



Journal of Tertiary Education and Learning (JTEL)

ISSN: 2994-4015 (ONLINE)

VOLUME 3 ISSUE 2 (2025)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Academic Preparedness and Work Readiness: Linking Academic and OJT Performance of BSBA Students

Jessa B. Labitad¹

Article Information

Received: March 02, 2025

Accepted: April 08, 2025

Published: May 17, 2025

Keywords

Academic Performance, Academic Preparedness, BSBA, Business Education, On-the-Job Training, Philippines, Work Readiness

ABSTRACT

This study examines the academic preparedness and work readiness of business students by analyzing the relationship between their academic performance and outcomes of On-the-Job Training (OJT). It examines grade distribution across specializations, assesses academic performance in general education, business, and professional courses, and investigates correlations between practicum performance and other academic components. Utilizing a quantitative, descriptive-correlational research design, data were gathered from 98 BSBA graduates of a private higher education institution (HEI) through secondary records. Descriptive and inferential statistics, including the Shapiro-Wilk test and Spearman's Rank-order Correlation, were used for analysis. Mainly, findings reveal that BSBA-Financial Management students excelled in General Education and Professional Courses, while BSBA-Marketing Management students performed better in Business Courses. The study also identifies a moderate positive correlation between Business Courses and OJT performance, indicating that strong business-specific knowledge enhances practical application. However, the weaker correlation between Professional Courses and OJT contends that specialized training has a varied impact on work readiness. Finally, the study acknowledges its limitations, including the exclusion of other specializations and the reliance on grades as a measure of success. Future research should investigate broader factors that influence workplace readiness, including industry exposure and essential soft skills.

INTRODUCTION

Academic performance, generally evaluated by grades, GPA (Grade Point Average), standardized test results, and class completion (York *et al.*, 2015), signifies students' academic preparedness in their educational endeavors. Historically, it has served as a key metric for measuring student success, offering a quantifiable reflection of their understanding of academic material and progression within the educational system. Research by Boumi and Vela (2022) emphasized that academic performance trajectories—tracking a student's progress over time—offer valuable insights into their final academic outcomes. Likewise, Hong *et al.* (2024) assert that a student's educational progress is significantly influenced by their academic performance. Similarly, academic success in higher education is a multidimensional construct encompassing cognitive, affective, and behavioral factors (Hailu *et al.*, 2024; Kumar & Anburaj, 2024; Anghel, 2023).

In the Philippines, higher education institutions (HEIs) play a crucial role in shaping students' academic trajectories, particularly in professional degree programs such as the Bachelor of Science in Business Administration (BSBA). The BSBA program equips students with the necessary competencies in business management, finance, marketing, and entrepreneurship (Commission on Higher Education, 2017). Within the BSBA curriculum, academic performance is influenced not only by specialized business courses but also by general education subjects (Asio *et al.*, 2022), professional education (Li *et al.*, 2017), and business-related coursework

(Olowe & Enijuni, 2024), which together shape a well-rounded business professional.

General education courses enhance critical thinking and communication skills (Asio *et al.*, 2022). These subjects help students develop problem-solving abilities, communication skills, and adaptability, which are essential in any professional field (Li *et al.*, 2017). Professional education encompasses field-specific courses that provide students with in-depth knowledge and skills required for their chosen careers. Pedagogies like industry internships further enhance competencies by bridging theoretical knowledge with practical experience (Jalagat & Aquino, 2022). On the other hand, business education provides technical and strategic expertise essential for organizational success (Olowe & Enijuni, 2024).

Furthermore, on-the-job training (OJT) is vital to integrating academic knowledge with real-world business practices. According to Ramos (2024), structured on-the-job training (OJT) programs significantly prepare students for industry demands, emphasizing the need for continual curriculum adjustments to enhance real-world applicability. Similarly, Tolentino's (2023) study on Business Administration students found that OJT effectively improved their practical skills, particularly in adherence to company policies, job performance, and interpersonal relationships, despite lower ratings in communication skills.

