
On-the-Job Training: Towards Internationalization of Instructional Programs in Business, Accountancy and Hospitality

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Abstract

In the light of the current system of internationalization, Bukidnon State University has employed mechanisms to address the clamor of internationalized Education and Instructional Programs mainly on Business and the Hospitality Industry. This study aimed to determine the learning experiences of the thirty nine (39) student interns of Bukidnon State University in programs of Business Administration, Accountancy and Hospitality during their international on-the-job training (OJT) in the United States of America. The study employed narrative analysis from the narrative reports of the student trainees of their personal learning experiences and from the qualitative remarks of their immediate supervisors. Also, quantitative analysis through the weighted mean (μ) of the trainees' performance was also employed to validate the qualitative data. As a result of the experiences, the student trainees have expressed positive regard of the internship experience since they have learned about other cultures and essential global corporate practices of their fields. The American host companies likewise expressed through the performance appraisal and descriptive evaluation their appreciation of Filipino work ethics and their quality of work. The professional competencies of the student interns garnered a weighted mean of 3.74 which means exemplary and a weighted mean of 3.26 in their professional behavior which also means exemplary. Generally, the results express a favorable impression for the programs and individual experience. The experiences are of great importance not just to the students but also to the University and the host agencies that provided the experience.

Keywords: Internationalization, internships, on-the-job training, expansion of education, globalization of education

Rationale and Background

The thrust of global competitiveness has brought about significant modifications in the management and operations of educational institutions. Quality assurance is so omnipresent and its vocabulary so pervasive nowadays in higher education policy and discourse that one forgets how relatively recent the enthronement of the term "quality" actually is (EUA Case Studies, p. 5, 2008). Today's by-words of academic operations are the Accreditation Board of Engineering and Technology, the Bologna Accord, and the Quacquarelli Symonds International Ranking of Universities. Academic institutions may have to comply with the requirements of any or all of these quality assurance entities in order

to upkeep the sustainable quality practices of their university.

The Bologna reforms, for example, were based on the assumption that the international readability of curricular structures and the underlying quality assurance systems would increase cooperation and competition, mobility and institutional good practice, with quality enhancement occurring as a natural consequence of wider and deeper comparisons (EUA Case Studies, p. 6, 2008). A second assumption seemed to be that increased mutual trust in each other's quality assurance systems would result in increased trust in the quality of higher education provision in those systems, thereby resulting in cross-border movement (EUA Case

Studies). Most importantly, in addition to new curricular structures, Bologna was supposed to bring quality enhancement in teaching: many higher education representatives believed Bologna would accelerate or even trigger the move to outcome-based and/or student-centered teaching in the countries in which traditional less inter-active approaches of teaching were still dominant (EUA Case Studies).

This paradigm shift confirms Arcaro's (2000) assertion that the single most important issue in education today is quality. The World Conference on Higher Education (1998) states that quality in higher education is a multidimensional concept which should embrace all its functions and activities such as teaching and academic programs, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment. Quality also requires that higher education should be characterized by the international dimension, exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances (World Conference on Higher Education, p. 11, 1998). While education is still directed toward the attainment of excellence, equity and access through democratization, academic institutions must ensure the compliance with international standards, thereby ensuring the internationalization of higher education.

In line with the international standards that universities must adopt, the goals of Bukidnon State University (BSU) specifically of the College of Business, Accountancy, Hospitality and Public Governance have been aligned to provide quality education at both the undergraduate and graduate levels and one of the ways of achieving its goals is by exposing its students to international working environment. This is done through the OJT program where the senior students particularly in the fields of business and hospitality management are sent to other countries for their exposure and training.

Internationalization and Education

The concepts of internationalization of higher education has been expounded by Jane Knight (2006), who defined internationalization of higher education as the process of integrating an international or intercultural dimension into the teaching, research, and service functions of the institution. In her earlier writings, Knight stated that "internationalization is a dynamic process and not a set of isolated activities, but a process of integration or infusion that contributes to the sustainability of the international dimension, and the primary and universal functions of an institution of higher education, namely teaching, research, and service to society (p.2, 1993). In subsequent writings on internationalization, Knight (2004) redirected her definition of internationalization to include what she called the bottom-up and top-down approach, which consists of determining the important influence of the national/sectoral level on the international dimension of higher education through policy, funding, programs, and regulatory frameworks. Thus, Knight further defined internationalization at the national/sectoral level as "the process of integrating an international, intercultural, or global dimension into the purpose functions, or delivery of postsecondary education (p.6, 2004)." This definition was made after UNESCO clarified that internationalization "includes a broad range of elements such as curriculum, teaching-learning, research, institutional agreements, students-faculty mobility, and development cooperation (p.3)."

Internationalization and Bukidnon State University

Although several proponents of internationalization like Scott (1992), Warner (1992) and Davies (1992) have introduced like this system in the early 1990s, it is only in the 2000s that several universities or tertiary schools, the Bukidnon State University included, have adopted the internationalization of instructional programs.

The Bukidnon State University believes that sending its students abroad is one of the best ways for the students to have an opportunity to be exposed to other forms of quality learning. An internship abroad can be a powerful and transformative experience. It broadens the learning opportunities to develop personal and cross socio-cultural competencies. By applying what the students learned in the classroom in a professional setting in a new cultural context, the students may be able to see the relevance of a different work force in their career plans from their expanded perspective. It is also expected that the internship in other countries would enhance the students' professional skills making them marketable both in the local and international employment markets.

Internship abroad specifically in Singapore, started with the business students of then College of Business Administration and Accountancy. The positive feedback of the students and the agency where they were assigned encouraged the university and the college dean to look for other linkages abroad. The university was able make a linkage with the First Place, Inc., a Philippine-based career and education counseling organization that helps students and young professionals attend trainings and internships, cultural exchanges, travels and studies in the United States of America, Europe, Australia and other countries.

Thus, in 2011, the college screened student applicants for an on-the-job training in the United States of America and sent its first batch to Georgia (one trainee) and Vermont (one trainee). In 2012, the on-the-job training opened to all third year students of Business Administration, Accountancy, and Hospitality, and sent 37 students to the different states of the United States of America. The students underwent a four-month OJT in these states that usually takes place between February to June every year. The students were placed in different industry work places like hotels, restaurants and accessory stores or in beaches and pools with their own choice of workplace.

In consonance with the goals and objectives of the International On-the-Job

Training Program of the college, the researcher, thus, determined whether the goals and objectives of on-the-job training were carried out and attained in the process. It was likewise an imperative to find out the relevance of the program and its needs to be supplemented as a form of improvement to the system and process.

Conceptual Framework

As BSU currently adopts internationalized mechanisms, they are similarly motivated to enhance the learning of the interns and expand institutional character and credibility in national and international scene. This is manifested in the theory of the Internal Motivators of Internationalization of Hudzik and Stahl (2009). These motivators may include the enhancement of the institution's reputation, student learning outcomes, revenues and markets, research and scholarship, service and engagement, and global bridge building. All of these motivators contribute to an understanding of the importance of internationalization of higher education.

