

CORRELATION STUDY BETWEEN IN-SCHOOL SIMULATION PERFORMANCE AND PRACTICUM PERFORMANCE OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION STUDENTS IN LEMERY COLLEGES FOR S.Y. 2021-2022**Jen-Jen C. Rosal^{*1}****Raquel I. Cerdania²****Lovelita D. De Ramos³**^{*1}Jen-Jen C. Rosal (School of Business and Management, Lemery Colleges, Staff)²Raquel I. Cerdania (School of Business and Management, Lemery Colleges, Faculty)³Lovelita D. De Ramos (School of Business and Management, Lemery Colleges, Administration)

ABSTRACT

The purpose of this study is to assess the correlation between the in-simulation performance and practicum performance of the graduates of the Bachelor of Science in Business Administration for the S.Y. 2021-2022. Business administration students are exposed to various types of learning in order to prepare them and have a competitive advantage in the business world. Included in the curriculum of the BSBA students in Lemery Colleges are their major subjects in which the instructors involve the use of the simulation room and for the fourth-year students is the office training or practicum. Through the use of simulation games, role-playing exercises, and scenario-based learning, business simulation attempts to deliver and support skill-based training. Additionally, in order to close the knowledge gap between theory and practice, it offers and supports a skill-based education through observed learning. This facility is designed to give students an understanding of how firms operate and to give you the business knowledge that employers look for in graduates. However, practicum is a preparation program for higher education practitioners that is offered to qualified students. While collaborating closely with experts in the subject, it gives students the chance to incorporate theory, research, and skills learned in classes, workshops, and seminars into their own conceptual framework of higher education. In order to ascertain the connection between business administration students' laboratory performance in their major topics and their internship performance as assessed by supervisors from various businesses, this study used the descriptive design of the study. The researchers conducted a survey to thirty (30) graduates of BSBA program for the S.Y. 2021-2022. According to the findings of the study, the relationship between in-simulation performance was found significant with a weak positive correlation in the on-the-job training performance of the students. These findings can help increase understanding on the importance of the simulation activities and practicum supervised by different businesses.

Keywords:

Simulation, Practicum, Correlation, Business Administration

INTRODUCTION

The Bachelor of Science in Business Administration is one of the various programs offered by Lemery Colleges since 2004 located at A. Bonifacio St., Brgy. Bagong Sikat, Lemery, Batangas. This curriculum includes an integrated approach and the relationships between the many business functional areas as well as sensitivity to a business's economic, social, technological, legal, and environmental concerns. Instead than just teaching students the fundamentals of business, its goal is to foster in them vital traits and abilities that will be crucial to their success as leaders, entrepreneurs, and members of organizations in the future.

The School of Business and Management at Lemery Colleges offers a business administration degree that includes on-the-job training or practicum for its students, notably in professional areas. Business simulations are an example of experiential learning that helps students develop the abilities they will need to succeed in the workplace. The students' capacity to think critically, make wiser decisions, and solve business problems is developed and enhanced by this learn by doing approach, which integrates the real business world into the classroom. The Business Simulation Room promotes and supports skill-based education through observed learning in an effort to close the

gap between theory and practice. Students enrolled in business management courses have access to the facility as part of their lectures, seminars, workshops, and other supervised activities. The facility is used to provide students an insight of how firms run and to give them the business acumen that employers look for in graduates. It was designed to provide an atmosphere conducive to interactive and immersive learning.

A program for higher education practitioners is called on-the-job training (OJT) or practicum. While collaborating closely with experts in the subject, it gives students the chance to incorporate theory, research, and skills learned in classes, workshops, and seminars into their own conceptual framework of higher education. Additionally, it helps students prepare for their first applied practicum course when they begin their careers as business practitioners. Self-directed learning, self-assessment, peer teaching, and reflective practice are the main instructional strategies employed. These ideas are connected utilizing effective instructional design principles. The structure of the course centers on carefully chosen course objectives and precise, doable learning outcomes that emphasize higher-level learning competencies.

According to a study by Caruso (2019) entitled "Using Business Simulations to Prepare Students to Think Critically, Make Better Decisions, and Solve Business Problems," business simulations provide students with a safe learning environment where they can practice managing tradeoffs and using discretion to make the preferred business decision given the context. They encourage "interactive practice" of real-world skills by focusing on key elements of an actual problem or system. Business simulations can be conducted in a variety of media, such as computer-based, web-based, board games, discovery maps, and role plays. A single person or a group of individuals may utilize them directly or remotely, synchronously or asynchronously, and in any of these ways. The following are some examples of instructional tools that can be utilized with simulations: prework, simulation briefing, software demonstration, decision-making round(s), outcomes analysis and debrief, links to taught topic and real-world examples, and reflection. Total enterprise simulations (TES) and scenario-based simulations are the two main categories of business simulations (SBS). Both provide opportunities for decision-making, feedback, introspection, and performance measures.

