

**RELATIONSHIP OF INTERNSHIP TRAINING AND ACADEMIC
PERFORMANCE TO EMPLOYABILITY OF SECRETARIAL
GRADUATES OF DLSU-EAC SY 1991-1992**

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of the Requirements for the Degree
Master of Arts in Education
Major in Administration and Supervision**

By

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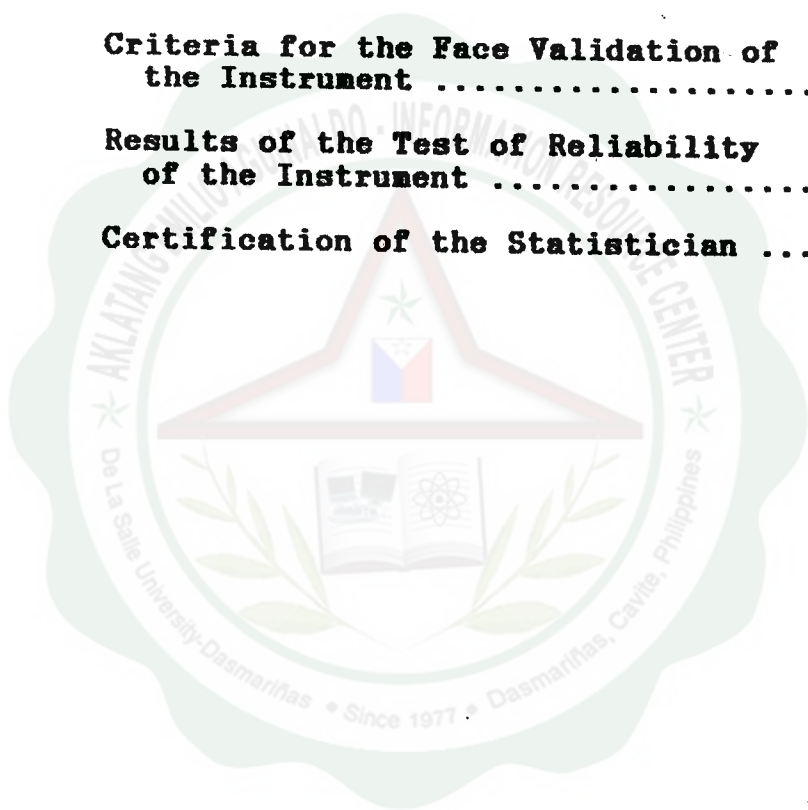
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ABSTRACT

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Title of Thesis : Relationship of Internship Training and Academic Performance to Employability of Secretarial Graduates of DLSU-EAC, SY 1991-1992.
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Objectives

General:

To determine the relationship of internship training and academic performance to employability of Secretarial Graduates of DLSU-EAC, SY 1991-1992.

Specific: This study aimed to:

1. Find out the academic performance of the secretarial graduates of the DLSU-EAC, SY 1991-1992.
2. Determine the performance of the respondents in the internship training.
3. Find out the employability of the Secretarial Graduates of DLSU-EAC, SY 1991-1992.
4. Determine the differences in academic performance of the respondents when they are grouped according to age and course finished.
5. Find out the differences in internship training of the respondents when they are grouped according to age and course finished.

6. Determine if there are differences in the employability of the respondents when they are grouped according to age and course finished.

7. Find out the differences in employability when the respondents are grouped according to performance in internship and academic performance.

Methodology

Ss: 120 secretarial graduates of DLSU-EAC, SY 1991-1992

Instrument: A survey instrument developed by the researcher.

Data Analyses

Mean, F-test, T-test, Chi-square test of Association were the main statistical treatments used to investigate the hypothesized relationship of variables.

Findings

The following findings resulted from the investigation:

1. The respondents performed satisfactorily in their academic courses. They were heterogeneous in terms of academic performance.

2. The respondents were very good in their internship training. They were homogeneous in terms of such performance.

3. In terms of having jobs, most of them are presently employed and a few were previously employed. Although one fourth of them were unemployed.

According to kinds of jobs, more than one half of them had non course-related jobs. Less than one fourth had course-related jobs and exactly one fourth had no job.

4. In terms of academic performance, the respondents performed the same academically regardless of age and course finished/course major.

5. The respondents performed the same in internship training regardless of age. They performed the same in internship training regardless of course finished/course major.

6. The respondents had the same employability regardless of age, both in terms of having jobs and in terms of kinds of job.

They had the same employability regardless of course finished/course major in terms of having jobs. However, in terms of kinds of job most of those who finished 4-year secretarial course were employed with course-related jobs.

7. The respondents had the same employability regardless of performance in internship training both in terms of having jobs and in terms of kinds of jobs.

They had the same employability regardless of academic performance both in terms of having jobs and in terms of kinds of jobs.

Conclusions

In the light of the above findings, the following conclusions were drawn:

1. The secretarial graduates of DLSU-EAC, SY 1991-1992 had satisfactory academic performance and they vary in terms of this performance. This may imply that Secretarial course is preferred by those who performed lower in academic courses.

2. The secretarial graduates of DLSU-EAC, SY 1991-1992 performed very good in their internship training. It could be said that they were showing signs of having good work attitude. However, this is still open to further studies. This may also imply that the training they received at DLSU-Aguinaldo was good or effective that most of them were able to perform well in their internship.

3. In terms of just having jobs the graduates of secretarial courses had high employability. However, in terms of kinds of jobs most of them were employed in non-course related jobs. Many of them were factory workers and salesladies.

4. The respondents had the same satisfactory academic performance whether they were young or old. Whether they

majored in computer secretarial, medical secretarial, or secretarial administration, they had the same satisfactory performance in their academic courses.

5. They had the same very good performance in their internship training whether they were young or old and also whether they majored in computer secretarial, medical secretarial or secretarial administration. The training given by the College of Secretarial Administration may be so effective that most of the graduates learned at same level regardless of age and course major.

6. The graduates both young and old had the same level of employability in terms of having jobs and in terms of kinds of jobs.

In terms of just having jobs, most of them were employed regardless of course major; although in terms of kinds of jobs those who finished 4-year secretarial administration were those who were employed as secretaries. This may imply that employers demand that those they will hire as secretaries must be graduates of four-year courses.

7. The respondents had the same level of employability both in terms of having jobs and in terms of kinds of jobs whether they had high or low performances in academic courses and internship training. This finding

may mean that in the jobs they got, academic/internship performances is not a requirement.

Recommendations

In the light of the findings in this study, the following are recommended:

1. The school administrators to strengthen the BS Secretarial Program in terms of facilities and faculty. Campaign activities should be launched in order to attract and encourage more students to pursue this 4-year degree course since it was found out in this study that graduates of this 4-year course had more chances of being employed in course-related jobs.

2. Faculty of College of Secretarial Administration as well as parents to encourage or motivate students of 2-year secretarial courses to finish the 4-year secretarial course.

3. The secretarial students to strive to perform better academically, sustain the good performance in the internship training and finish the 4-year degree secretarial course if they want to be better employed.

4. Further studies may be conducted on the following topics:

a. predictors of job performance of Secretarial graduates.

b. relationship of I.Q. to academic performance, internship performance and employability of secretarial graduates.

c. personality as predictor of employability of secretarial graduates.

