

Experiential Learning Practices and Performance in BSBA Marketing Management Program: Its Preparedness for Student Internship

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Abstract

This study examined experiential learning practices, academic performance, and preparedness for student internship among Bachelor of Science in Business Administration major in Marketing Management students at Eulogio "Amang" Rodriguez Institute of Science and Technology. Anchored in experiential learning principles, it determined the extent of practical learning activities, assessed students' academic performance and internship preparedness, and tested the relationships among these variables. A descriptive-correlational research design was used. The respondents included 124 BSBA Marketing Management students and 20 faculty members handling marketing courses, selected through purposive sampling. Data were gathered using a structured researcher-made questionnaire and analyzed through percentage, weighted mean, overall weighted mean, and Pearson Product-Moment Correlation Coefficient at the 0.05 level of significance. Experiential learning practices obtained an overall weighted mean of 4.17 and were interpreted as practiced, with participation in marketing competitions and seminars receiving the highest rating and on-the-job training simulations receiving the lowest. Academic performance obtained an overall weighted mean of 4.14 and was rated very good, while internship preparedness obtained an overall weighted mean of 4.29 and was interpreted as highly prepared. Experiential learning practices showed a weak and nonsignificant relationship with academic performance and a negligible and nonsignificant relationship with internship preparedness. Academic performance also showed a moderate but nonsignificant relationship with internship preparedness. The findings indicate that students' academic achievement and internship readiness may also be influenced by personal, educational, and environmental factors beyond experiential learning practices. The study recommends strengthening simulations, industry immersion, academic interventions, technical training, mentoring, and professional development activities. It supports SDG 4 on Quality Education and SDG 8 on Decent Work and Economic Growth by promoting competency-based education and workforce readiness. Its sustainability contribution lies in improving curriculum delivery, institutional support, and alignment between academic preparation and professional demands.

Keywords: Academic Performance, Business Education, Experiential Learning Practices, Industry Immersion, Internship Preparedness, Marketing Management, On-The-Job Training Simulations, Professional Development

1. Introduction

The continuing transformation of industries requires educational institutions to prepare students for complex and rapidly changing workplace demands. Business education must therefore extend beyond classroom instruction by providing opportunities for students to apply marketing concepts through simulations, case analyses, product pitches, industry engagements, competitions, seminars, and other practical activities. Experiential learning supports the integration of theoretical knowledge and workplace application, allowing students to develop competencies relevant to professional marketing practice (Commission on Higher Education [CHED], 2020; Kotler & Keller, 2016; Uzuagu et al., 2025). Academic performance represents students' understanding and mastery of marketing principles, strategies, research, consumer behavior, communication, sales, promotion, and analytical thinking. Internship preparedness refers to students' readiness to demonstrate professional skills, work ethics, technical knowledge, interpersonal competence, adaptability, problem-solving ability, and confidence in workplace settings. Examining these areas is necessary to determine whether the academic and experiential components of the program sufficiently prepare students for internship and future professional responsibilities.

The literature identifies experiential learning as an important approach in business education because it connects classroom concepts with authentic or simulated professional situations. Through active participation and reflection, students can strengthen critical thinking, communication, decision-making, problem-solving, and professional competence. These learning experiences also enable students to understand workplace expectations and apply marketing knowledge in realistic

contexts (Kolb, 1984; Karns, 2005; Chaves, 2012; Montalbo, 2022; Vélez & Alonso, 2025). A second theme concerns the relationship between academic competence and workplace readiness. Academic performance demonstrates students' mastery of disciplinary knowledge, while internship preparedness reflects their capacity to transfer such knowledge to actual work environments. Although experiential activities, academic achievement, and professional readiness are conceptually related, each may be influenced by different educational, personal, and institutional conditions. Their relationships must therefore be examined empirically rather than assumed. A third theme emphasizes the role of internship preparation in graduate employability. Structured experiential activities and internship programs can help students develop professional identities, understand organizational expectations, and strengthen skills required for future employment. Effective preparation consequently requires coordinated classroom instruction, applied learning opportunities, and relevant academic support (Alpert et al., 2009; Jackson, 2015, 2016; Zehr & Korte, 2020).