The primary objective of the practicum, however, is to provide students with the knowledge, abilities, and real-world information required for the practice of positions connected to marketing and financial management in businesses and organizations. The college and a practicum coordinator will help and support the students. The practicum coordinator must make sure that all the procedures before and after the training specified in the OJT Manual are being followed in order to complete the requirements for the practicum. The practicum coordinator's responsibility is to encourage, advise, and help the student complete the required tasks. Additionally, students often meet online with the practicum supervisor to ask questions and get advice about their practicum for academic credit. This study aims to determine the correlation between the in-school simulation performance and practicum performance of the graduates of the Bachelor of Science in Business Administration for the S.Y. 2021-2022. The results of this study can help the department assess the effectiveness of the simulation room activities and their practicum performance and come up with a more diverse and developed curriculum for the Bachelor of Science in Business Administration.

OBJECTIVES OF THE STUDY

This study aims to assess the correlation between the in-simulation performance and practicum performance of the graduates of the Bachelor of Science in Business Administration for the S.Y. 2021-2022.

Specifically, this research paper has the following objectives:

1. To determine the simulation performance of the Business Administration students in Lemery Colleges for the Academic Year 2021-2022.
2. To determine the internship performance of the Business Administration students in Lemery Colleges for the Academic Year 2021-2022.
3. To determine the significant relationship between the simulation performance and practicum performance of the Business Administration students as assessed by their supervisors during their internship.

SIGNIFICANCE OF THE STUDY

This research is being carried out to see whether there is a correlation between the simulation performance of students and their practicum performance. The study's findings could be useful for the following:

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1. The findings of this study may help the Business Administration instructors to evaluate the quality of teaching and learning among major subjects and simulation activities.
2. This study will also help in developing and evaluating strategies to enhance more knowledge, skills and attitude of the students in preparation for their future work.
3. The school that applies the recommended approach derived from the results of this study will be able to understand the importance of student application on what they have learned in the classroom.
4. The study will provide information for a reassessment of the major subjects under the curriculum to foster new ways in improving the quality of teaching in Lemery Colleges for business courses.

SCOPE AND LIMITATIONS

This study aimed to determine the following:

1. Simulation performance of Business Administration students in Lemery Colleges for School Year 2021-2022 in Financial Management course since there are no graduates of Marketing Management major;
2. Performance evaluation of the supervisors to the BSBA students during their apprenticeship program; and
3. The relationship between the simulation performance and performance evaluation of the supervisors to the BSBA students during their practicum.

In terms of academic programs, the students sent their average grades limited only to major subjects they took from Academic Year 2021-2022 since it is the course where they are using simulation rooms and practical exercises.

REVIEW OF LITERATURE AND STUDIES

Avramenko's research indicates that rather than depending exclusively on pricey business simulation software, business simulation can provide students with a novel way to gain real-world experience if it is built with continuous formative feedback, reflective practice, and other educational components. Beyond its built-in features, business simulation can be used as a powerful teaching tool to accommodate a variety of business-related subjects. By learning from their own failures, students were able to understand the disconnect between theory and its application. Traditional internships are frequently individualized learning opportunities for students who work on-site with businesses and are accompanied by a faculty member, who is in charge of supervising the course's internship, and a business supervisor, who serves as a mentor, according to the study by Dent and White titled "Virtual Internships: Interdisciplinary Remote Work for Undergraduates During A Pandemic." During a pandemic, the standard internship paradigm is ineffective. The Association to Advance Collegiate Schools of Business (AACSB) has long encouraged students to participate in business internships as a way to encourage experiential learning. Both the 2013 standards and the 2020 standards encourage internships and transdisciplinary projects as experiential learning activities that can benefit students. Internships as professional development opportunities can also be advantageous for professors (AACSB, 2013). Additionally, both sets of criteria promote interdisciplinary work among academics and students (AACSB, 2013 Standards; AACSB, 2020 Standards). Our marketing and information systems graduates are hoping to find internships and jobs in the future, but it is difficult to foresee how pandemics around the world may effect those opportunities. But considering that staff workers are used to productively working from home. Employers may start to favor remote work more as a result of the accompanying cost reductions. In order to effectively prepare our graduates for a changing labor market, colleges and institutions must also play a role.

METHODOLOGY

Research Design

The researcher utilized the descriptive design of the study to determine the relationship between the simulation performance of Business Administration Students in their major subjects and the internship performance as evaluated by supervisors by different companies.

Respondents

A total of 30 respondents were included in the study. They are BSBA graduates from School Year 2021-2022 of Lemery Colleges. All of them are from BS Business Administration Major in Financial Management since there are no graduates of Marketing Management. They are 77% of the total population of graduates. They had their internship majority online due to pandemic.