Given the significance of both academic performance and on-the-job training (OJT) in shaping student outcomes, it is essential to analyze the relationship between students' academic performance in general education, professional,

¹ Mindanao State University, Iligan Institute of Technology, Philippines

* Corresponding author's e-mail: jessa.labitad@g.msuiit.edu.ph

business, and OJT. This study, therefore, focuses on the cognitive dimension of academic performance, measured through GPA, and its relationship with OJT grades to assess how various academic components contribute to student achievement in the BSBA program.

Framework

This research is based on the Experiential Learning Theory (Kolb, 1984, 2014). The theory posits that learning is the process by which knowledge is generated through experience transformation. Knowledge is derived from synthesizing understanding and altering experience” (Kolb, 1984, p. 41). The theory consists of four stages: grasping experience relates to the assimilation of knowledge during the ‘Concrete Experience’ and ‘Abstract Conceptualization’ phases. The transformation of experience relates to how humans understand and react to information during the ‘Reflective Observation’ and ‘Active Experimentation’ stages (Kolb, 1984). In the context of this study, students acquired theoretical knowledge from general education, professional

education, and business education courses. Then, learners applied that knowledge during on-the-job training (OJT), reinforcing students’ learning through real-world practice. Following Kolb’s model, this study suggests that students who excel academically are more likely to apply concepts effectively in practical settings, making the correlation between academic performance and OJT grades a valuable area of investigation.

The specified courses align with CHED Memorandum Order 39 (2006), as detailed in Article V, Section 10, which mandates that the BSBA curriculum includes general education courses; Article V, Sections 11 and 12, which emphasize the necessity for students to acquire knowledge in essential business and business education core areas; and Article V, Section 13, which outlines the professional courses and electives that establish the foundational concepts requisite for all business administration students.

This study examines the robustness of Experiential Learning Theory within a private higher education institution in Northern Mindanao, Philippines.

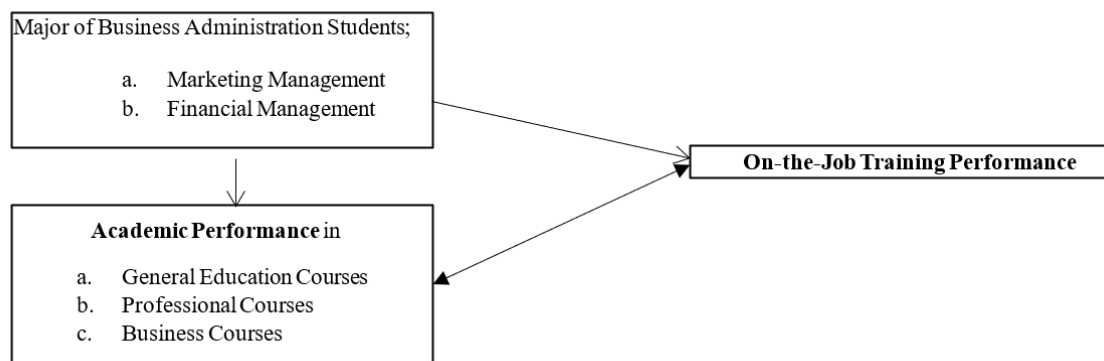


Figure 1: Schematic Presentation of Linkages Between Academic and OJT Performance of BSBA Students

Objectives

This study analyzed business students’ academic preparedness and work readiness by examining their academic performance and its relationship with outcomes of On-the-Job Training (OJT). Specifically, the study determined the distribution of student grades across different specializations, assessed their academic performance in various curriculum areas, and evaluated the correlation between practicum performance and other academic components. By doing so, the research provided valuable insights into how well academic training equips students for real-world applications, ultimately informing curriculum development and educational strategies to enhance both academic success and professional readiness.

Moreover, the study assumed (Ha1) that there is a significant relationship between academic performance in practicum (OJT) and academic performance in general education, professional, and business courses.

LITERATURE REVIEW

General Education Courses

Establishing the 63-unit requirement for all undergraduate students in the Philippines, the General Education Curriculum (GEC) was developed under Memorandum Order (CMO) No. 59 of the Commission on Higher Education (CHED). Incorporating core subjects such as English, Filipino, mathematics, natural sciences, and humanities, along with elective courses in social sciences and compulsory subjects, including the Rizal Course (CHED, 1996), this curriculum aimed to provide a well-rounded education. The purpose was to develop students’ critical thinking, communication skills, and cultural awareness, thereby ensuring a strong academic foundation before focusing on their chosen disciplines.