Globally, business organizations increasingly require graduates who possess both disciplinary knowledge and practical competencies. The growing use of technology, heightened industry competition, and changing professional expectations have increased the importance of experiential learning and work-integrated education in marketing and business programs (Kotler & Keller, 2016; Uzuagu et al., 2025). In the Philippine context, higher education institutions are expected to align business administration programs with national educational standards and labor-market requirements. The integration of practical learning experiences into business education supports the development of competencies necessary for employment and professional practice (Commission on Higher Education [CHED], 2020; Chaves, 2012; Montalbo, 2022). At the institutional level, Eulogio "Amang" Rodriguez Institute of Science and Technology provides academic instruction and experiential learning opportunities to BSBA Marketing Management students. However, the extent to which these practices are associated with academic performance and internship preparedness requires systematic examination. Evaluating these variables within the institution provides context-specific evidence that can guide curriculum enhancement and student support initiatives.

The study is anchored in experiential learning, which explains learning as a process in which knowledge develops through experience, reflection, conceptual understanding, and application. This perspective supports the use of simulations, case studies, marketing projects, competitions, seminars, and industry-related activities as opportunities for students to connect theoretical concepts with practical situations (Kolb, 1984). Conceptually, the study considers experiential learning practices and academic performance as variables that may be associated with students' preparedness for internship. Experiential learning practices represent applied educational activities, academic performance reflects mastery of marketing competencies, and internship preparedness represents readiness to perform workplace responsibilities. The framework recognizes that practical experience and academic learning may contribute differently to professional readiness.

Although experiential learning is widely recognized as beneficial to business and marketing education, its relationship with academic performance and internship preparedness remains context-dependent. Existing literature discusses the value of internships, work-integrated learning, employability skills, and professional identity, but there remains a need to examine how experiential learning practices and academic performance relate specifically to the internship preparedness of BSBA Marketing Management students within the institutional setting (Alpert et al., 2009; Jackson, 2015, 2016; Zehr & Korte, 2020). The study addresses this gap by determining the extent of experiential learning implementation, the level of academic performance, and the level of student internship preparedness. It also examines the relationships among these variables. The resulting evidence serves as the basis for an enhancement program intended to strengthen experiential learning implementation and support students' preparation for internship and future professional work.

The study aligns primarily with SDG 4 – Quality Education because it examines educational practices that support relevant, competency-based, and workplace-oriented learning. Assessing experiential learning and academic performance can help improve curriculum delivery and ensure that students acquire knowledge and practical skills applicable to professional settings. The study also supports SDG 8 – Decent Work and Economic Growth by focusing on internship preparedness and the development of competencies required for employment. Preparing students to demonstrate technical knowledge, communication skills, professional ethics, adaptability, and problem-solving ability contributes to a more capable and employment-ready future workforce.

The study contributes to educational sustainability by providing evidence that may guide the continuous improvement of teaching practices, experiential learning activities, and academic support within business education. Strengthening these areas can help institutions maintain relevant programs that respond to changing learner and industry needs. It also contributes to socio-economic sustainability by supporting the development of graduates who are prepared for internships, employment, and professional participation. Students who possess appropriate academic, technical, interpersonal, and adaptive competencies are better positioned to participate productively in organizations and contribute to economic activity. From an institutional sustainability perspective, the study provides a basis for aligning curriculum delivery, experiential learning, and internship preparation. Such alignment can support consistent program improvement, responsible use of educational resources, and stronger connections between academic preparation and workplace expectations. The

study therefore integrates educational, institutional, and socio-economic dimensions of sustainability within the preparation of BSBA Marketing Management students for professional practice.

2. Material and methods

2.1 Research Design

The study employed a descriptive-correlational research design to describe the levels of experiential learning practices, academic performance, and preparedness for student internship and to determine the relationships among these variables. This design was appropriate because the study examined the existing characteristics of the variables without manipulating them and assessed whether significant relationships existed among them (Creswell & Plano Clark, 2018).

2.2 Locale of the Study

The study was conducted at Eulogio “Amang” Rodriguez Institute of Science and Technology in Nagtahan, Sampaloc, Manila. The institution was selected because it offers the BSBA Marketing Management Program and provides access to students and faculty members directly involved in marketing education and experiential learning activities.

