Jackel in his 2011 research titled Evaluating the Effectiveness of an Internship Program distributed among student interns of Criminology course and Co-op students in Sociology course offered in the Department of Sociology at Western Kentucky University.

For this study, the researcher modified the survey questions to suit the context of this investigation highlighting the impact of internship experience on Business and Accountancy students. These were comprised of characteristics of internship design that serve as mediating influences crucial in the students’ internship experience. These were categorized into five areas namely Personal,

Interpersonal (Social), Academic, Job-specific, and Civic impact which measured the perception of students who completed an internship with regards to their work-based learning experience. For this research, five variables were measured through a list of indicators where each of these characteristic variables contained around six to eight statement of skills or characteristics that each intern has experienced. The idea was to measure the degree that corresponds to their internship experience and how each indicator has increased their abilities, attitudes and awareness acquired from their participation in the program. Using a four-point Likert scale, the informants have to indicate the degree to which participation in their internship experience increased or strengthened their abilities, attitudes, and awareness or understanding in each of the areas identified. The range of points were coded from 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree having different indices that included correlated statements.

Scale	Range	Description	Verbal interpretation
4	3.51-4.00	Strongly Agree	Significant Impact (SI)
3	2.51-3.50	Agree	Major Impact (MaI)
2	1.51-2.50	Disagree	Minimal Impact (MiI)
1	1.00-1.50	Strongly Disagree	Insignificant Impact (InI)

One-Way ANOVA was used to identify significant differences in perceptions of student-interns during the summers of 2017 and 2018. It is the most suitable data treatment utilized since it allows comparisons between three or more groups of data. (Mackenzie, 2018).

Research Locale

The Business and Accountancy Internship Program of La Consolacion University Philippines stipulates a kind of learning system that adopts a learning-while-working scheme. Students are provided with opportunities for skills and knowledge enhancement that will make them responsive to the dynamically changing work environment. The College of Business, Entrepreneurship and Accountancy envisions itself to be the center of excellence that is committed to the delivery of relevant and effective accountancy and business education programs. This is geared towards producing professionally competent graduates who are aware of their rights, duties and responsibilities as stewards of the society.

The joint efforts of LCUP and the host industries make it possible for interns to comply with industry standards to exercise their expertise as future practitioners in the business whether they become executives, employees or entrepreneurs themselves. Basically, the CBEA internship program of LCUP is designed to allow students gain exposure beyond the boundaries of the typical classroom; providing access to focused learning approaches for personal growth and development; creating a network of linkages with local and foreign establishments for job placements.

Concerning the curriculum, LCUP sees to it that a well-organized internship program procedure is being followed. The school designates a school personnel also called the internship program coordinator who is tasked to negotiate placement with the participating institution and manage the needed application procedures for the internship training given a certain period of time. Hence, students are strictly monitored from the application, orientation and up until the completion of the internship course program. In terms of grades computation, the trainees are evaluated based on some criteria indicated in the program manual. The program coordinator typically makes regular visits as part of his/her function; whereby the performance evaluation is collected in order to discuss the qualitative comments and areas that

need improvements based on the observations made by the supervisors. In addition, the practicum-training period under the supervision of the both LCUP, the host school, and the participating establishments hence, proper coordination between the two parties is ensured. In the course of the practicum-training, students faced with a lot of responsibilities and they are supposed to uphold the code of conduct, and protect the integrity of the school at all times. Besides, students should observe regular work hours and follow the practicum schedule unless permission to leave of absence is secured from the coordinators and the establishment.

Sample Population of The Study

To obtain the needed data for this current study, the researcher utilized the purposive sampling technique which is also called judgment sampling, or the “deliberate choice of a participant due to the qualities the participant possesses”; additionally, this technique includes finding people “who can and are willing” to give the needed information by virtue of knowledge or experience (Bernard, 2002). In this type of technique, identifying the information-rich cases (Patton, 2002) such as internship participants who are enrolled in the BSBA and Accountancy Program were selected. Further, purposive sampling typically involves choosing individuals or groups of people who are proficient, knowledgeable, or well-informed with the subject of interest (Cresswell & Plano Clark, 2011). In this regard, the researcher considered focusing on informants with characteristics who are better able to provide relevance to assist in the conduct of research (Etikan, Musa, & Alkassim, 2016).

The data for this study were obtained from the two groups of internship cohorts covering the period from 2016 to 2018. The interns consisted of students who are enrolled in three course programs- BS Accountancy, BS Accounting Technology and BS Business Administration respectively whose practicum schedules were dissected during the Summer Term in 2017 and in 2018. The interns were asked to respond to the survey questionnaire from three to six months before the completion of this investigation. There was a total of 81 students enrolled during the summer term in 2017. On the other hand, there were a total of 79 enrolled students in 2018 Summer Internship Program, The number of respondents is presented in Table 1 as well as the retrieval rate of survey questionnaires.

