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## A PROPOSED PRACTICUM MANUAL FOR THE BUSINESS ADMINISTRATION STUDENTS OF METRO MANILA COLLEGE

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**Abstract:** *Education is the most valuable asset that an individual of today can possess. The realization of formal education and its importance has reached the core of the society. However, the fact still remains that formal education has not reached many backward and poverty-ridden areas of society. In this view, Metro Manila College with its aim to help in molding people to become better individuals in their own fields, established and academic institution that was initially catered to elementary and high school, and eventually offering different tertiary programs. The respondents of the study were the faculty members of the Business Administration of the different schools offering the program. It includes Olivarez College Sucat and Tagaytay campuses as the present school of the researcher, Bestlink College of the Philippines, a nearby school to where the researcher is presently enrolled and Metro Manila College. A total number of twenty (20) faculty members were included in the study representing 100% of the total population. The descriptive method of research was used to evaluate the proposed BA Practicum Manual in terms of objectives, contents, activities, style of presentation, organization, and creativity and in terms of its suitability, feasibility and acceptability. This method is often combined with comparison and contrast involving measurements, classifications, interpretation and evaluation. Thus the researcher employed a combination of descriptive techniques such as normative survey, evaluation survey and content analysis. The researcher developed sets of survey questionnaire to gather the data from the respondents. The questionnaire was categorized into three (3) parts. Part I consisted of the profile of the respondents. This included respondent's age, sex, highest educational attainment, and length of service as BA faculty. Part II consisted of the instrument to evaluate the contents of the manual. Part III consisted of the suggestions / recommendations to further improve the proposed BA Practicum Manual. Higher quest for academic excellence is every institution's dream. It needs a thorough preparation before reaching the top of the ladder. Instruction, faculty, research, library holdings and the like are expected to meet the highest percentage of superiority. A testing period must be given in order to test its usability and adoptability of the manual and it should be handy. Interview was also conducted to those who did not write anything on it, mentioned that the manual is very objective and useful for faculty, trainee and cooperating agency.*

**Keywords:** *HEI's, CMO's, style of presentation, BA Practicum Manual, Host Training Establishment*

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## **INTRODUCTION**

Education is the most valuable asset that an individual of today can possess. The realization of formal education and its importance has reached the core of the society. However, the fact still remains that formal education has not reached many backward and poverty-ridden areas of society. The first education starts at home. Upbringing of the child in society, at home and his/her views about the society and the world go a long way in shaping the person's outlook on society. Parents should teach the child to make them more responsible and accountable for their activities. Habits have an effect on a person both at the upbringing stage and later in life. The right education involves upbringing too, and inculcates valuable habits which should not be taken for granted. That would be the first and the right step toward better education in future life.

In this view, Metro Manila College with its aim to help in molding people to become better individuals in their own fields, established an academic institution that was initially catered to elementary and high school, and eventually offering different tertiary programs.

Metro Manila College as an academic institution offering different programs, with its aim to help its graduates to be more qualified in terms of their job opportunities, seeks to implement better training to the students before they will leave the portals of the school. In line with the program of the Commission on Higher Education, CHED MEMORANDUM ORDER#23, series of 2009 provides the guidelines for the practicum of all programs in accordance with Republic Act 7722 otherwise known as the "Higher Education Act of 1994" and pursuant to Commission en banc Resolution No. 148, dated April 19, 2009. The guidelines for Student Internship Program in the Philippines for all programs with practicum subject are hereby adopted for the information, guidance and compliance.

As the guiding principles of the Commission, it mandates to develop and promote policies, systems, procedures and programs that address globalization, changing policies and liberalization of trade in goods and services. CHED shall require student exchange and established HEIs of strong academic linkages with business and industry to promote and provide students with competitive skills and attitudes for employment. Further, in order to promote the well-being of tertiary students guarantee quality of their learning and exposure and ensure their safety while undergoing practicum and considering the nature of the program, CHED issued guidelines for student internship program in the Philippines.