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Instruments

The instrument to be used in the research was the OJT Evaluation Form used in the training as a part of assessing the performances of the trainees evaluated by the superiors after their 360 hours of training and then, compared to the average results of the students based on their grades on the major subjects from the third year to the fourth year.

Procedure

The researcher asked permission from the registrar to access the data of the graduates from SY 2021-2022. An instrument was sent to the respondents for the simulation performance while the researcher asks the permission of the dean to access the internship evaluation grades of the graduates garnered from their respective supervisors. The collected data was given to the statistician, Dr. Marjeric L. Buenafe for data analysis.

Statistical Measures

In order to interpret the results of the performance of the students, frequency and cross-tabulation were used to evaluate the correlation coefficient to determine the strength of the relationship or the effect size. Pearson R Correlation was used to test the significant relationship between the simulation performance of BSBA graduates and their internship performance. The grade equivalent was first interpreted for both simulation and internship performance.

RESULTS AND DISCUSSION

This study yielded the following findings and results starting with the laboratory performance of graduates followed by their internship performance.

Table 1

Laboratory Performance of Bachelor of Science in Business Administration Graduates during SY 2021-2022 (N=30)

| Grade Equivalent | Interpretation | Frequency | Percent |
|------------------|-------------------|-----------|--------------|
| 1.0-1.24 | Excellent | 0 | 0 |
| 1.25-1.49 | Superior | 1 | 2.5% |
| 1.50-1.74 | Very Good | 12 | 30.0% |
| 1.75-1.99 | Good | 4 | 10.0% |
| 2.00-2.24 | Meritorious | 8 | 20.0% |
| 2.25-2.49 | Very Satisfactory | 4 | 10.0% |
| 2.50-2.74 | Satisfactory | 1 | 2.5% |
| | Total | 30 | 75.0% |

Table 1 shows that the majority of the graduates have very good grades with 12 or 30% of the respondents; 8 or 20% scored meritoriously; 4 or 10% got good and very satisfactory scores; 1 or 2.5% were superior and satisfactory. Students' grades may reflect that they performed well in academics or inside the classes. The students failed to demonstrate excellent performance when they were in school possibly because 70% of their grades were from examinations which is commonly a written examination and not actual. Simulation performance may reflect the competency of the students in learning theories however only 10% was taught in actual.

Table 2
Internship Performance of BSBA Graduates during SY 2021-2022 (N=30)

| Grade Equivalent | Interpretation | Frequency | Percent |
|------------------|-------------------|-----------|------------|
| 1.0-1.24 | Excellent | 4 | 10% |
| 1.25-1.49 | Superior | 12 | 30% |
| 1.50-1.74 | Very Good | 11 | 28% |
| 1.75-1.99 | Good | 2 | 5% |
| 2.00-2.24 | Meritorious | 1 | 3% |
| 2.25-2.49 | Very Satisfactory | 0 | 0% |
| 2.50-2.74 | Satisfactory | 0 | 0% |
| | Total | 30 | 75% |

Table 2 shows that most of the respondents from BSBA graduates got superior and very good with both 15 or 38 percent; excellent with 5 or 13 percent; good with 4 or 10 percent and satisfactory with 1 or 3 percent on their apprenticeship program. The results imply that students did well in the internship than in academics or inside the classroom since there were 4 students who got excellent and the least frequency was meritorious versus in the laboratory which was satisfactory.

Table 3
Correlation between Simulation Performance and Internship Performance

| | Pearson r | Degree of Association | p-value | Decision | Interpretation |
|------------------------|-----------|---------------------------|---------|-------------|----------------|
| Laboratory Performance | 0.34 | weak positive correlation | 0.032 | Ho Rejected | Significant |

Based on the table, the computed r-values have a weak positive correlation on the following laboratory performances: professional salesmanship, marketing, total quality management, distribution, product and retail management for marketing major and financial analysis and reporting, banking and financial institutions, monetary policy and central banking, investment and portfolio management, credit and collection and capital market for the financial management. The results interpreted that there is a relationship between laboratory performance and internship performance. If you have good performance in school, you will be a better performer as well in the on-the-job training.

CONCLUSION AND RECOMMENDATION

The graduates of Business Administration at Lemery Colleges performed well in their major subjects. They also excelled in their internship as depicted by the results of the evaluation given by their respective supervisors. The laboratory performance of the graduates was found significant with a weak positive correlation in the on-the-job training performance. Results showed that the student's skills will be fully developed during their training because students show more interest when they are being trained outside the classroom. The desired competencies of the institution to their students will be better achieved through academics and affiliated companies.

The researcher strongly recommends having similar research every year to monitor the performances of the students. The institution may develop a linkage to large companies in NCR specifically in Business areas like Makati, BGC Taguig, Quezon City, and Metro Manila to check the competitiveness of the students. And since the graduates performed their training online/worked from home due to the pandemic, further studies should also be conducted for

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the face-to-face interns using other indicators especially the evaluation sheet used by the evaluators

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