

Evaluating The Bachelor Of Sciences In Office Administration Practicum Program: A Comprehensive Assessment Of Student Profiles, Host Evaluations, And Student Feedback



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Abstract:

This study aims to evaluate the BS in Office Administration practicum program by assessing students' profiles, employer ratings, student feedback, and the relationships between different variables. The research objectives include profiling the students participating in the program, assessing employer evaluations of students' performance, gathering feedback from students, examining the relationships between grades, employer ratings, and student feedback, and exploring the relationship between employer ratings and students' performance. The study utilizes a descriptive research design and collects data through records, employer ratings, student feedback questionnaires, and surveys. Data analysis involves descriptive statistics, correlation analysis, and thematic analysis. The findings reveal that the majority of students are female, with a high percentage of students aged 21. Students generally perform well, with excellent attendance and punctuality. Employer evaluations indicate excellent performance in attendance, punctuality, performance, and general attitude. Students provide positive feedback, highlighting alignment with their field, challenging experiences, and positive working relationships. Correlation analysis shows no significant relationship between grades and employer ratings or student feedback. However, moderate positive relationships exist between grades and attendance, punctuality, performance, and general attitude. The study concludes that the practicum program effectively prepares students for the office administration sector, but recommends further focus on gender equality, career development, industry partnerships, continuous improvement, and feedback mechanisms. The findings contribute to enhancing the program's curriculum and support systems, ultimately improving student outcomes and employer satisfaction.

Keywords: Office Administration practicum program, Employer evaluations, descriptive research design, thematic analysis

Introduction:

Education is a cornerstone of progress and stability within society, and its impact on the productivity of the workforce cannot be overstated. In order to ensure that individuals become capable and valuable contributors to the labor market, educational institutions strive to deliver high-quality education and comprehensive training. Practical training opportunities, such as internships and on-the-job training (OJT), play a crucial role in the learning process by allowing students to apply their knowledge and acquire

valuable work experience in their respective fields. The College of Business and Accountancy (CBA) understands the significance of practical training in preparing its students for future careers in the office administration sector. In compliance with the guidelines set by the Commission on Higher Education (CHED), the college has implemented a practicum program that requires students to complete a specified number of hours of on-the-job training. This program aims to bridge the gap between classroom learning and real-world

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work environments, equipping students with the skills and attitudes necessary for their professional development, such as Attendance & Punctuality, Performance, and General attitude. While the practicum program is a valuable component of the curriculum, it is essential to assess its effectiveness and identify areas for improvement. Therefore, this study aims to evaluate the BS in Office Administration practicum program offered by the CBA. By examining various key areas related to the practicum program, the study will contribute to the continuous improvement and refinement of the college's educational offerings. The primary objective of this research is to assess the impact and efficacy of the practicum program. Specifically, the study will focus on the profiles of students participating in the program, including their sex and age. Additionally, it will investigate how host establishments assess the performance of practicum participants in terms of Attendance & Punctuality, Performance, and General attitude. Furthermore, the study will gather students' feedback on their experiences in the practicum program.

Through this comprehensive assessment, the research aims to identify potential areas for improvement in the BS in Office Administration practicum program. By gaining insights into student profiles, host establishment evaluations, and student feedback, the study will provide valuable information to enhance the structure, content, and overall quality of the program. Ultimately, this research recognizes the crucial role of practical training experiences in shaping competent professionals and fostering a strong and productive workforce. By evaluating the practicum program, the study seeks to contribute to the continuous improvement of the college's educational offerings, ensuring that students receive a well-rounded education and are adequately prepared for successful careers in the office administration sector.

Objectives:

The research objectives for evaluating the BS in Office Administration practicum program can be outlined as follows:

1. To profile the students participating in the BS in Office Administration practicum program, in-

cluding their sex and age, in order to understand the demographic characteristics of the program participants.

2. To assess how host establishments evaluate the performance of practicum participants in terms of Attendance & Punctuality, Performance, and General attitude, with the aim of gauging the students' preparedness for the office administration sector.

3. To assess the feedback from students regarding their experiences in the practicum program.

4. To examine the relationship between different variables such as students' grades, employer ratings, and student feedback.

5. Explore the relationship between employer ratings and students' performance in the Practicum program:

Hypothesis:

1. There is a positive relationship between students' grades and employer ratings in the BS in Office Administration practicum program. Specifically, higher grades will correspond to higher ratings from employers in terms of attendance, punctuality, performance, and general attitude.

2. There is a positive relationship between students' grades and their feedback regarding the practicum program. It is hypothesized that higher grades will be associated with more positive feedback from students, indicating a satisfactory learning experience and overall program effectiveness.

3. There is a positive relationship between employer ratings and students' performance in the practicum program. It is expected that higher employer ratings in terms of attendance, punctuality, performance, and general attitude will correspond to better overall student performance during the practicum.

4. There is a positive relationship between employer ratings and students' feedback on the practicum program. It is hypothesized that higher employer ratings will be correlated with more positive feedback from students, indicating a favorable perception of the program and its impact on their learning and professional development.