The practicum course of the Business Administration program provides the general objectives as follows:

1. Provides tertiary students enrolled in HEIs the opportunity to acquire practical knowledge, skills, and desirable attitudes and values in reputable establishment / industries in the country;
2. Enhance the students' work competencies and discipline as they relate to people in the workplace;
3. Promote competitiveness of students through their training;
4. Strengthen and enrich the degree program
5. Provide opportunities to learn from and network with experienced professionals;
6. Handle new challenges and complex tasks or problems; and
7. Identify future career directions and become candidates for future job opening.

This practicum shall be applicable only to qualified students who have enrolled and finished the required number of units before they will be allowed to undergo the program. This will ensure the capability of students that they have gained the required orientation / knowledge from school before they will go hands-on.

### **STATEMENT OF THE PROBLEM**

This study attempted to develop and validate a Practicum Manual for Business Administration students of Metro Manila College for School Year 2011-2012.

Specifically, it sought to answer the following problems:

1. What is the profile of the respondents in terms of the following;
  - 1.1 age
  - 1.2 sex
  - 1.3 highest educational attainment
  - 1.4 length of service as BA faculty
2. How do the faculty members evaluate the proposed BA Practicum Manual in term of the following variables;
  - 2.1 objectives
  - 2.2 contents
  - 2.3 activities
  - 2.4 style of presentation



2.5 organization

2.6 creativity

3. How valid are the contents of the Practicum Manual based from CMO#23?
4. What suggestions / recommendations to further improve the proposed manual?

## ASSUMPTIONS

The study was guided with the following assumptions:

1. That the data gathered are useful to support the proposed Practicum Manual.
2. That the parts of the manual evaluated are valid and reliable.
3. That the manual as a whole conforms to CMO#23.

## METHODOLOGY

The descriptive method of research was used to evaluate the proposed BA Practicum Manual in terms of objectives, contents, activities, style of presentation, organization, and creativity and in terms of its suitability, feasibility and acceptability. This method is often combined with comparison and contrast involving measurements, classifications, interpretation and evaluation. Thus the researcher employed a combination of descriptive techniques such as normative survey, evaluation survey and content analysis.

## STATISTICAL TREATMENT OF DATA

The following statistical tools were used in treating and analyzing the data.

1. Percentage - for the profile of the respondents, the simple frequency count and percentage will be used.

Formula:

$$P = \frac{f}{N} \times 100$$

Where:

P = percentage

F = frequency

N = no. of respondents

2. Weighted mean – for the interpretation of the responses for the instrument

Formula:

$$WM = \frac{fw}{N}$$

Where:



$fw$  = sum of the product of the frequency

$N$  = no. of respondents

The equivalent point assigned to each indicated item the extent of existence of the conditions as perceived by the respondents was determined by estimating each weighted average, which becomes the verbal description:

Likert Scale		Verbal Description	
4.50 - 5.00	- 5 -	Highly Agree (HA)	
3.50 - 4.49	- 4 -	Agree (A)	
2.50 - 3.49	- 3 -	Moderately Agree (MA)	
1.50 - 2.49	- 2 -	Disagree (D)	
1.00 - 1.49	- 1 -	Highly Disagree (HD)	

## RESULTS AND DISCUSSIONS

### 1. What is the profile of the respondents?

**Table I.I: Frequency and Percentage Distribution of the Respondents' Profile with Regard to Age**

Age	Frequency	%
21-30 years old	3	15
31-40 years old	7	35
41-50 years old	9	45
51-60 years old	1	5
Total	20	100

Table 2.1 shows the frequency and percentage distribution of the respondents' profile with regard to age. As shown in the table, the most-numbered respondents are aged 41-50 years old or 45 percent which implies that most of the faculty members are engaged in the teaching profession for quite some time and are in their middle adulthood stage, the stage when these people are in the peak of their career.

