Learning outcomes and internship performance of office administration graduating students in Occidental Mindoro State College

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Abstract

Learning outcomes serve as a bridge connecting classroom instruction to real-world applications, facilitating the integration of academic comprehension with practical skills. It constitutes a fundamental component of any curriculum, providing learners with enhanced opportunities to discern how they can integrate into the industry, drawing upon their acquired knowledge and skills from academic study. This study sought to determine the extent of learning outcomes and the level of internship performance of Office Administration graduating students in Occidental Mindoro State College as well as determining the relationship between the two variables. This study employed a quantitative approach to gather and assess numerical data to recognize patterns and correlations inherent in the data. This study involved two groups of respondents: the Office Administration graduating students who were currently completing their on-the-job training and the supervisors of the Host-Training Establishments (HTEs). The researcher-made instrument used in this study was developed based on relevant literature to gather necessary information. All data were collected, classified, and analyzed statistically. Findings revealed that the extent of learning outcomes as well as the level of internship performance of the Office Administration graduating students were very high. Moreover, there is a highly significant relationship between learning outcomes and the level of internship performance. Thus, this study recommends that the program may also conduct training on comprehensive records inventory incorporated into the subject aligned with the curriculum and foster strong problem-solving skills of the trainees, encouraging them to approach challenges systematically by breaking down problems into smaller, manageable parts.

Keywords: learning outcomes, internship performance, office administration, graduating students, host-training establishments

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1. Introduction

Within education, the notion of learning outcomes stands as a cornerstone framework, guiding curriculum design, student evaluation, and the attainment of educational objectives. These outcomes delineate the expected knowledge, comprehension, and skills students should possess after a learning journey, offering clear direction for educators and learners alike, thereby steering the educational process towards predefined goals. Learning outcomes empower students by providing them with clear expectations and a sense of purpose in their learning journey. When students understand what is expected of them and why certain concepts or skills are important, they are more motivated and engaged in their learning. By actively working towards achieving the stated learning outcomes, students take ownership of their learning and develop a sense of responsibility for their academic success (Yarborough and Fedesco,2020).

An internship represents a substantial educational endeavor focused on the practical application of theoretical knowledge gained by students. Its key aim is to provide students with hands-on learning experiences and direct immersion into the complexities of their selected field or profession, thereby enhancing their professional ethos and skill repertoire (Laguador et al., 2020). The importance of learning outcomes extends beyond the classroom setting and directly impacts students' performance during internships. Internships serve as valuable opportunities for students to apply theoretical knowledge in real-world settings, gain practical experience, and develop essential skills relevant to their field of study or future career aspirations. Clear alignment between classroom learning outcomes and internship expectations ensures that students possess the necessary knowledge, skills, and competencies to excel in their internship roles. Numerous specialists contend that internships represent the optimal approach for translating theoretical knowledge into practical application, facilitating authentic experiential learning. Moreover, internships foster the cultivation of practical skills, thereby enabling graduates to accrue valuable work experience, a pivotal step towards readiness for employment. Internships serve as more than just avenues for imparting practical knowledge to graduates; they also contribute significantly to the development of soft skills, networking abilities, and overall communication proficiency (Bist et al., 2020). In essence, learning outcomes serve as a bridge between classroom learning and real-world experiences, facilitating the seamless integration of academic knowledge and practical skills. By emphasizing the importance of learning outcomes in the classroom setting, educators can better prepare students for successful internship experiences, ultimately enhancing their overall academic and professional development.

Bachelor of Science in Office Administration (BSOA) is a four-year degree program designed to provide students with knowledge and skills in business management and office processes needed in different workplaces such as general business offices, legal or medical offices. Office Administration curriculum allows students to examine the principles and procedures that lead to top-tier office administrators and personal and organizational success. The primary objectives of office administration curriculum are to have adequate exposure to the realities of the business world through academic instructions closely coordinated with the business community, to have a common foundation of knowledge and understanding concerning modern business through a core program consisting of general education and professional office administration; and to provide proper motivation for professional growth (Interface Computer College, 2020). Occidental Mindoro State College has been offering this program since 2013. Since then, the institution has ensured that students enrolled in this course are prepared for a job in an outcome-focused, technologically advanced, and professional environment. The curriculum includes courses that will thoroughly familiarize students with current office practices and procedures, developments in office systems and technology, good teamwork and management skills, and the application of good human relations and communication principles to prepare them to be key players in day-to-day office operations. Selected

courses teach students how to write routine reports and correspondence, as well as how to successfully communicate with employers, employees, and the general public. The BSOA curriculum also trains students to work autonomously, eliminating the need for on-site monitoring (Commission on Higher Education [CHED] Memorandum Order No. 19, S. 2017).