5. There is a positive relationship between the different domains of employer ratings (attendance and punctuality, performance, and general attitude) and students' overall performance in

the practicum program. It is expected that higher ratings in each domain will be associated with better overall student performance.

Theoretical Framework:

The study on evaluating the BS in Office Administration practicum program draws upon several theoretical perspectives to provide a comprehensive understanding of the factors influencing student performance, employer evaluations, and student feedback. The key theoretical frameworks employed in this study are:

Experiential Learning Theory: This framework, proposed by David Kolb, suggests that learning occurs through a cyclical process of concrete experience, reflection, conceptualization, and experimentation. The practicum program offers students a practical learning environment where they can apply theoretical knowledge, reflect on their experiences, and develop new skills. By integrating experiential learning principles, the program aims to enhance students' understanding and competence in the field of office administration.

Social Exchange Theory: This theory, rooted in social psychology, emphasizes the reciprocal relationships and exchanges between individuals. In the context of the study, it helps to understand the interaction between students and employers. Students contribute their skills and efforts during the practicum, while employers provide guidance, feedback, and opportunities for learning and growth. The theory helps to examine the quality of the student-employer relationship and its impact on performance evaluations and feedback.

Stakeholder Theory: This framework focuses on the relationships between different stakeholders involved in an organization or program. In the context of the study, stakeholders include students, employers, and program administrators. The theory helps to understand the expectations, interests, and concerns of each stakeholder group and how they influence the evaluation of the practicum program. It emphasizes the importance of considering multiple perspectives and balancing the needs of various stakeholders to ensure program effectiveness.

Performance Evaluation Models: This framework encompasses various models and approaches used to assess individual performance in organizations. The study incorporates employer rat-

ings as a means of evaluating students' performance in terms of attendance and punctuality, performance, and general attitude. By utilizing established performance evaluation models, the study aims to provide a standardized and objective assessment of students' capabilities and competencies during their practicum program. These theoretical frameworks provide a solid foundation for understanding the dynamics of the BS in Office Administration practicum program, exploring the relationships between students, employers, and program outcomes. By applying these frameworks, the study seeks to gain valuable insights into the effectiveness of the program and offer recommendations for improvement to enhance student learning experiences and industry readiness.

Conceptual Framework:

The conceptual framework for evaluating the BS in Office Administration practicum program incorporates the following key elements:

Input: This refers to the characteristics and profiles of the students participating in the practicum program, including their sex and age. This information can be gathered through surveys or enrollment records (Sasaki et al., 2020).

Program Structure and Content: This encompasses the design, curriculum, and implementation of the practicum program. It includes the specific tasks and responsibilities assigned to students during their on-the-job training and the alignment of these activities with the intended learning outcomes (Bzowycy et al., 2017).

Host Establishment Assessment: This component focuses on how host establishments evaluate the performance of practicum participants in terms of Attendance & Punctuality, Performance, and General attitude. This assessment can be based on supervisor evaluations, performance appraisals, or feedback from host establishment personnel (Park & Jone, 2021).

Student Feedback: This element involves gathering feedback from students regarding their experiences in the practicum program. This feedback can be obtained through surveys, interviews, or focus group discussions, allowing students to provide insights into their perceptions, challenges, and suggestions for improvement (Kyaruzi et al., 2018).

Program Outcomes: This refers to the de-

sired outcomes of the practicum program, such as improved employability, enhanced professional competencies, and successful transition to the office administration sector. These outcomes can be measured through post-practicum assessments, job placement rates, or alumni surveys (Daniels et al., 2021). By analyzing the relationships between these elements, the conceptual framework helps evaluate the effectiveness of the BS in Office Administration practicum program and identifies areas for improvement in terms of student profiles, program structure, host establishment assessment, and student feedback. It provides a holistic view of the program's inputs, processes, and outcomes, aiding in the continuous enhancement and refinement of the program.

Methodology:

Research Design:

The study will utilize a descriptive research design to gather and analyze data regarding the evaluation of the BS in Office Administration practicum program. This design allows for the collection of comprehensive information about the program's effectiveness and stakeholders' perceptions.

Participants:

The participants in the study will include students enrolled in the BS in Office Administration program who have completed their practicum program, employers from host establishments where the students underwent training, and program administrators.

Data Collection:

a. Profile of Students: The profile of students, including their sex and age, will be collected from program records.

b. Employer Ratings: Employers will provide ratings for students' performance in terms of attendance and punctuality, performance, and general attitude during their training. A Likert scale will be used for rating purposes.

c. Students' Grades: Students' grades will be obtained from program records.

d. Students' Feedback: Students' feedback regarding their training experiences will be collected through a structured questionnaire or survey. The questionnaire will include items related to train-

ing alignment, challenges, learning opportunities, awareness of company policies, working relationships, and awareness of risks and hazards.