**Table I.2: Frequency and Percentage Distribution of the Respondents' Profile with Regard to Sex**

Sex	Frequency	%
Male	11	55
Female	9	45
Total	20	100



Table I.2 presents the frequency and percentage distribution of the respondents' profile with regard to sex. As presented in the table, majority of faculty members are male which implies that teaching profession nowadays is not only limited to female teachers but also for male.

**Table I.3: Frequency and Percentage Distribution of the Respondents' Profile with Regard to Highest Educational Attainment**

Highest Educational Attainment	Frequency	%
College Degree Holder	4	20
Master's Degree Holder	13	65
Doctorate Degree Holder	3	15
Total	20	100

Table I.3 shows the frequency and percentage distribution of the respondents' profile relative to highest educational attainment. As gleaned from the table, 13 or 65 percent of the respondents are master's degree holders which implies that most of the faculty members are pursuing higher education in order to become more equipped with the needed knowledge required by the profession and as a basic qualification for college faculty.

**Table I.4: Frequency and Percentage Distribution of the Respondents' Profile with Regard to Length of Service as BA Faculty**

Length of Service as BA Faculty	Frequency	%
1 -3 years	1	5
4 -6 years	4	20
7 -9 years	5	25
10 -13 years	6	30
14 -more years	4	20
Total	20	100

Table I.4 reveals by means of frequency and percentage distribution of the respondents' profile with regard to length of service as BA faculty. As revealed by the table above, the highest frequency of 6 or 30 percent which implies that most of them are engaged in the academe for quite some time.

**2. How do the faculty members evaluate the proposed BA Practicum Manual in term of the given variables?**



**Table 2: Item Mean and Descriptive Distribution of the Respondents' Evaluation of the Instructional Material**

Item	Item Mean	Descriptive Scale
Objectives	4.9	Highly Agree
Contents	4.85	Highly Agree
Activities	4.9	Highly Agree
Style of Presentation	4.95	Highly Agree
Organization	4.95	Highly Agree
Creativity	4.85	Highly Agree
Average Weighted Mean	4.9	Highly Agree

Table 2 describes in terms of the item mean and descriptive scale distribution of the respondents evaluation of the proposed BA Practicum Manual. As described by the table, all of the items obtained a descriptive rating of "highly agree" with the highest numerical value of 4.95 on "style of presentation" and "Organization", which implies that the respondents believed that the proposed BA Manual is well organized, presented clearly, reliable and useful.

**3. How valid are the contents of the Practicum Manual based from CMO#23?**

**Table 3:Item Mean and Descriptive Distribution of the Respondents' Evaluation on the Validity Instructional Material**

Item	Item Mean	Descriptive Scale
Objectives	4.9	Highly Agree
Contents	4.85	Highly Agree
Activities	4.9	Highly Agree
Style of Presentation	4.95	Highly Agree
Organization	4.95	Highly Agree
Creativity	4.85	Highly Agree
Average Weighted Mean	4.9	Highly Agree

Table 3 describes in terms of the average weighted mean and descriptive scale distribution of the respondents' evaluation on the validity of the proposed BA Practicum Manual. The average weighted means is 4.9 or a descriptive scale of highly agree. It implies that the manual is as evaluated by the respondents found out that suitable, acceptable and feasible for use.

**4. What recommendations / suggestions to further improve the proposed manual?**



**Table 4: Frequency and Rank Distribution on the Suggestions / Recommendations to further improve the Proposed Manual**

Suggestions / recommendations to further improve the proposed manual	Frequency	Rank
To have a testing period for its use	6	1
Production of the manual must be handy	1	2
Total	7	

Table 4 describes the suggestions / recommendations of the respondents though most of them were not able to write it down. Based from the responses given, a testing period must be given in order to test its usability and adoptability of the manual and this as ranked 1 and it should be handy. Interview was also conducted to those who did not write anything on it, mentioned that the manual is very objective and useful for faculty, trainee and cooperating agency.