The internship programs offered by Higher Education Institutions (HEIs) aim to facilitate students' transition into the corporate world by providing them with opportunities to immerse themselves in professional work environments. Integral to every curriculum, these programs afford learners enhanced prospects to explore how their acquired knowledge and skills align with industry demands. Additionally, students have the option to participate in internships abroad, engage in projects, and gain invaluable expertise from seasoned professionals (Laguador et al., 2020). This study sought to assist the institution and program in ensuring teaching effectiveness and attainment of the goals and objectives, outcomes-based teaching and learning, and modern means of curriculum delivery that will expose students to the real world of administrative professionals' tasks, such as simulation and cooperative education internships in office systems.

Research Objectives - The research objectives for this study were to: determine the extent of learning outcomes of Office Administration graduating students in terms of office procedures and management, office correspondence and records, and information management. Determine the level of internship performance of Office Administration graduate students in terms of personality, knowledge, and skills. Determine the significant relationship between the extent of the learning outcomes and the level of internship performance of Office Administration graduating students in Occidental Mindoro State College.

Significance of the Study - This research paper will be relevant and beneficial to the following group or individual. First, to the institution of Occidental Mindoro State College and the program of Bachelor of Science in Office Administration, as this study will serve as a room for improvement. The findings or outcomes of the study may provide valuable insights or areas where further progress or development can be made. Second, the Office Administration graduating students can benefit from this study by gaining insights into program effectiveness, preparing for internships, enhancing their career readiness, personal development, career planning, and building a competitive edge in the job market. It also provides a valuable feedback loop for continuous improvement in the Office Administration program. Lastly, future researchers will derive benefits from this study as it provides a solid foundation of knowledge, insights, and methodologies in the respective field, thereby offering valuable reference points and potential avenues for further exploration and advancement in research endeavors.

Scope and Delimitation of the Study - This study focused on the extent of learning outcomes and the level of internship performance of Office Administration graduating students specifically enrolled at Occidental Mindoro State College. The research primarily concentrated on assessing the correlation between learning outcomes and internship performance among Office Administration graduate students. The study may not consider individual differences among students, such as prior experience, personal characteristics, or external commitments, which could affect their learning outcomes and internship performance. Data collection is limited to the responses provided by willing supervisors within the specified time constraints and geographical distances. Findings might not fully represent the entire population of host-training establishments due to geographical limitations.

2. Methodology

Research Design - This study employed a quantitative approach to gather and assess numerical data to recognize patterns and correlations inherent in the data. The descriptive design was used to determine the extent of learning outcomes and assess the level of internship performance of Office Administration graduating students in Occidental Mindoro State College. Moreover, this study showed how the two variables are related to one another, thus, it is also correlational.

Respondents of the Study - This study involved two groups of respondents: the Office Administration graduating students and the supervisors of the Host-Training Establishments (HTEs). There were 79 Office

Administration graduate students currently enrolled at Occidental Mindoro State College. Additionally, there were 30 supervisors from various host-training establishments where the students were currently completing their on-the-job training. This study used a complete enumeration sampling procedure that involved examining every single member of the population to gather data, leaving no individual or element unaccounted for in the sampling process. These students were in the final stage of their academic program, undergoing on-the-job training (OJT) in various HTEs to gain practical experience in their field of study. The supervisors, on the other hand, were responsible for overseeing and mentoring these students during their OJT placements.

Research Instrument - The researcher-made instrument used in this study was developed based on relevant literature to gather necessary information. The items in the instrument were curated from literature related to the study topic. Once the initial draft was completed, the instrument underwent content validation and revision by experts. The suggestions provided by the experts and the research adviser were consolidated and followed by the researcher to refine the questionnaire to enhance the instrument. The survey questionnaire comprised two sections: the first section focused on learning outcomes, consisting of 15 items for graduating students to answer, while the second section pertained to internship performance, also with 15 items, to be completed by supervisors of the Host-Training Establishments (HTEs). A 4-point Likert Scale was utilized, offering response options of strongly agree, agree, disagree, and strongly disagree.