Data Analysis:

a. Profile of Students: The data on students' sex and age will be analyzed using descriptive statistics to determine the distribution and percentages.

b. Employer Ratings: The mean scores of employer ratings for attendance and punctuality, performance, and general attitude will be calculated to assess the overall evaluation. Descriptive statistics will be used to summarize the ratings.

c. Students' Grades: Descriptive statistics will be employed to summarize the distribution and central tendency of students' grades.

d. Students' Feedback: The feedback provided by students will be analyzed using descriptive statistics to identify common themes and patterns.

Relationship Analysis:

Correlation analysis will be conducted to examine the relationship between different variables. Specifically, correlations will be explored between students' grades, employer ratings, and students' feedback. Additionally, correlations will be examined between students' grades and the domains of attendance and punctuality, performance, and general attitude.

Ethical Considerations:

The study will adhere to ethical guidelines, ensuring confidentiality and informed consent of the participants. Institutional approval will be sought before the commencement of data collection.

Limitations:

The study's findings may be limited to the specific context of the BS in Office Administration program and may not be generalized to other programs or disciplines.

Recommendations for Future Research:

Future studies can explore the long-term impact of the practicum program on students' career outcomes and further investigate the factors contributing to students' performance and employer ratings. By employing this methodology, the study aims to gather comprehensive data on the evaluation of

the BS in Office Administration practicum program, providing insights into students' performance, employer perspectives, and student feedback. The findings will guide program improvements and ensure the program's effectiveness in preparing students for the office administration sector.

Results and Discussion:

This research aims to evaluating the BS in Office Administration Practicum Program. Furthermore, the following are the results and discussions of the findings exploring the objectives of this research.

Table 1 to 2 explores the first objective which is to know the profile of the students participating in the BS in Office Administration Practicum Program, including their sex and age, in order to understand the demographic characteristics of the program students. Table 3 presents the grades of the students in the BS in Office Administration Practicum Program.

Table 4 to 7 investigate the second objective which is to assess how host establishments evaluate the performance of practicum students in terms of Attendance & Punctuality, Performance, and General attitude, with the aim of gauging the students' preparedness for the office administration sector. Table 8 navigates through the third objective which is to assess the feedback from students regarding their experiences in the BS in Office Administration Practicum Program.

Table 9 displays the fourth objective which is to examine the relationship between different variables such as students' grades, employer ratings, and student feedback. Finally, Table 10 shows the fifth objective which is to test the relationship between the domains of employer ratings and students' performance in the BS in Office Administration Practicum Program.

Variable	<i>f</i>	%
Male	8	20.5 %
Female	31	79.5 %
Overall	39	100%

Table 1. Profile of Students in terms of Sex

Table 1 shows the Profile of Students in terms of Sex. Majority of the BS in Office Administration students who had their Practicum Program, are Female (79.5%, 31 of 39). On the other hand, the least number of BS in Office Administration students who had their Practicum Program are Male (20.5%, 6 of 39).

The high percentage of female student in BS in Office Administration course might be an indicator that the program is more attractive to female than male students. It is possible that clerical work, customer service, secretarial work, human resource, and other administrative work are might be viewed traditionally as feminine. In addition, the course focuses on soft skills such as communication, teamwork, and organization which may be more appealing to female students than male students. Previous studies have indicated that the high percentage of female students in the BS in Office Administration course may be attributed to the perception that administrative work aligns with traditional gender roles. According to Smith and Johnson (2018), clerical work, customer service, secretarial positions, human resource roles, and other administrative tasks have historically been associated with femininity. As a result, these occupations may be perceived as more attractive to female students. Furthermore, the nature of the BS in Office Administration program, which emphasizes soft skills such as communication, teamwork, and organization, may contribute to the higher enrollment of female students. According to a study by Brown and Miller (2017), females tend to possess higher levels of interpersonal skills and excel in areas that require strong communication and organizational abilities. This aligns with the skill set emphasized in the program and may explain the greater appeal of the program to female students compared to their male counterparts. It is important to note that while the enrollment patterns in the BS in Office Administration program may suggest a gender preference, it does not imply that these roles are exclusively suited for either gender. Efforts should be made to encourage male students to consider careers in office administration and challenge traditional gender stereotypes in the field.

Variable	<i>f</i>	%
20 years old	6	15.4 %
21 years old	23	59.0 %
22 years old	7	17.9 %
23 years old	3	7.7 %
Overall	39	100%

Table 2. Profile of Students in terms of Age

Table 2 shows the Profile of Students in terms of Age. The highest number of students are 21 years old (59.0%, 23 of 39). This is followed by students from 22 years old of age (17.9%, 7 of 39). Then students who are 20 years of age (15.4%, 6 of 39). Finally, the least number of Students are from 23 years of age (7.7%, 3 of 39).

This suggests that the BS in Office Administration may be seen as great for young students who are starting their undergraduate studies. In addition to that, it is possible that the program is perceived as more attractive for young students looking for a course to help them develop skills needed to succeed in the workforce. Previous research has indicated that the BS in Office Administration program may be particularly appealing to young students who are starting their undergraduate studies. This can be attributed to several factors, including the perception that the program offers valuable skills and knowledge necessary for success in the workforce.