2.3 Respondents of the Study

The respondents consisted of 4th year BSBA Marketing Management students and faculty members handling marketing courses at Eulogio “Amang” Rodriguez Institute of Science and Technology. Their direct involvement in the program enabled them to provide relevant information regarding experiential learning practices, academic performance, and preparedness for student internship.

2.4 Sample and Sampling Procedure

The study included 124 4th year BSBA Marketing Management students and 20 faculty members. Purposive sampling was used to select respondents based on their direct involvement in the program and their capacity to provide information relevant to the objectives of the study (Creswell & Plano Clark, 2018).

2.5 Research Instrument

Data were collected using a structured researcher-made questionnaire. The instrument covered the three major variables of the study: experiential learning practices, academic performance, and preparedness for student internship. It was designed to obtain respondents' assessments of the implementation and levels of these variables (Creswell & Plano Clark, 2018).

2.6 Data Gathering Procedure

Printed copies of the researcher-made questionnaire were administered to the selected BSBA Marketing Management students and faculty members. The respondents completed the instrument based on their experiences and observations related to the program. Their responses were collected and prepared for statistical analysis (Creswell & Plano Clark, 2018).

2.7 Data Analysis Techniques

Percentage was used to describe the distribution of responses, while weighted mean and overall weighted mean were applied to determine the extent of experiential learning practices and the levels of academic performance and preparedness for student internship. The Pearson Product-Moment Correlation Coefficient, or Pearson *r*, was used to determine whether significant relationships existed among experiential learning practices, academic performance, and preparedness for student internship (Creswell & Plano Clark, 2018).

3. Results and Discussion

3.1 Descriptive Findings

3.1.1 Implementation of Experiential Learning Practices

Experiential learning practices obtained an overall weighted mean of 4.17, interpreted as Practiced. Participation in Marketing Competitions and Seminars received the highest rating with a weighted mean of 4.32, followed by Case Study Analysis and Marketing Plan Development at 4.29 and Business or Product Pitch Activities at 4.28, all interpreted as Highly Practiced. Industry Immersion and Community Engagement obtained a weighted mean of 4.07, while On-the-Job Training Simulations received the lowest rating of 3.89, both interpreted as Practiced. The findings indicate that experiential learning is generally integrated into the BSBA Marketing Management Program and provides students with opportunities to apply classroom knowledge in practical situations. However, the relatively lower ratings for on-the-job training simulations and industry immersion suggest that students may need greater exposure to activities that closely represent actual workplace conditions. Strengthening these practices may improve their practical competence and readiness for internship and future employment (Kolb, 1984; Karns, 2005; Gupta & Rao, 2024; Uzuagu et al., 2025).

3.1.2 Academic Performance of BSBA Marketing Management Students

The students' academic performance obtained an overall weighted mean of 4.14, interpreted as Very Good. Market Research and Consumer Behavior ranked highest with a weighted mean of 4.24 and was interpreted as Excellent. Entrepreneurial and Analytical Thinking followed at 4.20, while Business Communication and Presentation Skills obtained 4.18. Marketing Principles and Strategies received 4.07, whereas Sales and Promotion Management obtained the lowest weighted mean of 4.03. These four areas were interpreted as Very Good. The results show that the students generally possess satisfactory academic knowledge and competencies, particularly in market research, consumer behavior, and analytical thinking. However, the lower ratings for sales, promotion management, and marketing principles indicate areas requiring further academic reinforcement. Additional practical exercises and focused learning activities in these areas may strengthen students' marketing competencies and preparation for internship and professional work (Kotler & Keller, 2016; York et al., 2015; Carpio & Ilusorio, 2025).

3.1.3 Preparedness for Student Internship

The level of preparedness for student internship obtained an overall weighted mean of 4.29, interpreted as Highly Prepared. Confidence and Readiness for Workplace Integration and Professional Skills and Work Ethics received the highest ratings, followed by Communication and Interpersonal Abilities. Adaptability and Problem-Solving Skills and Technical Knowledge in Marketing Operations obtained the lower rankings, although all indicators remained within the Highly Prepared category. The findings demonstrate that the students possess the knowledge, skills, attitudes, and confidence required for workplace participation. Their strong ratings in professional conduct, communication, and workplace integration indicate readiness to perform internship responsibilities. Nevertheless, further development of technical marketing knowledge, adaptability, and problem-solving skills may improve their effectiveness in responding to actual workplace demands (Robles, 2012; Jackson, 2015, 2016; Musa, 2025).