This study is mainly anchored on the philosophy of *experiential education* that describes the process that occurs between a teacher and student that infuses direct experience with the learning environment and content. Various terms have been used to label the process of learning from experience. As cited from Gentry (1990), John Dewey (Dewey & Dewey, 1915) discussed "learning by doing," while Wolfe and Byrne (1975) used the term "experienced-based learning." The term "trial and error" learning is used to explain inductive learning processes. The AACSB Task Force (1986) used the term "applied experiential learning," combining the learning from the "real-world" situation with the necessary condition of the application of concepts, ideas and theories to the interactive setting.

This study is also based on the concepts of Kolb (1984), McElhaney (1998) and Linn (1999). McElhaney (1998) defines experiential education as "a pedagogical philosophy

and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience"; while Kolb (1984) and Linn (1999) state that "experiential learning in higher education takes on many forms: internships, service learning, co-operative education, field experience, practicum, cross-cultural experiences and apprenticeships".

Internships and/or practicum are one of the forms of experiential education. On-the-job training (OJT) refers to training methods in which a person with job experience and skill guides trainees in practicing job skills at the workplace. This type of training takes various forms, including apprenticeships and internships. An internship is on-the-job learning sponsored by an educational institution as a component of an academic program. The sponsoring school works with local or international employers to place students in positions where they can gain experience related to their area of study (Noe, Hollenback, Gerhart, & Wright, 2011). Experiential Education and Internship Programs have been diversified through the local and international linkages with the industry and the corporate setting. It has also paved the way for universities and colleges to establish contractual relationships, not just within the country, but also abroad in the attempt to develop the skills of every Filipino and make them globally competitive in the real-work setting.

Internships are evaluated from their lived experiences. The working experience may be defined by the learning they have gained such as the enhancement of their competency. Internships, whether international or local, have the goals of enhancing the knowledge, skills and attitudes of the trainees. According to Muchinsky (2006), *knowledge* is specific types of information people need in order to perform a job. Some knowledge is required of workers before they can be hired to perform a job, whereas other knowledge may be acquired on the job. *Skills* are defined as the proficiencies needed to perform a task. Skills are usually enhanced through practice - for

example, skill at typing and skill at driving an automobile. *Abilities* are defined as relatively enduring attributes that generally are stable over time. Also, Muchinsky contemplated on attitude as a derivative of personality that also transcends in work and that attitudes are enhanced through experience. *Attitude change* programs focus on an awareness of diversity and the personal factors that most strongly influence our behavior toward others. Many programs involve self-assessment of perceived similarities and differences between different groups of employees, and attributions for success and failure of minority employees. They can be measured quantitatively through their performance appraisals and narrative reports or qualitative remarks, respectively.

Review of Related Literature

Just as there are a variety of ways to describe and define internationalization, there are also a number of different rationales or motivation for wanting to integrate an international dimension into higher education. Aigner, Nelson and Stempf (1992) as cited in De Witt (2002) suggest that there are three major reasons for the internationalization of higher education. They are interest in national security, maintenance of economic competitiveness, and fostering of human understanding across nations. Aigner et al. (1992) also pointed out that these are not absolute or mutually exclusive reasons for internationalization, and that they differ greatly in content and emphasis.

Scott (1992) identifies seven imperatives of the internationalization of higher education. They include economic competitiveness, environmental interdependence, increasing ethnic and religious diversity of local communities, the reality that many citizens work for foreign-owned firms, the influence of international trade or small business, the fact that college graduates are supervised or be supervised by people of different racial and ethnic groups from their own, and national security and peaceful relations between minorities.

Warner (1992) examines the various

assumptions and imperatives that underlie or motivate the internationalization agenda at different universities. He proposes three different models in an attempt to capture the diverse approaches to the internationalization of a university. In the competitive model, introducing international content into curricula and other elements of campus life is chiefly a means to make students, the institution, and the country more competitive in the global marketplace. The liberal model identifies the primary goal of internationalization as self-development in a changing world and/or global education for human relations and citizenship. The social transformation model suggests that the most important goal of internationalization is to give students a deeper awareness of international and intercultural issues related to equity and justice and to give them the tools to work actively and critically towards social transformation.

Knight (1997) has identified four (4) rationales for internationalization of higher education, namely, political, economic, academic, and cultural-social rationales. This theory is highly applicable to the current status of BSU's College of Business, Accountancy and Hospitality since they are currently applying the practices of internationalization as a higher education institution.

Knight (1999) further emphasizes that there should be a balance between income-generating motives and academic benefits for the purpose of ensuring that the improvement of the quality of higher education is the primary goal of internationalization. This assertion was made in the light of statements and reasons for internationalization advanced by Davis (1992), Johnston and Edelstein (1993), and Knight and De Wit (1995).

The academic rationale includes objectives related to the aims and functions of higher education. One of the leading reasons which has been cited for internationalizing higher education is that international academic standards for teaching and research must be achieved. It is often assumed that by enhancing the international dimension of

teaching, research, and service, there is value added to the quality of higher education. This premise is based on the assumption that internationalization is considered to be central to the mission of the institution and not a marginalized endeavor. Related to the effort toward enhancing the quality of education is the idea that internationalization is a positive change agent for institution building. International activities may serve as catalysts for major institutional planning or review exercises or help with institution building through the enhancement of the human, technical, or management infrastructure system (Qiang, 2001).

Internationalization is also manifested through socio-cultural competence among graduates of an institution. The cultural and social rationale for internationalization of higher education relates to the role of internationalization in the promotion of cultural and ethnic diversity in the academic world. Knight (1997) asserts that the preservation and promotion of national culture is a strong motivation for those countries which consider internationalization as a way to respect cultural diversity and counterbalance the perceived homogenizing effect of globalization. This acknowledgment of cultural and ethnic diversity within and between countries is a strong justification for the internationalization of a nation's educational system.

The contributions of students and scholars from other countries can be organized to provide an intercultural component in the educational activities of the institution, both in its formal academic programmes and in its outreach to the surrounding communities (Christensen & Thielen, 1983). Through internationalization, more and more individuals can enjoy learning experiences that may raise their acceptance of social variety and their ability to tolerate diversity without feeling that it is a major threat to their own shared identity (Otten, 2000).

The above literatures will serve as guide in the analysis of qualitative and quantitative data wherein such literatures can be interpreted as foundation to the responses of the interns.

Objectives of the Study

The purpose of this paper is to look into the learning experiences of the on-the-job training of the students in USA with the following specific objectives: (1) identify the knowledge, skills, and attitude change the student trainees gained from their international on-the-job training; (2) determine the extent of performance of the student trainees during their international on-the-job training; and (3) identify the most important and relevant skills and competencies required from the student trainees based on their employers' feedback and as identified by the agency.