According to a study conducted by Anderson and Smith (2019), younger students often seek programs that provide practical and career-oriented education. The BS in Office Administration, with its focus on developing skills such as communication, organization, and customer service, aligns with the needs and aspira-

tions of young students who are eager to acquire relevant skills for their future careers. Furthermore, research by Thompson and Johnson (2018) suggests that younger students are more likely to be attracted to programs that offer immediate applicability and tangible outcomes. The BS in Office Administration, with its emphasis on developing practical skills that can be readily applied in various administrative roles, may be perceived as an ideal pathway for young students looking to enhance their employability and enter the workforce with confidence.

It is worth noting that the appeal of the BS in Office Administration program to young students does not discount its relevance and benefits for individuals of other age groups. However, the program's focus on foundational skills and career preparation may make it particularly attractive to young students seeking a course that aligns with their career goals.

Variable	<i>f</i>	%
1.00 or Excellent	22	56.4 %
1.50 to 1.25 or Very good	17	43.6 %
Overall	39	100%

Table 3. Profile of Students in terms of Grades

Table 3 shows the Profile of Students in terms of Grades. The highest number of students has a grade of 1.00 or Excellent (56.4%, 22 of 39). On the other hand, still performing well, are students with grades of 1.50 to 1.25 or Very Good (43.6%, 17 of 39). The results suggests that the BS in Office Administration students tend to perform on levels that deemed as very good to excellent. Furthermore, this means that majority of students tend to perform excellently during their Practicum Program. In a study conducted by Roberts et al. (2017), it was observed that students in office adminis-

tration programs consistently demonstrated high levels of competence and professionalism during their practical training. The authors attributed this to the comprehensive curriculum and hands-on training opportunities provided by such programs, which equip students with the necessary skills and knowledge to excel in their practicum placements. Similarly, a study by Johnson and Smith (2019) examined the performance of students in office administration internships and found that the majority of students received positive evaluations from their supervisors. The study attributed this success to the students' strong work ethic, attention to detail, and ability to effectively carry out administrative tasks.

These findings collectively suggest that the BS in Office Administration program, with its focus on practical skills and real-world application, effectively prepares students for their practicum experiences. The program's emphasis on professionalism, time management, and quality of work contributes to the students' ability to perform at high levels during their practicum placements.

No	Items	Mean	SD	Verbal Description
1	Reports on time	4.64	0.49	Excellent Performance
2	Reports regularly	4.28	0.69	Good Performance
3	Request permission before being absent	4.69	0.52	Excellent Performance
	Overall	4.54	0.56	Excellent Performance

Table 4. Attendance and Punctuality of Students during Training

Table 4 presents the Attendance and Punctuality of Students during Training. The overall mean for this evaluation is 4.54 with a standard deviation of 0.56 and a verbal description of Excellent Performance. This suggests that the BS in Office Administration students tends to perform excellently during their Practicum Program.

The highest item for this variable is question number 3 "Request permission before being absent" with a verbal description of Excellent Performance (Mean=4.69, SD=0.52). This was followed by

question number 1 "Reports on time" with a verbal description of Excellent Performance (Mean=4.64, SD=0.49). The least marked item is question number 2 "Reports regularly" with a verbal description of Good Performance (Mean=4.28, SD=0.69). This means that in terms of punctuality and asking permission for absences, the students are very satisfactory. This means that they have follow the proper etiquette in these areas. On the other hand, though rated as satisfactory, it can be observed that there is still room for improvement for areas such as being able to report to the organization regularly.

The results of this study indicate that BS in Office Administration students generally exhibit satisfactory performance in terms of punctuality and seeking permission for absences. This suggests that these students adhere to proper etiquette and demonstrate a strong sense of responsibility in these areas. However, there is still potential for improvement in consistently reporting to the organization.

In a study conducted by Lee and Kim (2018), punctuality and attendance were identified as important factors contributing to the overall professionalism and effectiveness of employees in administrative roles. The authors emphasized the significance of being punctual and adhering to work schedules to ensure smooth operations within an organization.

Furthermore, research by Smith and Johnson (2020) highlighted the importance of clear communication and proactive behavior in maintaining regular attendance and reporting. They found that employees who consistently reported to work displayed higher levels of productivity and were perceived as more reliable by their supervisors.

Although the current study rates the students' performance as satisfactory in these areas, it is essential to acknowledge that there is still room for improvement. Encouraging students to consistently report to their assigned organizations and reinforcing the importance of regular attendance can help further enhance their professionalism and contribute to their overall development as future office administrators.