With the implementation of the K-12 educational reform, the CHED introduced CMO No. 20, Series of 2013, which significantly reduced the GEC from 63 to 36 units (CHED, 2013). The reduction was based on the rationale

that Senior High School (Grades 11-12) had already covered many of the foundational topics previously taught in college-level general education courses. The 2013 curriculum introduced a more interdisciplinary approach, focusing on lifelong learning, ethical reflection, and global perspectives. Despite the reduction in units, the Rizal Course remained a mandatory subject, reinforcing national identity and historical awareness.

Further refinements were made under CMO No. 8, Series of 2017, which retained the 36-unit GEC but introduced greater flexibility and interdisciplinary learning (CHED, 2017). The revised curriculum placed a stronger emphasis on critical thinking, ethics, and globalization, ensuring that students develop skills relevant to the modern workforce. The 2017 GEC enabled universities to tailor specific courses to reflect local and global contexts, thereby making education more responsive to societal changes.

Similarly, an article by Mendoza *et al.* (2022) emphasized significant changes in the revised General Education Curriculum (GEC), particularly the reduction in units from 63 in GEC-A or 51 in GEC-B to 36, which now consists of 24 core courses and 9 elective units. These changes were designed to prioritize outcome-based learning and competency development, aligning with the Philippine Qualifications Framework (PQF), which aims to address the skills gap between graduates and industry needs. The revision also provides students with flexibility in choosing elective courses, enabling them to pursue subjects that align with their interests, thereby enhancing their preparedness for professional education and future careers.

Mendoza *et al.* (2022) also admitted the strengths of the revised GEC, particularly its emphasis on learning outcomes rather than content alone. This approach ensures that students have the necessary competencies and skills to meet the demands of specialized courses and the labor market. However, the paper acknowledged some challenges, particularly for higher education institutions (HEIs). Reducing general education subjects means HEIs would need to hire more specialized faculty, potentially increasing operational costs. These added expenses could lead to higher student tuition fees, presenting a potential barrier for both private and public institutions. Despite these challenges, Mendoza *et al.* (2022) argued that the long-term benefits of the revised GEC outweigh the potential drawbacks. Implementing the new curriculum is expected to produce graduates who are more competitive and better equipped with the skills required by various industries. Additionally, the changes allow students to focus more on professional subjects, further improving their employability. The study ultimately recommends the adoption of the revised GEC for its ability to align higher education in the Philippines with global standards and industry needs (Mendoza *et al.*, 2022).

Additionally, in the book “Linked Courses for General Education and Integrative Learning,” Soven *et al.* (2013) discuss the role of learning communities in enhancing general education by promoting interdisciplinary

integration and collaborative learning. They argue that these linked courses foster greater student engagement, critical thinking, and interdisciplinary connections, increasing retention and student success. Specifically, the authors recognize the benefits of programs like the First-Year Learning Communities Program (FYLCP), which enable students to apply their knowledge to real-world problems and broader societal issues by integrating various subjects into a cohesive learning experience. Furthermore, Soven *et al.* (2013) address the challenges of implementing such programs, emphasizing the importance of continuous assessment, faculty collaboration, and curriculum development. Successful integrative learning requires ongoing faculty training and interdisciplinary partnerships to create meaningful and holistic educational experiences. The book emphasizes the importance of general education in fostering students’ cognitive development, personal growth, and the ability to integrate knowledge across diverse fields of study (Soven *et al.*, 2013).

BSBA Programs

The Commission on Higher Education (CHED) Memorandum Order (CMO) No. 39, Series of 2006, establishes the policies and standards for the Bachelor of Science in Business Administration (BSBA) program in the Philippines. This memorandum ensures that all higher education institutions (HEIs) offering BSBA programs adhere to a standardized curriculum that aligns with industry needs, global business trends, and professional competencies. The BSBA program is designed to equip students with a comprehensive understanding of business principles, enabling them to develop managerial, analytical, and problem-solving skills essential in corporate and entrepreneurial settings. The curriculum encompasses core business disciplines, including management, marketing, finance, economics, business law, and information systems, enabling graduates to adapt to diverse business environments and contribute effectively to organizational success (CHED, 2006).