## CONCLUSION

Higher quest for academic excellence is every institution's dream. It needs a thorough preparation before reaching the top of the ladder. Instruction, faculty, research, library holdings and the like are expected to meet the highest percentage of superiority. Many are aiming to provide the best for their students, not only providing the best line up of faculty teaching their own specialization, who acquired the highest degree but also providing the students as well as faculty the needed reading materials, books, periodicals, state-of-the-art facilities and like in order to provide to best reinforcement to acquire quality of education.

## RECOMMENDATIONS

In the light of the findings, the following recommendations are being offered:

- Encouragement shall be constantly given to faculty members who want to venture in writing textbook for students guided with memoranda and circulars;
- Faculty members shall be sent to seminars relative to authorship of manuals and textbooks;
- Financial support shall be provided to faculty members who will undergo researches which in turn are useful for the students, the faculty, the cooperating agency and the institution as a whole.





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## **THE MANUAL**

### **SCHOOL VISION**

A College with academic and technical excellence, which envisions a University, imbued with Christian values, producing globally competitive and empowered graduates, able to meet the demands and challenges of tomorrow.

### **SCHOOL MISSION**

Metro Manila College commits itself to the holistic development of the learner through:

- Provision of excellent educational curriculum and instructional services.
- Transformation of learners and its community towards becoming morally upright, humane, responsible, globally competitive and productive members of the society with assurance of better future.

### **OBJECTIVES:**

Metro Manila College, in its effort to attain excellence in the academic community, aims to fulfill its responsibilities in the delivery of all its programs and projects.

#### **1. Instruction**

The school continuously provides for relevant and quality education through its latest curricular offerings; committed dedicated and well-trained learning facilitators and support personnel, positive teaching-learning environment, and adequate provision of modern facilities, instructional materials, equipment and tools needed in the delivery of quality education.

#### **2. Research**

In its desire to further strengthen the acquisition of knowledge shall conduct research for the betterment of instruction, the findings and suggestions of which to become the guiding principles of the school administrators in formulating policies geared towards academic excellence.

#### **3. Extension**

Shall share its resources shall share its resources through the efforts to the Community Extension Program.

#### **4. Productivity**

It shall continue to maintain communication with its graduates in their efforts to put into practice the institution's vision, mission, goals and objectives, and learned knowledge through the alumni association.



## **CHAPTER 1**

### **HISTORY OF THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION**

#### **Section 1. History**

Metro Manila College established its College Department in 1977. It is the first school to offer college degree course in Novaliches. Its Bachelor of Science in Commerce program got government recognition in 1980.

The school for its quest for academic excellence, they decided to work for the accreditation of the program and applied for the visit on February 11, 2008 under the Association of Christian Schools, Colleges and Universities – Accrediting Association, ACSCU-AA). The pre-survey was conducted on February 16-22, 2009 and immediately granted a candidate status. The re-visit was conducted on February 21-27, 2011 and was successfully awarded Level 1 after three months.

At present, the administration is doing its best to fulfill its mission, vision and objectives and to produce qualified graduates.

## **Chapter 2**

### **PRACTICUM - OFF CAMPUS**

#### **Introduction**

The need to maintain a high level of competency in the field of every profession has been a major concern of every educational institution, both public and private. Practically, all institutions continuously search to produce a well-rounded individual who may be needed to man the various services in the country or board.

The author would like to come up with this Business Administration Practicum Manual as one of the requirements of the graduating students in order to guide them in their proper conduct and discipline in the hands-on-work in every office where they are assigned. It is, therefore, necessary that Practicum be conducted in relation with the rules and regulations of the particular agency where the students will be trained. Such experience acquired is very essential in producing highly competitive graduates to face the future and the challenges in the field of business.

#### **Course Description**

Practicum - Off Campus is a course intended to develop insights of students into the actual operation of offices.



## **GUIDING PRINCIPLES**

**Section 1.** The Commission on Higher Education is mandated to develop and promote policies, systems, procedures and programs that address globalization, changing policies, and liberalization of trade in goods and services. CHED shall require student exchange and establishment by HEI's of string academic linkages with business and industry to promote and provide students with competitive skills and attitudes for employment.