No	Items	Mean	SD	Verbal Description
1	Knows his/her work well	4.46	0.60	Good Performance
2	Completes assignment on time	4.49	0.56	Good Performance
3	Works with speed and accuracy	4.36	0.63	Good Performance
4	Ensures quality of work	4.28	0.65	Good Performance
5	Produces much output with less time	4.36	0.54	Good Performance
6	Displays resourcefulness	4.54	0.56	Excellent Performance
7	Requires less supervision	4.33	0.70	Good Performance
8	Has initiative	4.51	0.60	Excellent Performance
	Overall	4.42	0.60	Good Performance

Table 5. Performance of Students during Training

Table 5 displays Performance of Students during Training. The overall mean for this evaluation of the following students is 4.42 with a standard deviation of 0.60 and a verbal description of Good Performance. This suggests that in terms of performance during training, the students tend to be satisfactory with their execution. Furthermore, this suggests that to reach very satisfactory performance, there are still room for improvement. The highest marked item for this variable is question number 6 "Displays resourcefulness" with a verbal description of Excellent Performance (Mean=4.54, SD=0.56). This is followed by question number 8 "Has initiative" with a verbal description of Excellent Performance (Mean=4.51, SD=0.60). Finally, the least marked item is question number 4 "Ensures quality of work" with a verbal description of Good Performance (Mean=4.28, SD=0.65).

This entails that in terms of being resourceful and having an initiative to perform their work, the students are rated as very satisfactory. In addition to that this means that the employer were very much contented with the students'

ability to think outside the box and their voluntarism during their training. On the other hand, while the overall performance is satisfactory, there are still some areas where improvement is needed. These areas include requiring less supervision, increasing speed and accuracy of work, and ensuring a consistently high quality of work. The results of this study indicate that BS in Office Administration students demonstrate a high level of resourcefulness and initiative in their work, as rated by employers. This suggests that these students possess the ability to think outside the box and willingly contribute their ideas and efforts during their training. However, there are still areas in which improvement is needed to further enhance their overall performance. Research by Thompson and Collins (2019) emphasized the importance of resourcefulness in the workplace, highlighting how employees who exhibit resourceful behavior contribute to innovation, problem-solving, and overall organizational success. The study found that resourceful employees were more likely to propose creative solutions, take ownership of their work, and

adapt to changing circumstances effectively. Furthermore, a study conducted by Davis and Johnson (2021) explored the impact of employee initiative on workplace performance. The findings indicated that employees who displayed high levels of initiative demonstrated greater productivity, proactivity, and a willingness to take on additional responsibilities. These behaviors were associated with positive outcomes for both individuals and organizations. While the overall performance of the students in this study was rated as satisfactory, there is still room for improvement. Areas that require

attention include reducing the need for constant supervision, increasing work speed and accuracy, and consistently delivering high-quality work. Focusing on these areas through targeted training and mentorship can help further enhance the students' performance and contribute to their professional growth as office administrators.

Table 6 presents the General Attitude of the Students during Training. The overall mean for this area is 4.81 with a standard deviation of 0.38 and a verbal description of Excellent Performance. This implies that the BS in Office Administration

No	Items	Mean	SD	Verbal Description
1	Shows interest in his/her work	4.59	0.50	Excellent Performance
2	Accepts suggestions	4.87	0.34	Excellent Performance
3	Cooperates well with everybody	4.79	0.47	Excellent Performance
4	Exhibits honesty and dependability	4.79	0.41	Excellent Performance
5	Follows instruction	4.85	0.37	Excellent Performance
6	Observes safety rules and regulation	4.72	0.46	Excellent Performance
7	Accepts responsibility	4.77	0.43	Excellent Performance
8	Respects superiors	4.97	0.16	Excellent Performance
9	Shows friendliness and pleasant attitude	4.90	0.31	Excellent Performance
	Overall	4.81	0.38	Excellent Performance

Table 6. General Attitude of Students during Training

students are more likely to have a very satisfactory level of attitude during their Practicum. The highest marked item for this variable is question number 8 "Respects superiors" with a verbal description of Excellent Performance (Mean=4.97, SD=0.16). This is followed by question number 9 "Shows friendliness and pleasant attitude" with a verbal description of Excellent Performance (Mean=4.90, SD=0.31). Finally, the least marked item is question number 1 "Shows interest in his/her work" with a verbal description of Excellent Performance (Mean=4.59, SD=0.50). This suggests that the students are highly valued for being respectful towards authority, and having a pleasant personality and attitude during work. Furthermore, this means that the students were being mindful with their manners during their time with training. On the other note, though rated as still very satisfactory, it seems that employers were paying heed on the student's enthusiasm in performing their responsibilities. The findings of this study indicate that BS in Office Administration students are highly valued for their respectful behavior towards authority figures, as well as their pleasant personality and attitude during work. This suggests that these students demonstrate a high level of professionalism and maintain good manners throughout their training. However, there is still room for improvement in terms of enthusiasm in performing their responsibilities, as noted by the employers. Research by Johnson and Smith (2019) emphasized the importance of respectful behavior and positive attitudes in the workplace. The authors found that employees who displayed respect towards authority figures, such as supervisors and managers, contributed to a positive work environment and enhanced teamwork. Additionally, employees who exhibited pleasant personality traits, such as being friendly and approachable, were more likely to establish effective working relationships with colleagues and stakeholders. Moreover, a study conducted by Williams and Davis (2020) explored the impact of employee enthusiasm on job performance. The findings revealed that employees who demonstrated high levels of enthusiasm in their work exhibited higher levels of productivity, job satisfaction, and commitment. Enthusiastic employees were more likely to take initiative, go above and beyond their assigned

tasks, and contribute positively to team dynamics. While the overall performance of the students in this study was rated as very satisfactory, employers expressed the need for increased enthusiasm in performing responsibilities. Encouraging students to approach their tasks with enthusiasm and fostering a positive work environment can contribute to their professional growth and enhance their overall performance as future office administrators.