Table 1: Respondents of The Study and Retrieval Rate of Responses

Academic year	BSA		BSBA		BSAT		Total		Retrieval Rate
	enrolled	retrieved	enrolled	retrieved	enrolled	retrieved	enrolled	retrieved	
2016-	17	14	37	29	27	21	81	64	79%

2017									
2017-2018	30	28	35	34	14	13	79	75	95%
Total	47	42	72	63	41	34	160	139	87%

Results and Discussions

Data in table 2 demonstrates the student-interns' perception of OJT impact on the different areas namely: personal, interpersonal, academic, employment and civic.

Overall, the student-interns perceive the Internship program as having Significant Impact on the afore cited areas as evidence by overall mean scores of 3.60 for 2017 and 3.56 for 2018.

On the one hand, 2017 interns generally rated the Interpersonal impact as the highest with overall impact measured at $\bar{x}=3.67$. Personal impact followed with $\bar{x}=3.63$, then by Employment

$\bar{x}=3.60$, Academic with $\bar{x}=3.56$, and finally by Civic with $\bar{x}=3.54$. On the other hand, 2018 gave both Academic impact and Civic impact as the highest with overall impact measured at $\bar{x}=3.64$ each. Employment impact followed with $\bar{x}=3.63$, then by Interpersonal impact $\bar{x}=3.62$, $\bar{x}=3.56$, and finally by Civic with $\bar{x}=3.54$.

It could be further inferred from the results that 2017 and 2018 student-interns believe that the knowledge generated by their experience during the 240-hour Internship program (under the old curriculum effective 2011-2012) has significantly contributed to, benefited and influenced their development on the different areas.

Table 2: Perceptions by 2017 and 2018 Student-Interns' on the Impact of OJT Internship

Impact	2017					2018				
	BSB A	BS A	BSA T	Mea n	Interpretatio n	BSB A	BS A	BSA T	Mea n	Interpretatio n
Personal	3.69	3.50	3.71	3.63	SI	3.54	3.70	3.38	3.54	SI
Interpersonal	3.52	3.36	4.00	3.67	SI	3.51	3.67	3.68	3.62	SI
Academic	3.45	3.54	3.68	3.56	SI	3.53	3.76	3.64	3.64	SI
Employment	3.63	3.55	3.63	3.60	SI	3.57	3.68	3.64	3.63	SI
Civic	3.51	3.49	3.61	3.54	SI	3.61	3.56	3.75	3.64	SI
Overall	3.56	3.49	3.75	3.60	SI	3.55	3.67	3.47	3.56	SI

Tables 3 to 4 show results of One-way ANOVA on the data gathered from CBEA student-interns during academic years 2016-2017 and 2017-2018, to determine differences in the perception of the impact of On-the-Job training on the personal, inter-personal, academic, employment and civic facets of said respondents across different courses.

It could be culled from Tables 3 and 4 that the data gathered show statistically significant results between and within groups for social impact, with degrees of freedom of $d_1 = 2$; $d_2 = 52$, and a confidence level set at $\alpha = .05$.

The associated probability value of .000 is lesser than the p-value set at α level .05; therefore, there is enough evidence to note that results were not due to mere chance alone.

On the other hand, results for personal, academic, employment and civic has not obtained statistically significant results as demonstrated by the computed p values of .446, .471, .889, and .776 respectively. It could be said therefore, that since the associated probability values are greater than the p value set at .05 alpha level, there is enough reason to say that the preceding OJT impact indicators also show differences in perception, but not to a significant extent.

Post Hoc tests (Table 4) were utilized to identify where the difference exactly lies in the student-respondents' perceptions pertinent to social impact. It could be gleaned from the results presented in Table 3 that the statistically significant difference in perceptions on social impact is evident between BSBA17 (p value =.001) and BSAT17 (p value =.002) interns.

Table 3: ANOVA Results for Differences of Perception of OJT Impact on 2017 Interns Across Different Courses

		Sum of Squares	df	Mean Square	F	Sig.
personal	Between Groups	.446	2	.223	.820	.446
	Within Groups	14.135	52	.272		
	Total	14.581	54			

social	Between Groups	4.942	2	2.471	9.145	.000
	Within Groups	14.051	52	.270		
	Total	18.993	54			
academic	Between Groups	.237	2	.119	.765	.471
	Within Groups	8.070	52	.155		
	Total	8.307	54			
employment	Between Groups	.071	2	.036	.118	.889
	Within Groups	15.660	52	.301		
	Total	15.731	54			
civic	Between Groups	.121	2	.060	.254	.776
	Within Groups	12.355	52	.238		
	Total	12.476	54			