Data Gathering Procedure - The researcher developed a series of questionnaires, which underwent validation. Face-to-face data collection was conducted with nearby respondents, while Google Forms was utilized for respondents outside of San Jose, Occidental Mindoro. The researcher briefly discussed the content of the instrument with the participants. Following this discussion, the survey questionnaires were distributed both online and face-to-face to the respondents for almost 1-2 weeks, and they were assured of the confidentiality of their data.

Statistical Treatment of the Data - All data were collected, classified, and analyzed statistically. Descriptive statistics such as weighted mean and standard deviation were utilized to assess the learning outcomes and internship performance of the Office Administration graduate students. Additionally, Pearson's r and regression analysis were employed to investigate the potential relationship between learning outcomes and internship performance.

Ethical Considerations - In this research, the researcher ensured that all respondents willingly agreed to participate. To provide this assurance, a consent form containing essential information for the respondents was presented. Additionally, strict measures were taken to maintain the confidentiality of respondents' personal data. Moreover, proper acknowledgment was given to all authors cited in the study using the APA 7th Edition.

3. Results and Discussions

Table 1 shows that the extent of learning outcomes of Office Administration graduating students is very high with an overall mean of 3.56. Office procedures and management, office correspondence, and records and information management got an overall mean of 3.54, 3.58, and 3.56, respectively. Higher education institutions encounter the formidable task of adapting to the swift progression of technology, organizational reconfiguration, and the globalized landscape of business. These dynamics pose heightened hurdles in cultivating graduates tailored to meet the evolving demands of employers in today's dynamic workforce. Employers frequently express apprehensions regarding the skill sets and competencies of university graduates. Consequently, universities must meticulously scrutinize their curricula to ensure alignment with the contemporary requisites of the industry, thereby benefiting both students and employers alike (Mkhize, 2017).

This highlights the challenges faced by higher education institutions due to rapid technological advancements, changes in organizational structures, and the globalization of business. These challenges make it more difficult for universities to produce graduates with the skills and competencies required by employers in a constantly changing work environment. Based on the results, Office Administration graduating students have acquired the knowledge and skills aligned with industry demands. In terms of office procedures and management, a study by Saputra (2015)

found that employers expect communication, work-specific, and ICT skills. Although this indicator was very high it got the lowest mean among other indicators. It is a fundamental component of any curriculum, to provide learners with enhanced opportunities to discern how their acquired knowledge and skills from academia can be applied within the industry, thereby facilitating their integration into professional settings (Laguador et al., 2020).

Table 1
Mean Extent of Learning Outcomes in terms of Office Procedures and Management, Office Correspondence and Records, and Information Management

Indicators (Office Procedures and Management)	Mean	SD	Verbal Interpretation
1. Through coursework and practical exercises, I acquired and demonstrated proficient project-management skills essential for office management, including task delegation, resource allocation, and time management.	3.57	.570	Very High
2. I learn to collaborate effectively in office settings through participation in accomplishing goals and tasks.	3.62	.562	Very High
3. I am prepared to fulfill all necessary responsibilities, often juggling multiple tasks simultaneously within a given timeframe.	3.56	.635	Very High
4. I am proficient at using advanced features of common office software such as Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) and Google Workspace (Docs, Sheets, Slides, Gmail).	3.43	.692	Very High
5. I gain practical experience and proficiency in the operation of various office equipment, including printers, scanners, copiers, and multi-function devices, enhancing their ability to efficiently handle office tasks.	3.54	.636	Very High
Composite Mean	3.54	.523	Very High
Indicators (Office Correspondence)			
1. Through coursework and practical exercises, I enhance my interpersonal communication skills, including active listening, conflict resolution, and relationship-building, which are vital for successful office management and collaboration.	3.62	.562	Very High
2. I learn to compose clear, concise, and professional written documents such as letters, emails, reports, and proposals.	3.53	.596	Very High
3. I learned the importance of maintaining a professional tone in written and oral communication etiquette within office settings, adhering to industry standards and best practices.	3.56	.615	Very High
4. I am demonstrating the ability to adapt communication styles and practices to work effectively with individuals from different backgrounds and cultures.	3.59	.589	Very High
5. I develop the ability to deliver reliable information to clients, demonstrate confidence in conveying messages, and address concerns professionally.	3.61	.608	Very High
Composite Mean	3.58	.518	Very High
Indicators (Records and Information Management)			
1. I am trained to conduct a comprehensive records inventory, which involves identifying and cataloging all types of records such as paper-based, microform, or electronic.	3.43	.614	Very High
2. I learned the skill of organizing and labeling records for easy access and reference, with a focus on classification for future retrieval.	3.65	.556	Very High
3. I understand and learned the importance of identifying the sensitivity of information contained in records, enabling me to implement appropriate access controls and confidentiality measures.	3.59	.567	Very High
4. I demonstrate proficiency in creating and maintaining accurate and up-to-date filing systems, ensuring easy access to important information.	3.51	.596	Very High
5. I learn about different types of filing systems such as alphabetical, numerical, chronological, and subject-based and understand the advantages and disadvantages of each system.	3.65	.578	Very High
Composite Mean	3.56	.515	Very High
OVERALL MEAN	3.56	.500	Very High