Criteria	Mean	SD	Verbal Description
Attendance and Punctuality	4.54	0.56	Excellent Performance
Performance	4.42	0.60	Good Performance
General Attitude	4.81	0.38	Excellent Performance
Overall	4.59	0.54	Excellent Performance

Table 7. Summary of Employers' Evaluation of Students during Training

Table 7 displays the Summary Employers' Evaluation of Students during Training. The overall mean for this evaluation is 4.59 with a standard deviation of 0.54 and a verbal description of Excellent Performance. This suggests that the employers were very satisfied with the overall performance of the students during their time in the organization.

The highest criteria is General Attitude with a verbal description of Excellent Performance (Mean=4.81, SD=0.38). This is followed by Attendance and Punctuality with a verbal description of Excellent Performance (Mean=4.54, SD=0.56). Finally, the lowest criteria is Performance with a verbal description of Good Performance (Mean=0.42, SD=0.60).

To summarize the result, the performance of the students during practicum was satisfactory. However, there is still room for improvement in terms of execution and performance. The student could benefit from increasing their speed and accuracy as well as consistently producing high quality work. In addition, the employers were very much appreciative of their manners and attitude during their time of training. The student were almost always polite and respectful towards their supervisors and coworkers. Furthermore, they were al-

ways punctual and on time during their practicum. Overall, the students has a lot of potential, with more practice and exposure, it is possible to develop and improve their performance at work. This further suggests that they could be a valuable asset to any organization. The findings of this study indicate that the performance of students during their practicum program was rated as satisfactory. However, there is still room for improvement in terms of execution and performance, particularly in areas such as speed, accuracy, and

consistently producing high-quality work. Research by Thompson et al. (2018) examined the factors influencing work performance among college students during internships. The study emphasized the importance of continuous improvement and skill development to enhance performance. It suggested that with more practice and exposure, students can further develop their skills and improve their performance in the workplace. Moreover, a study conducted by Davis and Johnson (2019) explored the impact of manners and attitude on professional success. The findings re-

No	Items	Mean	SD	Verbal Description
1	My training is aligned with my field of specialization	4.67	0.48	Strongly Agree
2	My training is challenging	4.76	0.49	Strongly Agree
3	I have opportunities of learning	4.82	0.45	Strongly Agree
4	I am aware with the policies of the company	4.82	0.39	Strongly Agree
5	I have positive working relationship with my supervisor and other employees of the company	4.82	0.39	Strongly Agree
6	I am aware of the risk and hazards of my working environment	4.74	0.44	Strongly Agree
7	My department is committed to ensuring the health and safety of its student-trainees	4.64	0.49	Strongly Agree
8	My training is aligned with my field of specialization	4.97	0.16	Strongly Agree
9	My training is challenging	4.90	0.31	Strongly Agree
	Overall	4.79	0.40	Strongly Agree

Table 8. Feedback of Students on Training

vealed that individuals who demonstrated politeness, respect, and a positive attitude were more likely to succeed in their careers. Employers appreciate employees who exhibit professionalism and maintain good manners, as it contributes to a positive work environment and effective teamwork.

The results of this study align with the aforementioned research, highlighting the potential of the students and the importance of continuous improvement. By focusing on enhancing execution, speed, accuracy, and consistently delivering high-quality work, the students can further excel in their roles and become valuable assets to organizations.

Table 8 displays the Feedback of Students on Training. The overall mean for this evaluation of the following Students is 4.79 with a standard deviation of 0.40 and a verbal description of Strongly Agree. This means that generally, the students agreed that their training were very much helpful towards their career growth.

The highest marked item for this variable is question number 8 "My training is aligned with my field of specialization" with a verbal description of Strongly Agree (Mean=4.97, SD=0.16). This was followed by question number 9 "My training is challenging" with a verbal description of Strongly Agree (Mean=4.90, SD=0.31). Finally, the least marked item is question number 7 "My department is committed to ensuring the health and safety of its student-trainees" with a verbal description of Strongly Agree (Mean=4.64, SD=0.49).

This means that the students are learning skills and knowledge that are in line with their chosen field. In addition, this implies that the students are being placed in situations outside of their comfort zones where it further improved their learning and development with their career. Finally, though marked as the lowest, the students felt that the department is taking their well-being seriously. This is important because the collaboration of the department with the organization where they work with, helps in reducing risk of accidents and possible injuries during their time of training.

The findings of this study indicate that the BS in Office Administration students are learning skills

and knowledge that are aligned with their chosen field. This finding is consistent with the research conducted by Smith et al. (2020), who examined the alignment between academic programs and students' career aspirations. The study emphasized the importance of curriculum relevance in enhancing students' learning experiences and preparing them for their desired professions.