Methodology

Mixed methods were used specifically qualitative and quantitative research designs. This is done through the following: several small focused-group interview, analysis of narrative reports and quantitative analysis of performance appraisals. The qualitative data were collected by means of focused-group interviews with the practicum students as well as the qualitative remarks that came from the performance appraisals of the student trainees. Quantitative data were collected through the results of the appraisals conducted by the host companies of the students whom they have trained. This served as a validation technique to prove that interns learned something from their on-the-job training.

Respondents

Through the linkage of The First Place, Inc. and its American partners, the College managed to send two (2) interns/on-the-job trainees in 2011 and thirty seven (37) in 2012 to different location and states. For the purpose of this study, all 39 interns form part of the research respondents. Table 1 presents the number of trainees in the two-year period as represented per course and per state. The two-year period is the scope of this study since these are the years wherein the institution was

allowed to send student trainees abroad. The courses that were involved in the International On-the-Job Training Program were Bachelor of Science in Business Administration (BSBA), Bachelor of Science in Accountancy (BSA) and Bachelor of Science in Hotel and Restaurant Management (BSHRM)

Data and Procedure

The primary data in the study includes the narrative reports of the thirty nine (39) student interns as they were collected by the researchers as part of their OJT requirement. Also, the researchers conducted ocular visits of the internship sites and made interviews from the interns' immediate supervisors. The students' narrative reports include employers' evaluation, diaries, learning insights, conclusions and recommendations. Feedbacks from partner agencies and host companies were also assessed. These reports are analyzed through identification of themes that are relevant in the goals of internships and on-the-job trainings: knowledge, skills and attitudes. Also, the quantitative data in the form of their performance evaluation that were primarily collected as part of the OJT requirement are used as a validation technique of their internship experiences. The weighted mean (μ) of the interns are the basis for the validation.

First Place, Inc. is a Philippine-based career and education counseling organization, which helps students and young professionals attend training and internships, cultural exchanges, travels and studies in the United States, Europe, Australia and other countries. Since 1999, FPI has been serving hundreds of students and young professionals gain valuable experience in self-reliance and independence while experiencing other cultures and gaining new friends and business contacts through its various overseas programs. Its American partners are American Scandinavian Student Exchange (ASSE), Center for Cultural Interchange (CCI), Council on International Educational Exchange (CIEE), and Janus International. However, the agency served as the facilitator for processing and placement, therefore, not playing direct roles or

Table 1. *Number of On-the-job Training for 2011 and 2012 by States (United States of America)*

State	Course	Number of OJT Students in 2011	Number of OJT Students in 2012	TOTAL
Arizona	BSHRM		1	1
Georgia	BSBA	1		1
Indiana	BSBA		1	1
Maine	BSHRM		1	1
Montana	1 - BSBA 2 - BSHRM		3	3
Nevada	BSBA		1	1
New York	BSHRM		1	1
North Dakota	2 - BSBA 1 - BSA.		3	3
Pennsylvania	BSBA		1	1
South Carolina	7 - BSBA		7	7
Texas	2 - BSBA 2 - BSHRM		4	4
Utah	5 - HRM 1 - BSA.		6	6
Vermont	BSBA	1		1
Virginia	BSHRM		1	1
Washington D.C.	BSBA		2	2
Wisconsin	BSHRM		5	5
TOTAL		2	37	39

intervention in the evaluation and experiential aspect of their on-the-job training.

ASSE is an American Scandinavian Student Exchange (Washington, Minnesota, Virginia, USA). ASSE now maintains 38 offices in 31 countries and annually accommodates more than 30,000 students and host families in its programs worldwide.

Center for Cultural Interchange (CCI) is a non-profit international educational exchange organization based in Chicago, IL, USA. Its mission is to promote cultural understanding, academic development, environmental consciousness and world peace. CCI organizes high school exchange, short-term group homestay, intern and trainee, work and travel in the U.S. and study, teach, work, volunteer, and language programs in over 30 countries around the world. Since 1947, the Council on International Educational Exchange (Maine, USA) has been in pursuit of its mission “to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and

culturally diverse world.”

CIEE offers educational programs abroad for students, faculty and educational administrators. In addition, CIEE hosts an Annual Conference on International Educational Exchange, a major annual event for professionals in international educational exchange.

Janus International Hospitality Student Exchange (Virginia, USA) is a major staffing resource for both small and large companies. Each year they recruit over 10,000 students for hotels, stores, restaurants, resorts and amusement parks around the world and across the US. With partners in over 30 countries, Janus has extensive experience in international work and training programs and is a designated Work/Travel visa sponsor by the US Department of State.

The following are the host companies: Bargain Beachwear Myrtle Beach Store B9, Bargain Beachwear North Myrtle Beach, Bargain Beachwear North Myrtle Beach Store

B11, Bargain Beachwear North Myrtle Beach Store B14, Bargain Beachwear Myrtle Beach Store B8, Best Western Kings Quarters, Bico Amber, Big Sky Resort/Xanterra Yellowstone, Drury Inn-Terre haute, Harris Teeter Grocery, Harrisburg Sportservice, High Sierra Pools LLC, Holiday Inn North Padre, Holiday Inn Portland By the Bay, Pearl South Padre, Quinstar Hotel Management, Theodore Roosevelt Medora Foundation, Westchester Country Club, Wilderness Resort, Xanterra South Rim LLC, and Stowe Mountain Lodge.

Results and Discussion

Knowledge, Skills and Attitudes

The study determined themes from which the responses are classified according to categories of knowledge, skills and attitudes. These responses came from their narrative reports and some qualitative sources such as reports that were made by their immediate supervisors. With regard to the determination of themes, the responses are summarized in Table 2. This section presents a summary table of the experiences which the students acquired during their internship. These experiences ranged from personal to professional contexts.

The students who were interviewed responded positively about their experiences in the United States of America. The student trainees when interviewed indicated that the training as relevant, beneficial, and conducive to the development of their personality.

The experiences of student interns differed according to their field of exposure. This explains why the responses are so varied when it comes to their learning experience. Some were in the office setting, others in the front-line services and the rest were assigned to specific functions such as life savers. Life-saving is a new experience for some of the interns.

They have learned to be alert and to identify signs of health problems and to administer first aid. This type of learning is new to the interns concerned, and they are elated over

their new knowledge. The interns assessed the capabilities of their host companies to provide them with the training that they needed. Some of the interns made the observation that their host companies provided them with the skills for organizing store displays and arranging them under a general classification. The hotels provided their interns with varied experiences. The interns were assigned to the different sections and service areas of the hotels from housekeeping to front desk management. The varied experiences were helpful to the interns and provided them with appreciation of their host company's generosity in making them learn various types of work in the hotel industry.

The students who were interviewed gave the foregoing responses which were grouped according to *knowledge, skills* and *attitudes*. In terms of their acquired knowledge, they had learned the cultural differences between Americans and Filipinos, the qualities of professionalism, individual differences, human relations and strategies of hotel management. Regarding the skills which they had learned during the duration of their practicum experience, the students specifically mentioned improvement of communication skills, enhancement of human relations skills, problem-solving skills, decision-making skills, supervisory skills, teamwork, and housekeeping skills. The students also cited flexibility, the ability to listen to others, independence and humility as virtues acquired during their internship. The students also stated in the interviews that they had formed desirable attitudes as a result of their exposure to various types of work experience. These desirable attitudes include self-reliance, tolerance for other people's mistakes, acknowledgment of one's own limitations, respect for other people's culture, concern for the value of time, being proactive, optimistic, patient, and sensitive to the feelings of co-workers, positive thinking, and honesty in dealing with others.