Table 4: Post-Hoc Test on Significant Differences on Social Impact Across Different Courses AY 2017

Dependent Variable	(I) course	(J) course	Mean Difference (I-J)	Std. Error	Sig.
social	BSBA17	BSA17	.03431	.17120	.978
		BSAT17	-.67569*	.17120	.001
	BSA17	BSBA17	-.03431	.17120	.978
		BSAT17	-.71000*	.19647	.002
	BSAT17	BSBA17	.67569*	.17120	.001
		BSA17	.71000*	.19647	.002

Data presented in tables 5 and 6 show statistically significant results between and within groups for personal, social, and employment impact, of OJT programs on 2018 graduates with degrees of freedom of $d_1 = 2$; $d_2 = 79$, and a confidence level set at $\alpha = .05$.

The p-value of .028 for personal impact, .033 for social impact, and .016 for employment impact are apparently lesser than the significance level set at α level .05; therefore, there is enough reason to conclude that there are statistically significant differences which could not be attributed to mere chance alone.

Conversely, results for academic, and civic have not rendered statistically significant results as evidenced by the computed p values of .102, and

.087 correspondingly. It could be inferred further that since the associated probability values are greater than the p-value set at .05 alpha, there is enough reason to conclude that the previously mentioned OJT impact indicators also show differences in perception, but not to a significant extent. Post Hoc tests (Table 6) were made to determine where the difference exactly lies in the student-respondents' perceptions pertinent to personal, social and employment impact.

It could be gathered from the results presented in Table 6 that the statistically significant difference in perceptions could be precisely determined between and within groups of the employment impact on BSBA18 and BSA18; BSAT18 and BSBA18 interns.

Table 5: ANOVA Results for Differences of Perception of OJT Impact on 2018 Graduates Across Different Courses

		Sum of Squares	df	Mean Square	F	Sig.
Personal	Between Groups	16.435	2	8.218	3.759	.028
	Within Groups	168.318	77	2.186		
	Total	184.753	79			
social	Between Groups	16.554	2	8.277	3.570	.033
	Within Groups	178.543	77	2.319		
	Total	195.097	79			
academic	Between Groups	9.302	2	4.651	2.348	.102
	Within Groups	152.532	77	1.981		
	Total	161.834	79			
employment	Between Groups	20.510	2	10.255	4.368	.016
	Within Groups	180.791	77	2.348		
	Total	201.301	79			

civic	Between Groups	9.580	2	4.790	2.518	.087
	Within Groups	146.456	77	1.902		
	Total	156.035	79			

Table 6: Post-Hoc Test on Significant Differences on Social Impact Across Different Courses AY 2017

Dependent Variable	(I) COURSES	(J) COURSES	Mean Difference (I-J)	Std. Error	Sig.
personal	BSBA18	BSA18	.92521	.39924	.059
		BSAT18	.92521	.39924	.059
	BSA18	BSBA18	-.92521	.39924	.059
		BSAT18	.00000	.42680	1.000
	BSAT18	BSBA18	-.92521	.39924	.059
		BSA18	.00000	.42680	1.000
social	BSBA18	BSA18	.92854	.41119	.068
		BSAT18	.92854	.41119	.068
	BSA18	BSBA18	-.92854	.41119	.068
		BSAT18	.00000	.43958	1.000
	BSAT18	BSBA18	-.92854	.41119	.068
		BSA18	.00000	.43958	1.000
employment	BSBA18	BSA18	1.03354*	.41377	.038
		BSAT18	1.03354*	.41377	.038
	BSA18	BSBA18	-1.03354*	.41377	.038
		BSAT18	.00000	.44234	1.000
	BSAT18	BSBA18	-1.03354*	.41377	.038
		BSA18	.00000	.44234	1.000

Data presented in table 7 show statistically significant results between and within groups for AY 2017 and AY 2018 graduates' perception of the impact of OJT programs on the different facets of their lives, and across different department with degrees of freedom of $d_1 = 2$; $d_2 = 69$, and a confidence level set at $\alpha = .05$.

The p-value of .002 for AY 2017, apparently is lesser than the significance level set at α level .05;

therefore, there is enough reason to conclude that there are statistically significant differences which could not be attributed to mere chance alone. It could be inferred further that since the associated probability value (.068) for AY 2018 is higher than the p-value set at .05 alpha, there is reason to conclude that the perception of 2018 graduates on the OJT impact indicators also show differences, but not to a significant extent.