Among the fields of specialization under the BSBA program, BSBA in Marketing Management focuses on developing students’ expertise in consumer behavior, marketing research, brand management, sales strategies, and digital marketing. According to CHED, this specialization prepares students to analyze market trends, design effective marketing campaigns, and manage brands in both local and international markets. The curriculum emphasizes innovative marketing techniques, strategic decision-making, and digital transformation in business, ensuring that graduates are well-prepared for careers in advertising, sales, market research, and corporate brand management (CHED, 2006).

Similarly, the BSBA in Financial Management is structured to provide students with a strong foundation in financial principles, investment strategies, banking operations, and risk management. As outlined by CHED, the program focuses on equipping students with the technical and

analytical skills necessary for managing financial resources, making investment decisions, and understanding the complexities of financial markets and institutions. Graduates of this specialization are expected to excel in roles such as financial analysts, investment bankers, credit analysts, risk managers, and corporate finance officers. The curriculum integrates financial technology (FinTech) applications, global financial trends, and ethical financial decision-making, ensuring that students are prepared for the dynamic and competitive finance industry (CHED, 2006).

Outcomes-Based Education

The Commission on Higher Education (CHED) Memorandum Order No. 46, Series of 2012, establishes a quality assurance (QA) framework for Philippine higher education through an outcomes-based education (OBE) and typology-based QA system. This policy shifts the focus from traditional input-based education—where success is measured by classroom hours and course completion—to an approach that emphasizes student learning outcomes and competencies (CHED, 2012). Furthermore, The Commission on Higher Education (CHED) Memorandum Order (CMO) No. 104, Series of 2017, titled “Revised Guidelines for Student Internship Program in the Philippines (SIPP) for All Programs,” provides comprehensive policies and standards for implementing internship programs across all higher education institutions (HEIs) in the Philippines. This memorandum supersedes previous guidelines and aims to enhance the quality and effectiveness of student internships by ensuring that they are well-structured, relevant, and aligned with academic and industry standards.

METHOD AND MATERIALS

This study employed a quantitative, descriptive-correlational research design to examine the relationship between business students’ practicum performance

and their academic performance in general education, business, and professional courses. Secondary data were collected from the student grading system of a private higher education institution (HEI) after the approval of the institution and informed consent of the participants (students). A randomized sampling procedure was applied to 98 BSBA graduates from the 2022–2023 academic year. The selected Higher Education Institution (HEI) was chosen due to its status as the one with the largest enrollment in the region, with 21,000 students (Gonzales, 2023).

This study assessed the general weighted averages for the 51-unit general education curriculum, the 42-unit business courses, and the 39-unit professional courses, while the practicum outcome was evaluated based on the actual grades of randomly selected participants, following CHED Memorandum Order 39 (2006), which stipulates 51 units for general education, 42 units for fundamental business and core subjects, 39 units for professional and elective subjects, and six units for practicum.

Data analysis was conducted using IBM SPSS Statistics. Descriptive and inferential statistics were applied to address the study’s objectives. Primarily, percentages were used to describe the distribution of business administration majors. At the same time, mean, median, mode, standard deviation, and Shapiro-Wilk tests were used to describe the general weighted average for general education, business, and professional courses and grades from OJT. The Shapiro-Wilk test was used to assess the normality of the distribution. Since the data indicated non-normality in Business Course grades (for Marketing students) and OJT grades, Spearman’s Rank-Order Correlation was used to assess the relationship between practicum performance and academic performance in these courses.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 1: Profile of Graduates by BSBA Programs

Major	Counts	% of Total	Cumulative %
BSBA Financial Management	48	49.0%	49.0%
BSBA Marketing Management	50	51.0%	100.0%

Table 1 presents the frequency distribution of BSBA graduates by program. Among the 98 graduates included in the study, 48 (49.0%) specialized in Financial Management, while 50 (51.0%) pursued a degree in Marketing Management. The cumulative percentage indicates that Marketing Management students make up the remaining portion, bringing the total to 100%. This distribution is nearly balanced, with a slight majority of students majoring in Marketing Management.