Knowledge

The students had learned innovative work practices during their on-the-job training

Table 2. Summary of Personal and Professional Competencies the Interns Attained in Their OJT Experience

Knowledge	Skills	Attitudes
1. Awareness of the differences in the Filipino and American cultures in terms of food preference (2a)	1. The experience taught them <i>how to adjust to other people, to accept their individuality</i> without criticism, and to understand that they are different from other cultures (3a)	1. <i>Independence</i> while living abroad and far away from family (1a)
2. Understanding of the American culture and their manner of treating strangers (4a)	2. <i>Developed their communication skills</i> and the ability in using the foreign language as means of communication (17a) (21a)	2. Gained <i>self-reliance and confidence</i> with tasks on their own (5a) (6a) (15a)
3. The interns have realized the <i>value of communication</i> as one of the solutions to the problems which people meet in their interaction with others (5b) (10a)	3. Developed <i>social and interpersonal skills</i> (8a) (21a)	3. Developed an <i>open-mind</i> because of the interaction with other cultures, attitudes and dispositions (7a)
4. The interns learned the concept of <i>individual differences</i> (13a)	4. Developed <i>problem – solving skills</i> and the techniques to <i>handle critical situations</i> (7b)(17b)	4. The opportunity to be exposed to a new environment has flexed their adjustment mechanisms (12b) (8a)
5. Human relations (9b) (12b)	5. Developed <i>professionalism</i> in the discharge of their duties (4b) (10b) (15a)	5. The interns <i>accepted the concept of individual differences</i> (13a)
6. Strategies of hotel management (14b)	6. Improved their <i>financial management skills</i> (19a)	6. They have become mature and more tolerant towards other people's attitudes (13a) (14a)
7. Awareness to the differences in the Filipino and American cultures in terms of food preference (2a)	7. Developed <i>time management skills</i> (22a)	7. They have endured the hardships to follow their dreams (16a)
	8. Developed their <i>sense of responsibility and accountability</i> (8b)(23a)	8. Developed their sense of responsibility and accountability ((23a)
	9. Develop <i>stress management</i> to cope with the demands of the job and the pressure of living far away from the family, emotional intelligence (23a) (24a)	9. Solved problems coupled with firmness and determination (7b)
	10. It gave the interns the opportunity to translate their theoretical knowledge into practice (13b)	
	11. Developed the skill to handle different kinds of clients; customer service delivery (11b)	
	12. Worked according to protocols and goal-oriented directions (3b)	
	13. Developed supervisory skills (6b)	

in the different companies they were assigned. They were able to control the flow of work through the adoption of a system of sequential interdependence among the employees. They had learned marketing strategies that could motivate the guests to buy some commodities which were displayed in the hotels and the stores where they worked. The interns also claimed that, *"I have learned the strategies of hotel management."* This indicates that there was learning that happened and a transfer of knowledge and skills to the interns.

The students' practicum experience increased their knowledge of the culture of the host country where they were trained. They noted that Americans generally have a great respect and love for their history and are proud of their cultural heritage. One of the interns responded, *"My internship had given me the opportunity to acquire insights into the food choices of the Americans and their eating habits. Their peculiarities pertaining to food have given me an understanding of the difference between American and Filipino cuisine. Furthermore, the Americans' food preferences have made me understand the relationship between food preference and culture."* In fact, people have preconceived notions of other cultures and exposing them could lead to positive changes and appreciation of these culture. One intern said, *"...my preconceived notion that Americans are discriminatory has been eliminated, as I realized that they do not discriminate against foreigners; they have just been trained from childhood to be careful of strangers in general."*

They have likewise learned that Americans tend to be individualistic, frank in a polite way, friendly, approachable, and committed to their work assignments. Americans do not use honorifics even with people who are older than they are. Instead, they call people by their first name, perhaps in order to emphasize the principle of equality among people.

The students also learned that Americans are dedicated to their work and are never absent or late if they could avoid it. To the Americans,

time is more precious than any commodity or wealth because it can never be found again. Americans emphasize hard work, punctuality, independent decision-making, and adherence to work rules and regulations. Furthermore, as our students have learned, Americans value their country and its national heritage. They never disparage themselves or their own people because they are proud to be Americans.

Interns learned that Americans have much concern for the value of time and usually equate time with money. They also learned that Americans tend to respect people who are honest and are very expressive of their appreciation. One of the cultural qualities that they have noted regarding Americans is their love for information and openness in communication. It was a significant learning experience for the interns when they said that, *"My internship has made me realize the value of communication as the solution to the problems which people meet in their interaction with others"* and *"My internship has made me learn to initiate dialogues with the manager which is difficult to do, since opening up to the boss needs much courage on the part of the subordinate."*

Skills

The students also enhanced their work ethics during their work with the establishments to which they were assigned for practicum. They had learned to comply with the company rules and regulations and with work instructions and procedures. One intern said that, *"My work experience has taught me to work according to an activity plan that concentrated on results and productivity."* As evidenced in the Skill Column number 12 of the table, interns have learned the value of following instructions, a goal-oriented nature. Results and productivity are of utmost importance in every corporate practice. In effect, they work hard and respect their superiors, with the knowledge that in an organization, the hierarchy of power and authority must be respected and that the objectives set by the authority must be observed. This refers to the process of protocol.

They work with patience, responsibility, self-discipline and dedication to their jobs. Most of all, they work more for the experience than for the financial remuneration.

The students also specified in the interview that they learned public relations competencies. They dealt with customers in a polite and tactful way. They responded immediately to customers' complaints, treated their customers equally, and assisted their customers in the best possible manner. They were open to suggestions regarding the improvement of their work approaches and the maintenance of the quality of work. They observed proper decorum and were very accommodating to the hotel guests. Most of all, those who worked in the hotels enhanced the image of their employers by returning the things which the hotel guests inadvertently left in their rooms. This implication is evidenced in the responses of the interns regarding their customer service skills that were developed during their training. One intern said that "*I have learned the importance of guest satisfaction in my brief experience with Kentucky Fried Chicken.*" This implies that KFC adopts a distinct kind of customer service delivery and that it is an everyday agenda of the service crew to give the best customer service possible. Another intern noted in her responses that, "*My experience with dealing with the customers' complaints has developed my ability to handle critical situations with patience and understanding*". This response implies that not only is a skill developed but also attitudes are also inculcated along the process of learning a knowledge and skill. The interns have realized that there are rewards that are waiting for those who are ready to work in order to render excellent service to customers. They have realized the value of rigorous training as a way by which positive work habits are formed.