3.2 Relationships Among the Study Variables

3.2.1 Experiential Learning Practices and Academic Performance

The relationship between experiential learning practices and academic performance produced an r -value of 0.294, indicating a weak correlation. The relationship was not statistically significant at the 0.05 level of significance. Thus, the implementation of experiential learning practices was not significantly related to the academic performance of BSBA Marketing Management students. This result suggests that the students' academic performance may be influenced by factors beyond their participation in experiential learning activities. Study habits, motivation, learning strategies, and individual academic abilities may contribute to differences in academic outcomes. Experiential learning should therefore be maintained, while academic support mechanisms should also be strengthened to address other factors affecting student performance (York et al., 2015; Tolentino, 2023; Carpio & Ilusorio, 2025).

3.2.2 Experiential Learning Practices and Preparedness for Student Internship

The relationship between experiential learning practices and preparedness for student internship obtained an r -value of -0.080, indicating a negligible negative correlation. The result was not statistically significant at the 0.05 level of significance. Therefore, students' internship preparedness was not significantly associated with the extent of experiential learning practices implemented in the program. Although experiential learning practices were generally implemented and the students were highly prepared for internship, the negligible relationship indicates that preparedness cannot be attributed solely to experiential learning activities. Other educational, personal, and developmental factors may contribute to students' readiness. Continuous improvement of experiential learning, together with complementary student development initiatives, may help sustain and strengthen internship preparedness (Swanson & Tomkovick, 2012; Zehr & Korte, 2020; Bancoro, 2024; Satulan et al., 2025).

3.2.3 Academic Performance and Preparedness for Student Internship

The relationship between academic performance and preparedness for student internship obtained an r -value of -0.405, indicating a moderate negative correlation. However, the relationship was not statistically significant at the 0.05 level of significance. The null hypothesis was therefore not rejected, indicating that academic performance was not significantly related to internship preparedness. The finding shows that a higher level of academic performance did not necessarily correspond to greater preparedness for internship among the respondents. Internship readiness may involve competencies that are not fully reflected in academic performance, including professional behavior, confidence, adaptability, interpersonal skills, and workplace exposure. Academic and professional development initiatives should therefore be strengthened simultaneously to support students' overall preparation for future employment (Alpert et al., 2009; Lañas & Relacion, 2025; Starry et al., 2025; Musa, 2025).

4. Conclusion & Recommendations

Experiential learning practices were regularly implemented in the BSBA Marketing Management Program, although on-the-job training simulations and industry immersion and community engagement received the lowest ratings. The students demonstrated very good academic performance, with comparatively lower ratings in Sales and Promotion Management and Marketing Principles and Strategies, and were highly prepared for internship despite relatively lower ratings in technical knowledge in marketing operations and adaptability and problem-solving skills. No significant relationships were found between experiential learning practices and academic performance, experiential learning practices and internship preparedness, or academic performance and internship preparedness, indicating that academic achievement and internship readiness may also be influenced by personal, educational, and environmental factors beyond the variables examined.

The BSBA Marketing Management Department should strengthen on-the-job training simulations, industry immersion, and community engagement through industry partnerships, company visits, and simulation-based activities. Faculty members should provide additional interventions, workshops, and practical exercises in Sales and Promotion Management and Marketing Principles and Strategies, while the department should implement specialized training, seminars, and real-world marketing projects to improve students' technical knowledge, adaptability, and problem-solving skills. Academic support programs involving mentoring, study skills enhancement, and performance monitoring should also be reinforced, while future studies should examine self-efficacy, motivation, personality traits, career readiness, organizational support, and internship experiences as possible factors affecting internship preparedness.

Compliance with ethical standards

The authors declare no conflict of interest. This study complied with recognized ethical standards for human-participant research by ensuring voluntary participation with informed consent, the right to withdraw without penalty, and strict confidentiality through anonymous, secure, and aggregated data handling. Given the focus on psychological well-being, procedures were non-invasive, and safeguards were observed to minimize discomfort, with guidance to appropriate support services when needed, and required institutional permissions were secured for instrument use and access to academic records.

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