**Section 2.** In order to promote the well being of tertiary students, guarantee quality of their learning and exposure and ensure their safety while undergoing practicum and considering the nature of the program, CHED issues guidelines for Student Internship Program in the Philippines.

## **IMPLEMENTING GUIDELINES**

### **Requirements for Parties Involved**

#### **HIGHER EDUCATION INSTITUTION (HEI)**

1. The HEI must have Government Recognition for Private HEI's, appropriate Board Resolution for State Universities and Colleges (SUCs) and Local Government for Local Universities and Colleges (LUCs) for program(s) with practicum or internship units;
2. The HEI must have no pending complaint or administrative/criminal/civil action filed against it either before the CHED, other government agencies/entities or in any court of competent authority;
3. The HEI must have reputable Host Training Establishment (THE) Partner or Entity;
4. The HEI must have a Manual or Plan designed in collaboration with the HTE; and
5. HEI must furnish the HTE with the evaluation system to be followed in the evaluation of student performance.

#### **HOST TRAINING ESTABLISHMENT (HTE)**

1. HTE must be duly licensed and registered institutions/establishments in t the Philippines. They must provide appropriate training program for the student trainee and must follow the Training Manual or Plan;
2. HTE must follow the evaluation system of student performance provided by the HEI.

#### **STUDENT TRAINEE / INTERN**

1. Student trainee must possess the following qualifications:
  - a. Must be enrolled in a Philippine higher education institutions;



- b. At least 18 years old;
- c. Enrolled in practicum or equivalent subject, at least 3<sup>rd</sup> year (second semester) or 4<sup>th</sup> year curricular year;
- d. Passed pre-practicum requirements;
- e. In good academic standing and completed all pre-requisite subjects;
- f. The trainee shall be physically, mentally, and emotionally fit, as contained in the physical and psychological examination certified by DOH accredited clinics or hospitals;
- g. Articulate in the language used by the HTE;
- h. Has consent from parents/guardians; and
- i. Has finished at least 90% of his/her academic requirements or has passed and taken all his/her major (professional) subjects.

### **Chapter 3**

#### **OBLIGATIONS/RESPONSIBILITIES OF PARTIES INVOLVED**

##### **HIGHER EDUCATION INSTITUTION (HEI)**

1. Formulate local school practicum policies and guidelines on selection, placement, monitoring and assessment of student trainees;
2. Pre-qualify student trainees in accordance with the school off campus training policies and requirements as specified herein and from the receiving host training establishment;
3. Set criteria on the selection of a faculty Practicum academically qualified and responsible as Faculty SIPP Coordinator per program for all aspects of the practicum program including program of implementation, monitoring and evaluation;
4. Monitor and evaluate performance of student trainees jointly with HTE based on the prescribed Training Manual or Plan;
5. Conduct general orientation for qualified student trainees and their parents/guardians;
6. Conduct initial and regular visit/inspection of their THE organization to ensure safety of students;
7. Submit to CHED through the CHEDRO the following basic documents;
  - a. Annual report



- b. List of students certified to have completed practicum with supporting documents;
- c. SIPP evaluation form as part of the documentation.
- d. Issue final grade to the student trainee upon completion of the requirements on prescribed period;
- e. Issue a Certificate of Appreciation of the completion of training of student to HTE;
- f. Provides CHEDRO a copy of the duly notarized MOA

#### **HOST TRAINING ESTABLISHMENT (HTE)**

1. Facilitate the processing of the documents of the student trainee in coordination with the HEI;
2. Provides Supervised Applied Learning Experience for student trainees in accordance with agreed Training Manual/Plan and the schedule of Activities;
3. Assign a competent Faculty SIPP coordinator responsible for the implementation of all phases of the Training Plan;
4. Conduct a post training review and evaluation of the program and the performance as well as with the partner HEI;
5. Issue a Certificate of Completion of the student trainees two weeks after the completion of the training; and
6. May provide necessary incentives to the student trainee as contained in the MOA, such as free duty meals, travel allowance and uniform, if possible.