Academic Performance in General Education Courses

Table 2 shows that Financial Management and Marketing

Management BSBA graduates have significantly different general weighted averages (GWA) in General Education courses. Financial Management graduates had a mean GWA of 78.2 compared to 74.2 for Marketing Management graduates. The median scores showed this tendency, with Financial Management students scoring 78.8 and Marketing Management students 75.3. The mode for Financial Management students was 79.0, the most common grade, while the mode for Marketing Management graduates was 52.1, indicating that some students scored substantially lower. Marketing Management students had a broader score range (6.97 vs. 6.20) than Financial Management students. This contends

that BSBA major in Financial Management students achieved more consistent grades than BSBA major in Marketing Management students.

Shapiro-Wilk normality tests confirm that both distributions are close to normal. Financial Management ($p = 0.617$) and Marketing Management ($p = 0.068$) revealed no significant deviation from normalcy. However, Marketing Management showed significantly increased skewness.

Table 2: Descriptives of GWA for General Education Courses

	Major	GEC
N	BSBA Financial Management	48
	BSBA Marketing Management	50
Mean	BSBA Financial Management	78.2
	BSBA Marketing Management	74.2
Median	BSBA Financial Management	78.8
	BSBA Marketing Management	75.3
Mode	BSBA Financial Management	79.0
	BSBA Marketing Management	52.1 ^a
Standard deviation	BSBA Financial Management	6.20
	BSBA Marketing Management	6.97
Shapiro-Wilk W	BSBA Financial Management	0.981
	BSBA Marketing Management	0.957
Shapiro-Wilk p	BSBA Financial Management	0.617
	BSBA Marketing Management	0.068

^aMore than one mode exists, only the first is reported

Academic Performance in Professional Courses

Additionally, Table 3 shows substantial differences between Financial Management and Marketing Management BSBA graduates' General Weighted Averages (GWA) in professional courses. Financial Management students averaged 78.4 GWA, compared to 74.9 for Marketing Management students. The median scores showed this tendency, with Financial Management students scoring 77.8 and Marketing Management students 74.6. Financial Management students had a mean of 72.6, while Marketing Management students had a mean of 77.9. This suggests that while Financial Management students performed better, Marketing Management students had a mode that exceeded their mean. Financial Management students had a standard deviation of 5.94, somewhat higher than Marketing Management students, at 5.28. This shows that Financial Management students had more inconsistent grades than Marketing Management students.

The Shapiro-Wilk normality test shows that both distributions are normal. Financial Management ($p = 0.439$) and Marketing Management ($p = 0.854$) have p-values greater than 0.05, indicating that the data are typically distributed.

Table 3: Descriptives of GWA for Professional Courses

	Major	P.C
Mean	BSBA Financial Management	78.4
	BSBA Marketing Management	74.9
Median	BSBA Financial Management	77.8
	BSBA Marketing Management	74.6
Mode	BSBA Financial Management	72.6 ^a
	BSBA Marketing Management	77.9
Standard deviation	BSBA Financial Management	5.94
	BSBA Marketing Management	5.28
Shapiro-Wilk W	BSBA Financial Management	0.976
	BSBA Marketing Management	0.987
Shapiro-Wilk p	BSBA Financial Management	0.439
	BSBA Marketing Management	0.854
Shapiro-Wilk p	BSBA Financial Management	0.617
	BSBA Marketing Management	0.068

^aMore than one mode exists, only the first is reported

Academic Performance in Business Courses

Moreover, as shown in Table 4, the descriptive statistics for the business course General Weighted Averages (GWA) reveal significant variances between BSBA students in Financial Management and those in Marketing Management. Marketing Management students outscored Financial Management students in business courses, unlike general and professional education. Marketing Management students had a higher GWA (79.9) than Financial Management students (76.8). The median scores are 81.0 for Marketing Management students and 76.5 for Financial Management students, indicating consistently higher performance in this category. The mode—the most common grade—is intriguing. The mode for Financial Management students was 66.5, much lower than the mean and median, indicating that many students earned lower grades. However, the most common grade for Marketing Management students was 76.1, which is closer to their mean and suggests a more balanced score distribution. Additionally, Financial Management students had a higher standard deviation of 7.83 compared to Marketing Management students, indicating greater variability in their grades. This suggests that Marketing Management students performed better and had more consistent scores, while Financial Management students exhibited a wider range of performance. Additionally, Shapiro-Wilk normality test results reveal a significant difference. The p-value of 0.924 shows a typical grade distribution for Financial Management students. However, the p-value of 0.017 for Marketing Management students is below 0.05, indicating a significant deviation from normality. Their grades may be skewed or contain outliers, affecting statistical calculations assuming normality.