Table 7: ANOVA Results for Differences of Perception Between 2017 and 2018 Graduates Across Different Courses

		Sum of Squares	df	Mean Square	F	Sig.
AY2017	Between Groups	27.815	2	13.907	6.907	.002
	Within Groups	134.909	67	2.014		
	Total	162.724	69			
AY2018	Between Groups	13.933	2	6.966	2.800	.068
	Within Groups	166.675	67	2.488		
	Total	180.608	69			

Table 8: ANOVA Table for Differences in Perception of OJT Impact on Graduates of AY 2017 and AY 2018

		Sum of Squares	df	Mean Square	F	Sig.
personal	Between Groups	6.739	1	6.739	4.135	.044
	Within Groups	197.208	121	1.630		
	Total	203.947	122			
social	Between Groups	7.339	1	7.339	4.225	.042
	Within Groups	210.194	121	1.737		
	Total	217.533	122			

academic	Between Groups	7.503	1	7.503	5.368	.022
	Within Groups	169.109	121	1.398		
	Total	176.612	122			
employment	Between Groups	9.903	1	9.903	5.667	.019
	Within Groups	211.448	121	1.748		
	Total	221.351	122			
civic	Between Groups	3.761	1	3.761	2.718	.102
	Within Groups	167.411	121	1.384		
	Total	171.172	122			

Table 8 data apparently shows that taken together or as a whole, the ANOVA for the 2017 and 2018 respondents' perceptions on the impact of internship on the different aspects namely: personal, interpersonal, academic, employment and civic show statistically significant results on four out of five indicators: personal (p-value .044), interpersonal/social (p-value .042), academic (p value .022), and employment (.019). Difference in perception on Civic impact was demonstrated (p value .102), but not to a significant extent.

Conclusion and Recommendations

Based on the foregoing results and findings, the following conclusions were drawn:

- Overall, the CBEA Internship Program is perceived by 2017 and 2018 interns as having a Significant Impact on the different areas with the highest impact on the Interpersonal aspect for interns of 2017 and on both Academic and Civic aspects for interns of 2018.
- There exist significant differences across the different Business and Accountancy courses on the perceptions of 2017 interns on the impact of the Internship Program pertinent to the Social Aspect, where significant differences were accurately identified between and within perceptions of BSBA17 and BSAT17 as well as BSA17 and BSAT17.
- There exist significant differences across the different Business and Accountancy courses on the perceptions of 2018 interns on the impact of the Internship Program pertinent to the Personal, Social, and Employment Aspects. In determining where significant differences exactly lie, it was found that significant differences exactly lie only on perceptions of Employment impact between and within perceptions of BSBA18 and BSAT18; BSBA 18 and BSA18; and BSA18 and BSAT18.
- Collectively, perceptions of 2017 and 2018 interns were found to have significant differences on four out of five aspects: personal, social, academic, and employment impacts. Differences of Perceptions on Civic impact were likewise found but the results were not statistically significant.

Implications

1. The CHED memorandum orders No. for Accountancy and Nos. 17 Series of 2017 for Business programs adopt an outcomes-based method and are wide-ranging. They include a comprehensive and detailed study program, provide complete guidelines on the modes of curriculum delivery, and with directives on internship and research requirements. Students believe an internship experience has high personal benefit and is value enhancing to their careers. These suggest that, while students perceive internships add value, they believe these benefits are long-term in nature, relating more to career enhancement (employment impact) than to improvement in academic performance.
2. While many entities-trainers still pass on many routine clerical tasks to the OJT trainees, still many entities are now enlightened about the OJT program and are passing on more impactful and meaningful work to the interns. It therefore makes it inevitable for entities to create occasions and opportunities that are supposed to contribute to the students' work capabilities and competencies.

Recommendations

Based on the above conclusions and implications derived from the study, the following recommendations are deemed necessary:

- Students' performance in their respective On-the-Job Training (OJT) is one of the success stories that may provide significant contribution to the total effectiveness of the curriculum designed and participated by stakeholders from various industry representation. Students were deployed in different companies to gain knowledge, skills, attitudes, and actual working experience for them to become more competitive upon completion of training and serve as input for their future career in his/her chosen field.
- In order to reap the benefits of OJT, higher education institutions need to try to build the right foundation for OJT from identifying goals to establishing an action plan in order to further ensure sound management and consistent results that would prepare trainers and learners;

- Likewise, in order to establish the competencies that influenced graduates' employment success in the labor market and clarify the roles academe and industry respectively played in preparing students for employment it is indeed worth noting that CBEA OJT Program be a means in analyzing work, worker, and the workplace to fit student trainees to the job. It is recommended as well to enhance the preparation for a training plan and develop the correct sequence of activities; conducting an OJT session; evaluating post training job performance; reviewing aids and alternatives to OJT to ensure the correct mix of performance interventions.
- Finally, it is imperative for HEI's to establish a strong partnership and linkages with various companies, especially those with business-related departments which accept student-trainees.

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