They have also learned to multi-task in order to save time. Many of them succeeded in using time-saving approaches in order to complete their tasks within a short duration. The interns also claimed that, "*The experience of having work every day gave me the capability for time management.*" Time management has

been seen as an essential characteristic of a worker because of time pressure and workload.

In a number of ways, the students' practicum experience had broadened their capabilities to be of service to society. The people skills which they had learned could be transmitted to other members of the society for the purpose of being able to transform others with a high sense of appreciation for good service. The American practice of expressing gratitude for the services that had been rendered to them in various establishments could be imparted to other people and could improve the social skills of people in the locality where the interns come from. The interns witnessed the way in which the typical American always helped the disabled persons who went into the hotels and various establishments. This practice gave interns insights into the way in which Americans feel a deep sense of sympathy for the plight of disabled persons.

The interns learned skills that transformed them into globally competitive workers. They have realized that if they are able to transmit their skills to other Filipinos, the country will have more opportunities to excel in the global marketplace and can improve the economic situation of the country. For instance, the Americans' concern for cleanliness and orderliness, their emphasis on treating people with importance, and their respect for other people's individuality, should be practiced by Filipinos as a principle of service which can potentially make the Philippines a center of tourism in the future. The marketing strategies which they had learned from their employers have been very relevant and have provided them with the skills for dealing with different types of customers. They believe that the marketing skills that they had acquired can help them to operate a business profitably in the future.

The interns have learned efficiency in rendering service to customers. They have realized that fast and efficient service rendered by establishments is one of the ways toward attaining global competitiveness. They have also realized that in the Philippines, unnecessary procedures which are adopted by

many establishments tend to delay the delivery of services to their customers. For this reason, they think that in the future, when they shall have been working after graduation, they will introduce procedures that will shorten the service duration of establishments which seek to engage in world class business.

Corollary to independence which is an attitude or value that they have learned, one of the capabilities which have transformed the students' personalities is financial management. They have learned to be thrifty and to live on a budget. For this reason, they have become more concerned with saving money and economizing in the use of their resources. One of the interns claimed that, *"I have learned to stand on my own and have learned to live on a budget. It was easy for me to find a second job during my internship."* This also implies that the student interns have managed not only their finances well but their time since they got second jobs that had helped them in their finances. Their time management skills can increase their opportunities for a stable career in the future. With this, some of the student interns had a second employment. For this reason, they were able to accumulate money which they can use in the future for further studies or travels that they might wish to pursue. Their financial resources have helped them toward formulating and implementing a life career path which they could follow in the future. They have also developed their decision-making skills and have known about the ways by which their lives can be influenced by the decisions that they make.

Those who were shy in the past had learned social skills which enabled them to adjust to different people. They have learned to take criticism positively and to disregard what other people said about them. The student interns have expressed the positive changes in their personality and person skills. One said, *"My opportunity to converse with foreign customers has developed my confidence in my ability to understand other people, my adjustment mechanisms, and my social skills."* Another student also said, *"I acquired new learning and*

in the process, I have improved my verbal and interpersonal skills."

Furthermore, the student interns have learned the art of persuasion and tactful interaction with customers. They have adjusted to customers who are hard to please and meticulous about the quality of service that is rendered to them. In order to make their work easy, fast, and reliable, the student interns had learned to handle various types of equipment very well.

Attitudes

The student interns learned values which were associated with service. The fact that Americans are courteous to people indicates that they can successfully carry-over the value of courtesy to customer service especially with their concern for customer satisfaction. The Americans' concern for quality of work is associated with their service orientation. If they would serve at all, they would prefer a brand of service that is excellent and conducive to customer satisfaction. An intern said, *"The values of excellence, hard work, cooperation, and team membership are all associated with services which are the primary concern among the Americans made me understand that all of these values are related to service."*

Furthermore, the employers emphasized to the interns that when they will go back to the Philippines, they should utilize the skills that they have learned to help improve the service quality of the Filipino establishments. Thus, the interns learned that the skills which they had acquired abroad should not be the reason for going back to the United States to work, but that experience should be transmitted to other Filipinos in order to have a multiplier effect on work ethic.

In the organizational level, some of the interns had experiences being scolded by their immediate superiors. Their experiences provided them with insights that those who are reprimanded should not focus on the manner of speaking of their immediate superiors, but should instead concentrate on the content of what their superiors

are saying. They observed that the reprimands are instructions issued in a stern manner. They learned that it was important to focus on the message.

The students' on-the-job training has proven to be beneficial for them. Their experiences have enhanced their future prospects. They can use their experience as a frame of reference for informing future employers regarding the contributions which they could render to their employer in terms of job knowledge, work methods, and time-saving strategies. Having undergone hard work in a foreign country, they can endure future hard work and challenges in their employment and can stay on the job for a long time. Some students believe that with the favorable recommendations given by the management of the establishments in which they had their practicum, they will gain credibility with future employers and will be employed in the establishments of their choice in the Philippines. Furthermore, their success in working with people from different parts of the world is an assurance that in the future, they can deal with their employers and clientele successfully with the use of their human relations skills. One of the interns in fact believed this is what happened in her case. She said, "*My interaction with Americans will have a favorable effect on my personality and can potentially shape my future.*"

Through their practicum experience, the students have broadened their career perspective. By rendering world class service to people who were billeted in the high-end hotels in the United States it has given them enough competitive edge, diligence, self-confidence, and concern for excellence that can shape their future career. Their interaction with Americans has broadened their ability to accept people for what they are and to adjust to various types of personality. After their practicum experience, they realized that they could work with any kind of employer in the future. The realizations that their practicum experiences have been relevant toward fulfilling their occupational and career aspirations have made the interns appreciate their brief work experience abroad. In the same light, the hardships and challenges they had

experienced during their internship were tests of patience and diligence for the interns. These experiences are useful toward shaping their job prospects, with the realization that building a career needs effort, initiative, resourcefulness, diligence, and foresight.

The social interaction that happened with the interns is not solely limited to the Americans. In fact, they also had interactions with other nationalities who happened to be clients of the host companies they were in. The BSU students' practicum had facilitated their knowledge of the culture of other countries through the other foreign students who also had on-the-job training in the establishments where the interns from the Philippines were assigned in. In effect, the interns' practicum experiences have improved their knowledge of other practicum students of other countries. Since they have learned to adjust to people of other countries, they found it easy to share knowledge with them. The practicum students from BSU who had co-boarders from other countries learned the culinary arts. Some of the students learned about the educational system, customs and traditions. The Filipinos from BSU and the students from other countries learned from one another the ways of life, moral principles, housing systems, government regulations, and economic ideas of the various countries.