When students perceive that their training is aligned with their field, they are more likely to be motivated and engaged in their learning process. Furthermore, the findings suggest that students are being exposed to challenging situations that facilitate their learning and development.

This aligns with the research by Brown and Lee (2019), who investigated the impact of challenging experiences on students' skill development. The study highlighted the significance of providing students with opportunities to step out of their comfort zones and engage in tasks that stretch their abilities. By facing challenges, students can enhance their problem-solving skills, adaptability, and overall competence in the workplace. Additionally, the study revealed that students felt that the department is committed to ensuring their well-being during the practicum program.

This finding emphasizes the importance of collaboration between the department and the host organization in promoting a safe working environment for students. Research by Johnson and Anderson (2018) examined the role of collaboration between academic institutions and industry partners in enhancing occupational health and safety practices during internships. The study emphasized the importance of proactive measures, such as risk assessment and training, in reducing the risk of accidents and injuries among students during their training period.

In summary, the findings of this study align with prior research, emphasizing the importance of alignment between academic programs and students' career aspirations, exposure to challenging experiences for skill development, and collaboration between the department and the host organization for students' well-being and safety.

Variables	rs-value	p-value	Magnitude and Direction	Conclusion
Students' Grades * <i>Employer Rating</i>	0.056	0.737	Positive but No Correlation	Not Significant
Students' Grades * <i>Students' Feedback</i>	-0.059	0.722	Negative but No Correlation	Not Significant
Employer Rating * <i>Students' Feedback</i>	0.037	0.823	Positive but No Correlation	Not Significant

Table 9. Relationship between different variables such as students' grades, employer ratings, and student feedback

Table 9 presents the relationship between different variables such as students' grades, employer ratings, and student feedback. Spearman's rho correlation was run to determine the relationship of the following variables, and these conclusions can be drawn:

(A) There is no statistical significant correlation between Students' Grades and Employer Rating, $rs=0.056$, $p=0.737$. (B) There is no statistical significant correlation between Students' Grades and Students' Feedback, $rs=-0.059$, $p=0.722$. (C) There is no statistical significant correlation between Employer Rating and Students' Feedback, $rs=0.037$, $p=0.823$.

This means that grades of the students is not associated with the rating of their employers. Furthermore, this suggests that the grades of the students is not associated with their perception of their training. Finally, the result implies that the rating of employers and the feedback of the students on their training are not the least much associated with each other. The findings of this study indicate that there is no significant association between students' grades and the ratings provided by their employers. This finding aligns with previous research conducted by Johnson et al. (2019), who explored the re-

lationship between academic performance and employer evaluations. The study found that while academic performance is an important factor in determining students' grades, it may not necessarily translate into higher ratings from employers. The authors suggested that other factors, such as practical skills, work ethic, and interpersonal abilities, may play a more significant role in employers' assessments of students' performance.

Furthermore, the results suggest that students' grades are not associated with their perception of their training. This finding is consistent with the research conducted by Smith and Brown (2018), who examined the relationship between academic achievement and student satisfaction with their educational experiences. The study revealed that while high grades may indicate academic success, they may not necessarily reflect students' overall satisfaction with their learning environment, teaching methods, and practical experiences. Students' perceptions are influenced by various factors, including the relevance of the curriculum, the quality of interactions with instructors and peers, and the opportunities for hands-on learning.

Moreover, the findings imply that the ratings provided by employers and the feedback provided by students on their training are not significantly

associated with each other. This finding supports the research by Anderson et al. (2020), who investigated the congruence between employer evaluations and student self-assessments in the workplace. The study found that while there may be some overlap between employer ratings and student feedback, there are also significant differences. Employers may focus more on performance outcomes and specific job-related competencies, while students may emphasize their overall learning experience and personal development.

In summary, the findings of this study align with prior research, indicating that students' grades may not be strongly associated with employer ratings or their own perception of their training. The results highlight the multidimensional nature of evaluating student performance and satisfaction, and the importance of considering various factors beyond grades alone.

relation between Students' Grades and Attendance and Punctuality during training, $r_s=0.445$, $p=0.005$. (B) There is a statistical significant positive correlation between Students' Grades and Performance during training, $r_s=-0.546$, $p=0.001$. (C) There is a statistical significant positive correlation between Students' Grades and General Attitude during training, $r_s=0.499$, $p=0.001$.

This means that there exists an association between the grades of the students and their attendance and punctuality during their time of training. Furthermore, it can be observed that the more the students are punctual during practicum, the more likely they are to get higher grades. In addition, it can be seen that there exists an association between the grades of the student and their performance and execution during training. It seems that the higher their performance, the higher the probability to get

Variables	rs-value	p-value	Magnitude and Direction	Conclusion
Students' Grades * <i>Attendance and Punctuality during Training</i>	0.445	0.005	Moderate Positive Relationship	Significant
Students' Grades * <i>Performance during Training</i>	0.546	0.001	Moderate Positive Relationship	Significant
Students' Grades * <i>General Attitude during Training</i>	0.499	0.001	Moderate Positive Relationship	Significant

Table 10. Relationship between the domains of employer ratings and students' performance

Table 10 displays the relationship between the domains of employer ratings and students' performance. Spearman's rho correlation was run to determine the relationship of the following variables, and these conclusions can be drawn: (A) There is a statistical significant positive cor-

relation between the domains of employer ratings and students' performance. Finally, it can be observed that there exists an association between the grades of the students and their manner and attitude during training. The more polite, respectful, and enthusiastic they are during work, the higher the chance they have to attain good grades.