Table 4: Descriptives of GWA for Business Courses

	Major	Business Courses
Mean	BSBA Financial Management	76.8
	BSBA Marketing Management	79.9
Median	BSBA Financial Management	76.5
	BSBA Marketing Management	81.0
Mode	BSBA Financial Management	66.5
	BSBA Marketing Management	76.1 ^a
Standard deviation	BSBA Financial Management	7.83
	BSBA Marketing Management	6.43
Shapiro-Wilk W	BSBA Financial Management	0.989
	BSBA Marketing Management	0.942
Shapiro-Wilk p	BSBA Financial Management	0.924
	BSBA Marketing Management	0.017

^aMore than one mode exists, only the first is reported

On-the-Job Training Performance

As reported in Table 5, the descriptive statistics for the On-the-Job Training (OJT) grades of BSBA graduates reveal that both Financial Management and Marketing Management students performed well in their on-the-job training. Financial Management students had a slightly higher mean OJT grade of 90.6 compared to 90.2 for Marketing Management students. However, the median grade was higher for Marketing Management students (93.0) than for Financial Management students (92.0), indicating that middle-performing Marketing Management students tended to score slightly higher. A notable finding is that the most frequently occurring OJT grade (mode) for both groups was 100, suggesting that many students achieved the highest possible score. This may indicate strong OJT performance.

CHED Memorandum Order No. 39, Series of 2006, which outlines the Policies, Standards, and Guidelines (PSGs) for the Bachelor of Science in Business Administration (BSBA) program, accentuates the importance of integrating practical training into the curriculum. The high OJT performance of students suggests that the BSBA program effectively adheres to these guidelines by ensuring that students acquire the necessary skills and competencies required in business practice. Furthermore, the emphasis on experiential learning in the memorandum supports the students' ability to perform well in industry settings, as reflected in their consistently high OJT grades (CHED, 2006).

Similarly, CHED Memorandum Order No. 46, Series of 2012, emphasized the transition to an outcomes-based education (OBE) framework, emphasizing competency development and quality assurance. The consistently high OJT grades of BSBA graduates maintain that the program successfully implements an outcomes-based approach, equipping students with both technical and behavioral competencies essential for professional success. The high median and modal scores further support the notion

that students are not only meeting but also exceeding the expected learning outcomes prescribed by CHED (2012). Additionally, the Shapiro-Wilk normality test results indicate that the OJT grades for both groups significantly deviated from a normal distribution, with p-values of less than 0.001. The low W values (0.391 for Financial Management and 0.436 for Marketing Management) suggest strong skewness or the presence of extreme values. This non-normal distribution indicates that grades were not evenly distributed and may have been clustered at the higher end.

Table 5: OJT Performance (GPA)

	Major	O.J.T
Mean	BSBA Financial Management	90.6
	BSBA Marketing Management	90.2
Median	BSBA Financial Management	92.0
	BSBA Marketing Management	93.0
Mode	BSBA Financial Management	100
	BSBA Marketing Management	100
Standard deviation	BSBA Financial Management	14.1
	BSBA Marketing Management	19.6
Shapiro-Wilk W	BSBA Financial Management	0.391
	BSBA Marketing Management	0.436
Shapiro-Wilk p	BSBA Financial Management	<.001
	BSBA Marketing Management	<.001