Scale: 1.00-1.75 very low; 1.76-2.50 low; 2.51-3.25 high; 3.25-4.00 very high

In terms of office correspondence, cultivating interpersonal skills and fostering a strong work ethic are integral aspects of effectively collaborating within multidisciplinary teams and contributing to a group dynamic that can positively influence the conduct of colleagues (Laguador et al., 2020). Aligning educational curricula with industry needs, coupled with the development of interpersonal skills and a strong work ethic, is paramount for preparing graduates to thrive in today's dynamic workforce and contribute meaningfully to collaborative environments. Students must acquire the ability to craft clear, concise, and professionally written documents, including letters, emails, reports, and proposals. Employers have identified communication, job-specific expertise, and ICT

proficiency as essential skills for prospective employees (Saputra, 2015). Lastly, under records and information management, the scope of knowledge required for a proficient records professional is continuously broadening. This expansion entails a deeper comprehension not only of business processes but also of organizational objectives from a business standpoint. In addition to expertise in records and information management, professionals in this field must adeptly navigate related domains such as compliance, data governance, risk management, change management, and project management (Franks, 2018).

Table 2 presents the level of internship performance of Office Administration graduate students. It can be noted that overall, the graduating students have a very high level of internship performance with an overall mean of 3.66. Among the parameters, personality, knowledge, and skills of the graduating students, their personality got the highest overall mean of 3.77. Parameters, knowledge, and skills got the overall mean of 3.61 and 3.59, respectively. Employers sought candidates with the requisite technical skills for specific positions. Additionally, entry-level roles began to factor in a baseline level of leadership and management skills, signaling the applicant's potential for assuming greater responsibilities in the future. This consideration provides employers with insights into mapping the career trajectory of new hires (O'Sullivan et al., 2018; Hartmann & Jahren, 2015; Paul & Falls, 2015). These insights underscore the evolving demands on graduating students to acquire a multifaceted skill set. Firstly, technical competencies tailored to specific job roles are essential, reflecting the need for practical aptitude in executing job tasks. Additionally, possessing foundational leadership and management skills at the entry-level is increasingly valued, as it signals a candidate's potential for growth and assuming higher responsibilities over time. Graduating students must recognize these shifting dynamics and prioritize acquiring both technical expertise and leadership acumen to enhance their employability and long-term career prospects.

Table 2
Mean Level of Internship Performance in terms of Personality, Knowledge and Skills