#### **STUDENT TRAINEE**

1. Sign and comply with the provisions of the contract, at all times with the rules and regulations of the HTE, CHED and HEI;
2. Complete the agreed duration of the practicum;
3. Undergoes the required orientation/training program conducted by the HEI and HTE;
4. Submit a monthly journal of practicum experiences describing his/her training activities, problems/encountered, and reflections on the training experience to the Faculty SIPP coordinator; and
5. Sign the acceptance letter and/or training contract.



## **Chapter 4**

### **POLICIES AFFECTING PRACTICUM TRAINEE**

#### **POLICIES ON PRACTICUM UNIFORM/ATTIRE**

The Practicum uniform will depend on the prescribed uniform adopted by the educational institution. However, uniform should be essentially and materially different from the uniform of the personnel of the office where they will undergo training.

- a. All students who are undergoing Practicum are required to report to their respective office assignments in complete uniform in the manner prescribed by the school.
- b. The uniform must be worn on all official Practicum functions
- c. The OJT uniform should not be worn in various combinations to make dresses for street wear, for play or for occasions not connected with OJT activities.
- d. The pinning of school ID card is a must in any Practicum uniform.

#### **ATTENDANCE POLICIES**

##### **a. Class Attendance**

An Practicum student must at least finish two hundred twenty (220) hours during the duration of the training. This includes regular or special meetings conducted in school and the actual office hours rendered.

#### **GRADING SYSTEM**

A cumulative grading system is used orr adopted by the school for the grading performance of all students. A student rating is determined by the average of the combined marks for student performance in office (75%) and written and oral reports as determined by the instructor (25%).

#### **REPORTING SYSTEM**

- a. Trainees are expected report regularly to their Practicum instructor in the schedule designated
- b. The student shall perform his/her duties and responsibilities in the accepting agency.









- 10 Complete and accurate in all details
- 08 Rarely commits error
- 06 Fairly good and seldom commits mistake
- 04 Requires occasional criticisms
- 02 Very careless, often commits error

**D. ACCEPTANCE OF RESPONSIBILITY (10 Points)** \_\_\_\_\_

- 10 Consistently acts in responsible manner
- 08 Shows marked interest in his/her work
- 06 Displays normal interest in his/her work
- 04 Has a little interest in his/her work
- 02 Manifests a very low regard to his/her work

**E. ACCEPTANCE OF DIRECTION (20 Points)** \_\_\_\_\_

- 20 Carries out direction to the best of his/her ability
- 16 Shows keen interest in accepting directions
- 12 Accepts direction and carries it out with minimum correction
- 08 Needs constant prodding and displays passive attitude
- 04 Shows ability to carry-out directions

**F. PERSONAL APPEARANCE AND BEARING (20 Points)** \_\_\_\_\_

- 20 Always clean, neat, well groomed and always in prescribed attire
- 16 Rarely seen in proper attire, clean and well groomed
- 12 Fairly good bearing
- 08 Seldom in good appearance and good bearing
- 04 Needs more improvement on his/her appearance and bearing

**G. MORAL VALUES AND ETHICAL STANDARDS (20 Points)** \_\_\_\_\_

- 20 Strictly abides by the Code of Ethics
- 16 Very upright to follow the rules
- 12 Fairly violates the Code of Conduct
- 08 Hardly observes the Code of Ethics
- 04 Needs training & reorientation on moral values and ethics

Total Score Rating: \_\_\_\_\_

Equivalent Number Rating (ENR): \_\_\_\_\_

Equivalent Adjectival Rating (EAR): \_\_\_\_\_

**Grade Equivalent**

EAR	ENR
Outstanding (O) -----	90% and up
Very Satisfactory (VS)---	89% - 85%
Satisfactory (S)-----	84% - 81%
Fair (F) -----	80% - 76%
Poor (P) -----	76% and below

Signature: \_\_\_\_\_

Head of Office: \_\_\_\_\_

Rank & Designation: \_\_\_\_\_

Date: \_\_\_\_\_