Correlation of Academic and OJT Performance

As shown in Table 6, a strong positive correlation exists between General Education courses and Professional Courses (Spearman's rho = 0.688, p < 0.001), implying that students who perform well in General Education courses tend to excel in Professional Courses. Similarly, there is a moderate to strong correlation between General Education courses and Business Courses (Spearman's rho = 0.595, p < 0.001), explaining that a solid foundation in General Education is associated with better performance in business-related subjects. Likewise, Professional Courses and Business Courses exhibit a moderate correlation (Spearman's rho = 0.587, p < 0.001), indicating that students' competency in Professional Courses is associated with their performance in Business Courses. These findings align with Kolb's Experiential Learning Theory (ELT), which emphasizes the importance of direct experience in reinforcing the application of knowledge and skill development (Kolb, 1984). According to ELT, learning occurs through a cyclical process of concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Additionally, the correlations with academic components are weaker for OJT performance. A moderate positive correlation is observed between Business Courses and OJT grades (Spearman's rho = 0.365, p < 0.001), suggesting that students who perform well in Business Courses are more likely to apply their knowledge

effectively in real-world business settings. Similarly, a weaker but still statistically significant correlation exists between Professional Courses and OJT performance (Spearman's rho = 0.278, p = 0.003), claiming that academic preparation in professional subjects has some influence on students' practical training outcomes. The findings imply that while theoretical instruction remains essential, business education should further integrate experiential learning methodologies, such as simulations, internships, and case-based learning, to bridge the gap between academic coursework and professional practice. This corroborates with ELT's premise that learning is most effective when learners are actively engaged in relevant, hands-on experiences (Kolb & Kolb, 2017). It also aligns with the standards and objectives outlined in CHED Memorandum Order (CMO) No. 39, Series of 2006, and CHED Memorandum Order No. 46, Series of 2012, which emphasize academic and practical preparation, reinforced by CHED policies on quality education and competency-based learning.

However, the correlation between General Education courses and OJT performance is weak and statistically insignificant (Spearman's rho = 0.143, p = 0.080). This explains that General Education courses may have a limited direct impact on OJT performance, likely because they focus on broad knowledge and foundational skills rather than specialized business applications. This finding aligns with the discussion by Soven *et al.* (2013) on the role of learning communities in general education. The authors argue that traditional General Education courses emphasize interdisciplinary integration, critical thinking, and broad intellectual development rather than direct, job-specific competencies. While these courses foster cognitive and personal growth, their immediate applicability to workplace tasks may not be as evident. Furthermore, Soven *et al.* (2013) note that unless such integrative approaches are embedded within General Education curricula, the direct transfer of knowledge to on-the-job training (OJT) performance may remain limited.

Table 6: Correlation Matrix of Academic and OJT Performance

		GEC	PC	BC	OJT
GEC	Spearman's rho	—			
	Df	—			
	p-value	—			
PC	Spearman's rho	0.688	—		
	Df	96	—		
	p-value	<.001	—		
BC	Spearman's rho	0.595	0.587	—	
	Df	96	96	—	
	p-value	<.001	<.001	—	
OJT	Spearman's rho	0.143	0.278	0.365	—
	df	96	96	96	—
	p-value	0.080	0.003	<.001	—

Note. H_a is a positive correlation.

CONCLUSION

In conclusion, BSBA Financial Management students showed stronger theoretical grounding, while BSBA-Marketing Management students excelled in business-specific courses. Although both groups achieved high OJT ratings, Marketing students displayed more varied performance. The study accentuates that academic preparation, particularly in Business and Professional Courses, has a varying but meaningful influence on OJT success, with business course performance being a stronger predictor of work readiness. On the other hand, this study is limited to BSBA students and does not include other specializations, which future research could explore. It relies on cross-sectional data and academic grades without accounting for other factors like workplace skills or mentorship. As such, the findings may not fully capture the complexity of work readiness.

REFERENCES

- Anghel, G. A. (2023). Academic success - explanatory theories. *Journal of Education Society & Multiculturalism*, 4(2), 135–143. <https://doi.org/10.2478/jesm-2023-0023>
- Asio, J. M., Mendoza, K. J., & Soriano, I. (2022). The General Education Curriculum in the Philippines: A Policy analysis. *International Journal of Law and Public Policy (IJLAPP)*, 4(2), 66–74. <https://doi.org/10.36079/lamintang.ijlapp-0402.403>
- Boumi, S., & Vela, A. (2022). Impacts Of Students Academic Performance Trajectories on Final Academic Success. arXiv Preprint, arXiv:2201.08744. <https://arxiv.org>
- Gonzales, I. (2023, July 21). Phinma schools post record-high enrollees. PhilStar. <https://www.philstar.com/business/2023/07/21/2282534/phinma-schools->