Indicators (Personality)	Mean	SD	Verbal Interpretation
1. Trainees show interest in and enthusiasm for their work.	3.83	.379	Very High
2. Trainees maintain a professional appearance and are well-groomed while on duty.	3.73	.450	Very High
3. Trainees are courteous and respectful towards supervisors and peers.	3.83	.379	Very High
4. Trainees demonstrate a positive attitude by readily offering assistance to their co-workers when needed.	3.77	.430	Very High
5. Trainees arrive at the office before official working hours and maintain punctuality, minimizing absences to ensure consistent attendance.	3.70	.535	Very High
Composite Mean	3.77	.367	Very High
Indicators (Knowledge)			
1. Trainees possess a solid understanding of the fundamental principles essential for completing assigned tasks.	3.50	.509	Very High
2. Trainees demonstrate a capability to adhere to instructions effectively.	3.67	.480	Very High
3. Trainees have a thorough understanding of department operations.	3.53	.507	Very High
4. Trainees understand the significance and value of a positive working environment.	3.73	.450	Very High
5. Trainees execute their tasks proficiently and are cognizant of the efficiency and effectiveness of their work.	3.60	.498	Very High
Composite Mean	3.61	.409	Very High
Indicators (Skills)			
1. Trainees demonstrate excellent communication skills, effectively conveying ideas and information to colleagues and supervisors.	3.50	.630	Very High
2. Trainees exhibit strong problem-solving skills, quickly identifying issues and implementing effective solutions.	3.43	.568	Very High
3. Trainees display proficiency in using relevant software and technologies, enhancing their efficiency and productivity.	3.63	.490	Very High
4. Trainees possess the ability to work collaboratively in teams, contributing positively to group projects and tasks.	3.73	.450	Very High
5. Trainees show a high level of adaptability, easily adjusting to new tasks, environments, and challenges.	3.63	.490	Very High
Composite Mean	3.59	.430	Very High
OVERALL MEAN	3.66	.368	Very High

Scale: 1.00-1.75 very low; 1.76-2.50 low; 2.51-3.25 high; 3.25-4.00 very high

In terms of personality, enhancing interns' ability to effectively collaborate with individuals from diverse

cultural backgrounds and applying their knowledge of social interactions—such as being approachable, adaptable, empathetic, and courteous—in the workplace is crucial for performing job duties well. They acknowledge the importance of developing their personality to positively impact customer satisfaction and thrive in varied work environments characterized by different cultural contexts. Personality is regarded as a significant determinant in job placement (Powell & Bourdage, 2016; Delle & Amadu, 2016; Cruitt et al., 2018). In terms of knowledge of the graduating students, acquiring knowledge serves as the fundamental building block for developing skills and competence, essential markers of academic success and preparation for employment, further enriched through internship experiences (Laguador et al., 2020). When it comes to the skills of the graduating students, developing interpersonal skills is imperative for individuals to support others in learning and actively contribute to group endeavors. This proficiency is recognized not only as a social aptitude for interacting with peers within the community or workplace but also as a vital professional skill (Luo & Song, 2015).

Table 3
Correlation Coefficient and p-value for Hypothesis Testing

Variables	Correlation Coefficient	Effect Size (R^2)	t-value	*P*-value	Interpretation
Learning Outcomes→ Internship Performance	-0.835	0.698	-13.33	0.000	Highly Significant

Legend: p-value<0.05 Significant

Table 3 presents the correlation between the extent of the learning outcomes and the level of internship performance of Office Administration graduate students. Results show a significant relationship between learning outcomes and internship performance of fourth-year students in Occidental Mindoro State College." The internship represents a pivotal educational endeavor geared towards the practical application of theoretical knowledge gained by students (Laguador et al., 2020). Internships provide students invaluable opportunities to bridge the gap between theoretical learning in the classroom and real-world application in professional settings. Through internships, students gain hands-on experience in their field of study, allowing them to deepen their understanding of concepts and develop practical skills essential for future employment.

4. Conclusions

From the results of this study, it can be concluded that the extent of learning outcomes and the level of internship performance of the Office Administration graduating students were very high. Learning outcomes extend beyond the classroom setting and directly impact students' performance during internships, as the results revealed a highly significant relationship between learning outcomes andthe internshipp performance of fourth-year students.

4.1 Recommendations

With the results of this study, the following are hereby recommended: To help students become proficient in using advanced features of Microsoft Office Suite and Google Workspaces, the BSOA Program may offer specialized workshops focusing on advanced functionalities within each platform and encourage students to explore online resources like official documentation, tutorial videos, and forums for self-learning. The program may also conduct training on comprehensive record inventory incorporated into the subject and aligned with the curriculum. To foster strong problem-solving skills of the trainees, encourage them to approach challenges systematically by breaking down problems into smaller, manageable parts. The BSOA Program may provide opportunities for hands-on experience where they can practice troubleshooting in real-world scenarios. Future researchers may conduct similar studies with different variables and employ a comprehensive approach encompassing quantitative and qualitative methodologies.

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