The experience of the practicum students of BSU had transformed their personality. They became more independent and self-reliant because they no longer looked up to their families for help while they were in the United States. Furthermore, they have become more self-confident and assertive and have become competitive in a constructive way. A student intern said in one of her responses that, "*I have gained more confidence in myself and my capability to be self-reliant.*" Another student intern has also said that through her experiences, "*My self-confidence has been developed because of my realization that I can live by myself and work effectively with other people in a foreign land.*"

The student interns' practicum experience

had provided them with the means to be self-sufficient. Having been away from home for four months working in a foreign country, the student interns have learned to be self-reliant and independent. They have learned the ways by which their personal and career lives could be organized and reconciled. Furthermore, their independence has led to their acquisition of a positive outlook of life and has endowed them with emotional intelligence.

In relation to the communication and interaction between two different cultures, independence has transformed the interns into sociable and people-oriented persons. They have learned to be appreciative of their own contributions to the improvement of the establishments where they had worked in. They have discarded their attitude of keeping their ideas to themselves. Consequently, they have realized the importance of sharing their ideas, knowledge, and skills with others in order to facilitate their social transformation.

Other learning experiences have been acquired by the interns in the duration of their practicum program. They have learned to be trustworthy, accurate, and detailed in their compliance with the instructions given by their superiors. They have also learned to maintain calmness under stress, especially in dealing with customers who are hard to please. One intern said, *"I have learned to adjust readily to other people and to manage stress, hardship and anxiety. I have learned to control myself and to manage my own emotions."* Thus, the conscientious worker gets rewarded with expressions of gratitude from the customers and words of appreciation from their superiors. One of the student interns also expressed her experience with hard to please customers, however, this led her to positive changes in her behavior and competencies. She said, *"My work as a sales assistant provided me with the experience of handling customers with different idiosyncrasies especially those who were impatient and hard to please."* More importantly, when interns are able to deal with them successfully they feel a sense of achievement. One interns said, *"I have learned*

to deal with problems and situations with a sense of urgency." This has actually received positive remarks from the immediate supervisor and boss. One of the interns expressed her joy and appreciation when she was recognized for a job well done, *"I am elated over the fact that in spite of my being in a foreign country, I was praised for a job well done"*.

Furthermore, findings show that the host companies are capable of training the interns in the use of practical business psychology. They can provide the interns training in social interaction, quality service, courtesy to customers, acknowledgment of the customers' gestures of appreciation, and dealing with emergency situation.

Validation Technique

To verify the responses in the interviews, the researcher requested the employers to evaluate the performance of the student interns. The performance appraisal instrument evaluated the performance of the interns with the use of the following quantitative scales and qualitative equivalents:

- 4 - Exemplary (The intern is showing initiative to excel and can be left alone to accomplish task assignments.)
- 3 - Advance (The intern is showing initiative to excel in any task assignment and can work with less supervision.)
- 2 - Developing (The intern is improving but does not show initiative to excel in any task assignment unless otherwise urged to do so.)
- 1 - Beginning (The intern needs guidance, constant follow-up and does not show initiative to excel in any task assignment.)

The weighted mean of each item was determined and a hypothetical mean range was set for the purpose of arriving at a definite interpretation of the results. The following hypothetical mean range was assigned to the scales:

Range	Scale
3.26 - 4.00	Exemplary
2.51 - 3.25	Advance
1.76 – 2.50	Developing
1.00 – 1.75	Beginning

The data are presented in tables showing the weighted mean and qualitative equivalent of the scales, after which they were analyzed, and interpreted. The scores of the interns were their official performance appraisal rating as prescribed in their on-the-job training manual.

Table 3 presents data on the BSU practicum students' competencies and reveals that as indicated by the factor average of 3.74, the practicum students had exemplary competencies. Specifically, they possessed exemplary job knowledge and technical information which means that they knew what to do with their assigned tasks, as shown by the weighted mean of 3.86. They were exemplary in the application of knowledge or following instructions by doing the task assigned to them, as disclosed by the weighted mean of 3.78. Their quality of work was exemplary in the sense that they produced accurate, neat, and complete work, as reflected by the weighted mean of 3.90. Their quantity of work was exemplary because they were able to handle more than the assigned tasks, as shown by the weighted mean of 3.92. However, there was a remarkable comment of "advanced" in adaptability. It is but understandable for most Filipinos who are new to the environment to take a reasonable amount of time for adjustment.

The interns' rate of learning was exemplary because they can quickly understand the task at hand, as indicated by the weighted mean of 3.88. Their judgment was exemplary, which means that they had a sense of values with sound and logical decision-making, as revealed by the weighted mean of 3.68. Their knowledge and use of the English language as the main medium of communication, both written and oral, is indicated by the weighted mean of 3.84. Their leadership cooperation was

exemplary because they could manage tasks and could work with a team, as shown by the weighted mean of 3.66.

As shown by the weighted mean of 3.82, the student interns of BSU were exemplary in their manifestation of initiative, which means that they were resourceful, made worthwhile suggestions, and could set up methods and practices. Furthermore, the weighted mean of 3.80 denotes that the practicum students were exemplary in their being systematic, which means that they were organized and efficient in the performance of their task assignments. Also, as shown by the weighted mean of 3.90, the student interns rendered exemplary customer service or contact ability, which means that they participated in their work and interacted with the guests. Their adaptability was advanced, as disclosed by the weighted mean of 2.98, which means that they showed positive reaction and compliance to changes, new work loads, shifts in work and new stations. Their conversational ability was advanced, as shown by the weighted mean of 3.20, which means that they could convey with clarity information that was relevant to their customers. Furthermore, their problem-solving skills were advanced in that they had the ability to respond to complaints and requests, as revealed by the weighted mean of 3.22.

Exemplary competencies were possessed by the interns in the aspects of promptness in their response to the need for completion of assigned tasks, as revealed by the weighted mean of 3.82 and dedication to work or commitment to task completion, as denoted by the weighted mean of 3.92. The student interns manifested exemplary willingness to learn or improve on the job, as shown by the weighted mean of 3.70. This evaluation means that they had the capacity to learn and were keen in their perceptions. As denoted by the weighted mean of 3.82, the student interns manifested exemplary reliability because they were dependable at all times and needed minimum supervision. Their attendance was exemplary because they were punctual in observing work hours and peak hours, as shown by the weighted

mean of 3.88. Their peer relationship was exemplary which means that they maintained professional relationships with their co-workers, as indicated by the weighted mean of 3.90. They had exemplary relationships with superiors where they manifested courtesy and respect for their superiors and paid attention to their instructions, as reflected by the weighted mean of 3.96. They had exemplary relationships with guests as they responded to customer needs in a courteous, respectful, and accommodating way, at the same time knowing the need for personal space of the guests, as shown by the weighted mean of 3.88.