- postrecord-high-enrollees
- Hailu, M., Abie, A., Mehari, M. G., Dagnaw, T. E., Worku, N. K., Esubalew, D., Limenh, L. W., Delie, A. M., Melese, M., & Fenta, E. T. (2024). Magnitude of academic performance and its associated factors among health science students at Eastern Ethiopia University's 2022. *BMC Medical Education*, 24(1). <https://doi.org/10.1186/s12909-024-06296-z>
- Hingpit, S. P. (2024). The On-The-Job Training Experiences of Business Administration students of Philippine Electronics and Communication Institute of Technology Butuan City. *JPAIR Multidisciplinary Research*, 57(1). <https://doi.org/10.7719/jpair.v57i1.894>
- Hong, N. W., Shan, N. B., Yuanzhi, N. L., & Chunhua, N. T. (2024). The Academic Performance and Upward Mobility of Students in Education program. *Journal of World Englishes and Educational Practices*, 6(1), 137–166. <https://doi.org/10.32996/jweep.2024.6.1.6>
- Jalagat, R., Jr, & Aquino, P., Jr. (2022). Curriculum Gaps in Public Administration: Perceptions of Academicians and other Stakeholders in the Philippines. *International Journal of Educational Leadership and Management*. <https://doi.org/10.17583/ijelm.8812>
- Kolb, D. A. (1983). *Experiential learning: Experience as the source of learning and development*. <http://ci.nii.ac.jp/ncid/BB1767575X>
- Kolb, D. A. (2014). *Experiential learning: Experience as the Source of Learning and Development*. FT Press.
- Kumar, A., & Anburaj, G. (2024). Examining the variables that impact academic performance in higher education. *International Journal for Multidisciplinary Research*, 6(6). <https://doi.org/10.36948/ijfmr.2024.v06i06.30490>
- Li, T., Tsang, M., Yeung, M., & Li, E. (2017). An Estimate Of Major-Job Relevancy And The Relative Importance Of Professional Skills In The Workplace In Hong Kong. *International Journal of Teaching and Education*, 1(1). <https://doi.org/10.20472/te.2017.5.1.004>
- Lowee, O. O., & Enijuni, A. T. (2024). Essential Competencies for Business Educators: The demands of Today's Professional landscape. *European Journal of Business and Innovation Research*, 12(4), 1–6. <https://doi.org/10.37745/ejbir.2013/vol12n416>
- Ramos, M. C. (2024). Improving the Efficacy of On-the-Job Training Course in the Context of a Private Higher Education Institution Offering a Bachelor of Science in Information Technology Program. *Asia Pacific Journal of Management and Sustainable Development*, 12(3), 127–133. <https://doi.org/10.70979/kgwj3673>
- Soven, M., Lehr, D., Naynaha, S., & Olson, W. (2023). *Linked courses for general education and integrative learning: A Guide for Faculty and Administrators*. Taylor & Francis.
- The Commission on Higher Education (CHED) Memorandum Order (CMO) No. 59, series of 1996. (1996).
- The Commission on Higher Education (CHED) Memorandum Order (CMO) No. 20, series of 2013. (2013).
- The Commission on Higher Education (CHED) Memorandum Order (CMO) No.8, series of 2017. (2017).
- The Commission on Higher Education (CHED) Memorandum Order (CMO) No.39, series of 2006. (2006).
- The Commission on Higher Education (CHED) Memorandum Order (CMO) No.46, series of 2012. (2012).
- Tolentino, M. Q. (2023). On-the-Job training (Practicum) and academic performance of the BSBA students of the College of Business, Systems Plus College Foundation. *Journal of Advances in Education and Philosophy*, 7(03), 94–99. <https://doi.org/10.36348/jaep.2023.v07i03.006>
- Villanueva, M. M., Arca, E. M., & Sigaya, S. S., Jr. (2021). Academic and on-the-job training Performance of Business Administration students of STI West Negros University. *Kalamboan*, 1, 103–114. <https://doi.org/10.61864/kalamboan.v1i1.10>
- York, T. T., Gibson, C., & Rankin, S. (2015). Defining and measuring academic success. *Practical Assessment, Research & Evaluation*, 20(5), 1–20. <https://doi.org/10.7275/hz5x-tx03>