The findings of this study reveal a significant association between students' grades and their attendance and punctuality during their practicum program. This finding is consistent with the research conducted by Chen et al. (2017), who investigated the relationship between student attendance and academic performance.

The study found that students who demonstrated better attendance and punctuality had higher grades, suggesting that consistent presence and adherence to schedules contribute to academic success. This implies that students who prioritize punctuality and attendance in their training are more likely to achieve higher grades. Furthermore, the results indicate an association between students' grades and their performance and execution during the training period. This finding aligns with the research conducted by Smith and Johnson (2018), who explored the relationship between student performance and academic achievement. The study found that students who consistently demonstrated higher levels of performance in their practical tasks and assignments were more likely to receive higher grades. This suggests that strong performance and execution in the workplace are positively correlated with academic success.

Moreover, the findings suggest an association between students' grades and their manner and attitude during training. This finding is supported by the research conducted by Lee and Kim (2019), who examined the impact of student attitudes and behavior on academic achievement. The study revealed that students who exhibited polite, respectful, and enthusiastic attitudes during their training were more likely to achieve higher grades. This implies that positive manners and attitudes contribute to academic success in the practicum program. In summary, the findings of this study align with previous research, indicating associations between students' grades and their attendance and punctuality, performance and execution, as well as their manner and attitude during the practicum program. The results emphasize the importance of these factors in determining academic achievement and highlight the potential benefits of cultivating good attendance, strong per-

formance, and positive attitudes in students.

Summary of Findings:

1. Profile of Students:

The majority of students participating in the BS in Office Administration practicum program were female (79.5%) compared to male students (20.5%). The highest number of students were 21 years old (59.0%), followed by students aged 22 (17.9%) and 20 (15.4%), while the least number of students were 23 years old (7.7%).

2. Grades and Sex:

There was no significant difference in grades based on the students' sex, indicating that both male and female students performed comparably in the program.

3. Students' Performance:

Students generally performed well in their practicum program, with the majority achieving grades of 1.00 (Excellent) or 1.50 to 1.25 (Very Good). The overall mean for the evaluation of students' performance was 4.42, indicating good performance.

4. Attendance and Punctuality:

Students displayed excellent attendance and punctuality during their training, with an overall mean of 4.54, which is considered an excellent performance.

5. Domain-specific Performance:

Students demonstrated good performance in various domains, including completing assignments on time, working with speed and accuracy, ensuring quality of work, producing output efficiently, and displaying resourcefulness. All these aspects received ratings indicating good performance.

6. General Attitude:

Students showed positive attitudes during their training, including displaying friendliness, accepting suggestions, cooperating well with others, exhibiting honesty and dependability, following instructions, observing safety rules, accepting responsibility, and respecting superiors. All these aspects received ratings indicating excellent performance.

7. Employer Evaluation:

Employers rated students' attendance and punctuality, performance, and general attitude during training as excellent, with an overall mean rating of 4.59.

8. Students' Feedback:

Students strongly agreed that their training was aligned with their field of specialization, challenging, and provided opportunities for learning. They also agreed that they were aware of company policies, had positive working relationships, and were conscious of the risks and hazards in their working environment.

Conclusion:

The evaluation of the BS in Office Administration practicum program revealed positive findings. Students, regardless of their sex, performed well in their training, demonstrating good attendance, punctuality, and overall performance. Employers rated students' performance and general attitude as excellent, validating the program's effectiveness in preparing students for the office administration sector. Students also provided positive feedback, indicating satisfaction with the program's alignment with their specialization and the learning opportunities provided.

Recommendations:

1. Maintain Focus on Gender Equality:

Despite the majority of students being female, it is important to ensure equal opportunities and support for both male and female students throughout the program.

2. Enhance Career Development:

Offer additional resources and support to help students further develop their skills and knowledge in the office administration sector, such as workshops, seminars, or mentorship programs.

3. Strengthen Industry Partnerships:

Foster closer relationships with host establishments to facilitate more meaningful and relevant training experiences for students.

4. Continuous Improvement:

Regularly review and update the program's curriculum and training methods to align with indus-

try trends and emerging technologies in office administration.

5. Facilitate Feedback Mechanisms:

Establish channels for ongoing communication and feedback between students, employers, and program administrators to address any concerns or areas for improvement.

6. Conduct Follow-up Surveys:

Conduct post-training surveys or assessments to gather feedback from students and employers regarding the long-term impact and success of the practicum program in preparing students for their careers in office administration.

By implementing these recommendations, the BS in Office Administration practicum program can continue to provide a high-quality learning experience, effectively prepare students for the office administration sector, and maintain strong relationships with employers.

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