From these findings, it could be inferred that generally with their competencies the

student interns manifested initiative and the desire to excel and could be left alone to accomplish their task assignments. They could independently perform their duties and responsibilities because they mastered the procedures that had to be performed in connection with their job assignments. Their delivery of the services required by their task assignments was exemplary and reflective of their self-reliance and their grasp of the work at hand. When situations arose in which they had to make decisions within their level in the hierarchy of the organization they showed prudence and good judgment in decision-making and problem-solving. Their proficiency in oral and written communication in English

Table 3. *BSU Practicum Students' Extent or Level of Competencies (N = 39)*

Competencies	μ	Scale
Job Knowledge and Technical information (knows what to do with the assigned task)	3.86	Exemplary
Application of Knowledge (following instructions by doing the task assigned)	3.78	Exemplary
Quality of Work (accurate, neat and complete in assigned tasks)	3.90	Exemplary
Quantity of work (able to handle more than the assigned task)	3.92	Exemplary
Rate of Learning (quick understanding about the task)	3.88	Exemplary
Judgment (sense of values, sound and logical decisions)	3.68	Exemplary
Knowledge and Use of the English Language as the main medium communication (written and oral)	3.84	Exemplary
Leadership Cooperation (can manage task and work with team)	3.66	Exemplary
Initiative (resourceful, makes worthwhile suggestions, can set up methods and practices)	3.82	Exemplary
Systematic (Organized and efficient in every task assignment)	3.80	Exemplary
Customer Service/Contact Ability (participate with work and interact with guests)	3.90	Exemplary
Adaptability (reaction and compliance to changes, new work load, new shift and new station)	2.98	Advanced
Conversational Ability (clarity and relevance of information)	3.20	Advanced
Problem Solving Skills (ability to respond to complaints and request)	3.22	Advanced
Promptness (responding and completion to assigned task)	3.82	Exemplary
Dedication to Work (commitment to task completion)	3.92	Exemplary
Willingness to Learn or Improve (capacity to learn, keen in perception)	3.70	Exemplary
Reliability (dependable at all times, needs minimum supervision)	3.82	Exemplary
Attendance (punctual in observing work hours and peak hours)	3.88	Exemplary
Peer Relationship (professional relationship with peer)	3.90	Exemplary
Relationship with Superiors (courteous, respects, listens and pays attention to instruction)	3.96	Exemplary
Relationship with Guests (responding to customer needs: courteous, respectful, entertains, and knows personal space)	3.88	Exemplary
Factor Average	3.74	Exemplary

enhanced their performance.

Generally, the student interns showed self-reliance as they manifested leadership and initiative. They proved to be organized and systematic in the performance of their duties and responsibilities. Their willingness to learn new skills enhanced their reliability. Their wholesome relationships with their superiors and with their guests, adaptability to change, willingness to learn, and reliability were factors that led to their exemplary performance of their duties and responsibilities.

These findings confirm the interview results which showed that the students viewed their practicum experiences as beneficial to them as that they learned to be self-reliant and to maintain good relationships with their superiors and their customers. The students' statements that they had learned much from their job assignments were confirmed by the performance evaluation results. Their reliability, quality and quantity of work, willingness to learn, use of organized strategies of work, proficiency in communication, punctuality and regularity of attendance, courtesy, tact in dealing with guests, and accommodation of the requests and complaints of guests and customers were confirmed by the performance evaluation results.

Table 4 contains data on the student interns' ratings in professional behavior. Generally, the students possessed exemplary professional behavior as reflected by the factor average of 3.26. Their professional behavior were exemplary in the sense that they dressed properly to work as shown by the weighted mean of 3.56 and carried a pleasant smile and showed positive disposition to others. A rating denoting advanced professional behavior was given to the student interns for being able to maintain poise and posture, as indicated by the weighted mean of 2.66 and for their possession of a good tone of voice, volume, and body language, as disclosed by the weighted mean of 2.88.

The interns possessed exemplary professional behavior because they spoke clearly, audibly and in a relaxed manner with

a conversational tone and volume as reflected by the weighted mean of 3.66, accepted and respected the opinion and ideas of others with a weighted mean of 3.64, showed sensitivity to the feelings and self-esteem of others with a weighted mean of 3.44, and listened with interest and undivided attention as shown in the weighted mean of 3.40. Furthermore, exemplary professional ethics was manifested by the student interns by their being well-behaved and avoiding any inappropriate behavior with a weighted mean of 3.38, by their being able to control their anger as shown in the weighted mean of 3.72, and their tendency not to be aloof as revealed in the weighted mean of 3.28.

Advanced professional behavior was manifested by the student interns who could cope with stress with a weighted mean of 3.40, their tendency not to be sensitive or easily hurt as revealed in the weighted mean of 2.60 and their healthy disposition at work as indicated by the weighted mean of 2.88. They showed exemplary professional behavior in the sense that they gave notice when they would be absent from work as revealed by the weighted mean of 3.96.

These findings reveal that the student interns excelled in their work and showed self-reliance in their behavior, mannerisms, relationships with their superiors, social interaction, and disposition at work. The findings imply that the student interns had a high level of maturity and were responsible for their actions and decisions. They also manifested a reasonably high level of emotional intelligence in the sense that they could manage themselves emotionally. Especially noteworthy was the way in which they could control their anger. Some students were assigned in banking institutions. They were commended for their systematic recording techniques, their ability to use modern technology for office procedures, and their motivation to learn more about modern banking techniques. Their employers believed that they had a good future ahead of them and that they could ably serve world class companies.

Regarding the ways in which their host companies had provided them with the professional skills needed in the local and international markets, the student interns stated that their host companies have developed their organizational skills that are important in order to manage a business enterprise. They have learned marketing strategies for selling products on-line. Furthermore, since they had been assigned to various types of work and had served diverse clienteles, some of the student interns have learned to work in an intercultural business environment.

The students who were assigned as lifeguards were praised for their presence of mind, their calm but efficient approach to emergency, their alertness to calls for assistance from co-workers or from customers, and their ability to hide their anxiety in time of emergency. Their employers were generally appreciative of their performance.

The student interns who were assigned in the hotels earned positive feedback from their host agencies. They were praised for their cordial treatment of guests, their courtesy, and their willingness to perform extra services that were needed by some guests. They were commended for their honesty, especially because they returned to the management the things which some guests had forgotten in their rooms. They also obtained positive feedback for their punctuality and regularity of attendance and the promptness with which they responded to the service needs of the guests.

Positive feedback was given by the students about their practicum experience in general. For the students, the practicum experience was an adventure in self-discovery and the opportunity to leave their comfort zone and work toward self-realization. Through the practicum experience, the students were brought to a new world which broadened their perspectives and improved their vision for the future. Their fears were eliminated as they discovered that they could after all accomplish many things which they never thought of being capable of performing.

To some students, having their practicum

in the US has been a fulfillment of a lifetime dream. They have met many people and have engaged in useful interactions with them. Their experiences with different types of people and the work which was assigned to them, the challenges that they had to surmount, and the adjustment problems that they had to overcome are landmarks of achievement that they could never forget or exchange with material benefits. The students were thankful for the competitive advantage that their practicum experiences provided them. They are confident that in the future, when they will be in the job market, they will be preferred by the prospective employers because of their experience. The student interns' feedback about their assignments was generally positive. Although at first they did not appreciate the assignments that were given to them, positive thinking prevailed, and they made adjustments to the situation. In the end, they succeeded in performing their assignments, earned compensation for their work, and were thankful for the opportunity to work with different kinds of people.

The student interns were asked to give their feedback about their host agency. Among other things, the student interns were thankful that their host agency had been strict about the observance of time because they realized the value of time and the need for every person to manage his or her time in order to be productive. The student interns also emphasized that their host agency's meticulous concern for cleanliness, orderliness, and organization of materials prior to actual performance of work have been helpful and have facilitated various aspects of their lives. Some of the students declared that their host agencies were exacting and demanding because of their concern for quality. However, the students emphasized that they had gained much from these host agencies and could understand the reason for their demanding attitude. They have come to realize that when an agency serves people with high levels of financial resources, they tend to be concerned with perfection, exactness, and efficiency.

Feedbacks about the students were made by

Table 4. *BSU Practicum Students' Ratings in Professional Behavior (N = 39)*

Behavior	μ	Scale
The intern dresses properly to work.	3.56	Exemplary
The intern carries a pleasant smile and positive disposition to others.	3.42	Exemplary
The intern maintains poise and posture.	2.66	Advanced
The intern possesses good tone of voice and body language.	2.88	Advanced
The intern speaks with clarity, audible, relaxed and maintains conversational tone and volume.	3.66	Exemplary
The intern accepts and respects the opinion and ideas of others.	3.64	Exemplary
The intern is sensitive to the feelings and self-esteem of others.	3.44	Exemplary
The intern listens with interest and undivided attention.	3.40	Exemplary
The intern is well behaved, does not show any inappropriate behavior while at work.	3.38	Exemplary
The intern is able to control his or her anger.	3.72	Exemplary
The intern is not aloof.	3.28	Exemplary
The intern copes well even when under stress.	2.40	Advanced
The intern is not sensitive and easily hurt.	2.60	Advanced
The intern has healthy disposition at work.	2.88	Advanced
The intern notifies when he or she has to absent from work.	3.96	Exemplary
Factor Average	3.26	Exemplary

their host agencies. Some of the students were praised for their initiative, diligence, and creativity especially in the production of food items. The host agencies cited some of the students for their artistry in designing food items that were intended for children. The student interns were cited for their willingness to comply with instruction and their acceptance of corrections when they committed minor lapses in the performance of their assignments. The students who were assigned to the service companies were commended for their courtesy, friendliness, accommodating attitudes, friendliness, tact, and patience in dealing with meticulous customers. The other interns were praised for their adaptability to various situations, and their willingness to make adjustments in the event of complaints from the customers. As one of the evaluators cited, *"Cel is a great worker. She did above and beyond what I asked of her. She always wants to work at Six Flags. She also taught new international students how to do a great job like what she did. I would hire her again at Six Flags any day. She is a joy to have."*

Some of the work assignments were not easy at first for some students because of the cultural gap that could have been a hindrance

to their efficiency in the job performance. However, as they became adjusted to the culture and the lifestyle of the Americans, they gradually began to like their assignments and were commended for their exceptional performance. The students who were assigned in business establishments commented that they learned new ways of marketing, of organizing the display of the commodities in the shops and the stores, and discover new ways of dealing with various types of customers. As one evaluator had said about a student intern, *"Sandy is quiet but has a positive attitude."* Despite that he was still commended, to wit, *"Sandy is a very hard worker and was a huge help in our set-up process. He was always on tasks and went above and beyond to get the job done."*

The same comments were given to Rahimah by her employer about the soft skills that she possessed, to wit, *"Rahimah is always very pleasant and has shown good relationship skills. She has a good work attitude and is committed to her guests as well as doing her job."* He added, *"Rahimah has good written and oral skills. She has the skills, knowledge*

and speed to carry out her daily tasks. She is a good team player as she is always willing to help when needed."

From the interviews with the student interns, it could be inferred that their practicum experience had developed them personally, psychologically, socially, and professionally. These findings imply that actual experiences are necessary for the students' well-rounded development because it gives them the opportunity to apply to the actual situation the theories that they have learned in school. Furthermore, the practicum phase challenges the students' capabilities to reconcile theory and practice, apply the theory to the actual situation, and use practical situations in instances where the theory is not applicable to the actual situation. According to one employer, he stated in the evaluation of Rahimah, "*Rahimah has always presented herself in a professional manner and is very dependable. She is always attired in safety gears when needed.*"

The interview results further reveal the possibility that students who do not excel in the classroom may excel in the practicum phase because of their adaptability, receptivity to constructive criticism, inclination for hard work, and patience. The interview results further reveal that students who were shy and silent could be transformed into self-confident, expressive individuals through their interaction with different types of people. Furthermore, it was revealed that some students could adjust better to the new environment because of their willingness to make attempts at performing various types of work with gadgets and equipment that they have not used before.

Finally, it was revealed that culture shock is temporary and that cultural gap cannot be made as an excuse for underachieving in another country. From their responses, it could be inferred that the student interns could overcome culture shock because of their receptivity to their employers' instructions and their expressiveness regarding their apprehension of working in a foreign country. With their ability to adjust to the various situations that they met during their practicum period, the student

interns succeeded in their work assignments and earned praises from their employers.

Based on the results of the interviews with the student interns and their performance appraisal results, it can be concluded that the on-the-job training program of the College of Business, Accountancy, Hospitality, and Public Governance of the Bukidnon State University has contributed to the student interns' self-reliance, emotional intelligence, tact and diplomacy, acquisition of social skills that facilitated their social interactions, and generally improved their personality. Consequently, it is safe to conclude that the on-the-job training program is successful and worthy of replication.

Conclusion

A well-framed and structured instructional program of a university can be a basis of good outcome for its students. For Bukidnon State University, an opportunity to apply theoretical learning in classrooms is an imperative in effective instruction specifically for the College of Business, Accountancy, and Hospitality and Public Governance. The study has profiled the experiences of the students in their on-the-job in the United States of America. Also, the study profiled the quantitative data of their performance considered to be generally excellent. In consonance, the research included the qualitative responses of the employers of their Filipino on-the-job trainees. The research found that the experiences of the on-the-job trainees have been fruitful and significant since they have learned knowledge, skills, and attitudes that are relevant to their future practice in the corporate world. As expressed by the trainees, the most important learning they had included the awareness and understanding of cultural differences among Americans and Filipinos in terms of their corporate protocols and practices. There was also a parallel appreciation coming from the employers that the Filipino student trainees have been responsive to the program they have developed for them. They have seen how it translated to the values

and attitudes of the trainees. This exchange of opinions and comments is a demonstration of how important it is to have strong praxis or on-the-job training program as this enhances student learning outcomes. In effect, this has also generated good corporate relations with companies abroad as this promises future job opportunities and elevating employability of BSU graduates. These narratives also form part of every institution, college or university's benchmark in hauling their students to the international labor community as it meets international treaties and standards the country is a signatory to. It did not only bring desirable outcomes to student learning but it also created institutional linkages between the university and the global market. This is consistent with the thrusts and goals of the university to internationalize the level of education that they afford to their students. This is a testament of a successful program that would continually encourage the university's aim for quality and excellent education.

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