ON-THE-JOB TRAINING (OJT) PRACTICES OF SELECT COLLEGES AND UNIVERSITIES IN QUEZON CITY, PHILIPPINES: AN ASSESSMENT

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Abstract

This study primarily focused on the assessment of on-the-job training practices of select colleges and universities in Quezon City, Philippines as basis for the enhancement of their on-the-job training program. It also determined the relationship between the level of performance of student trainees such as personal characteristics, attitudes toward their jobs, competence, job performance, and obedience to company policies and procedures and their genders and ages, and the degree of significance of the problems in the implementation of the on-the-job training program encountered by the student-trainees, OJT advisers, and college deans.

A descriptive survey research was used in this particular study. The primary purpose of using and considering descriptive survey research was to fully describe and clearly explain the phenomena and how it works. The researcher raised the 4-point Likert scale questionnaire to gather data on the student-trainees involvement in the implementation of on-the-job training program in compliance of their personal characteristics, attitude towards the job, job performance, competencies and obedience to school policies, and finally, problems encountered in the implementation of on-the-job training program by the student-trainees, college deans, and OJT advisers. These were validated by experts, practitioners, and professionals on on-the-job training program. The data collected were statistically analyzed using frequency, percentage, rank, mean, t-test of difference, and analysis of variance. The results of the study show that there is a significant difference in the perception of the aforesighted solution to the level of agreement with the problems being met by the informants in the implementation of the on-the-job training program. The hypothesis stating OJT problems negatively affect the intention to enhance the on-the-job training program cannot be supported.

The researcher also concluded that the most student-trainees were very much willing to share their on-the-job training experience and exposure to their schoolmates who will be taking up their on-the-job training in succeeding years.

The insights and learnings of student-trainees on the problems encountered in the on-the-job training revealed that most of them believed that the on-the-job training was not helpful in monitoring and elevating their skills and capabilities, and did not contribute to a large extent in enhancing their confidence, competency, and commitment. Verbal comments like “the university should have more updated and appropriate equipment”, “most tasks are very labor-intensive”, “give the student-trainees the chance to actually handle equipment and machineries” among others were somewhat negatively stated, but can also be identified as relevant suggestions for the enhancement of the on-the-job training program. On the other hand, most student-trainees also discovered that joint training programs developed students’ social skills. Those student-trainees who participated in on-the-job training program definitely gained higher levels of self-esteem and practical knowledge while improving their skills and increasing their job prospects. This study also found out that the students doing internships developed skills that enabled them to adapt to change and gave them leadership and financial management skills. They also demonstrated more realistic career plans
because organizational functions were better understood. Furthermore, the perceptions of the college deans and OJT advisers on the problems encountered in the implementation of on-the-job training program revealed that most of them experienced common problems such as firstly; a team of experts and practitioners are not involved in preparing the content for On-the-Job Training Program. Secondly, training goals and objectives are unusually designed by a team of experts and practitioners. Lastly, a consistent delivery methodology is not followed for conducting relevant and important training.

**Keywords:** Assessment, On-the-Job Training Practices, Enhancement of On-the-Job Training Program, Personal Characteristics, Job Attitude towards the Job, Job Performance, Competencies, Obedience to School and Company Policies.

1. **INTRODUCTION**

Delivery of incomparable quality services to the customers, the students, is highly considered as the drive and thrust of all schools, colleges and universities of learning, as clearly embodied in their delivery of incomparable quality services to the customers, the students, are highly considered as the drive and thrust of all schools, colleges and universities of learning, as clearly embodied in their philosophy, vision, mission, and goals and objectives. Instruction is the focal point in every learning institution. However, it will not be comprehensive and complete without the various students services. This is the primary apprehension of every on-the-job training (OJT) adviser, who deliberately monitors, supervises and evaluates graduating students’ activities, behavior, extra-curricular performance as they deliver the various needs of the students. Why do focus on-the-job training? Although this educational form is extensive, and accepted as significant, little is known about the whys and hows of it. Hence, the researcher wanted to go beyond general description and make available a detailed analysis of on-the-job training and learning processes as they occur in the day-to-day working environment: How does the school administrators and on-the-job training advisers support such training and learning? What maneuvers do school administrators, college deans, and OJT advisers use to help graduating students acquire the knowledge and skills the job requires? How is training tailored into ongoing work activities? The researcher’s motivation and effort to unpack the “black box” of on-the-job training program has broader objectives as well. A decade of interdisciplinary research on everyday cognition, however, demonstrates that school-based learning, and learning in practical settings, have significant discontinuities. We can no longer assume that what we discover about learning in schools is sufficient for a theory of human learning nor can we make substantial progress toward improving school effectiveness without a better grasp of what makes school a special context for education with its particular strengths and problems. For these reasons, school administrators and on-the-job training coordinators need to enlarge their understanding of what on-the-job training program learning and experience essentially require and how its characteristics compare with school-based learning activities. On-the-job training is one method by which students are given a chance to apply the theories and computations that they have learned from the school. It also helps the students to acquire relevant knowledge and skills by performing in actual work setting. Colleges and universities require their students to undergo such training within a specific number of hours as part of the curriculum. For the students, an OJT provides opportunities to go through the actual methodologies of a specific job using the real tools, equipment and documents. In effect, the workplace becomes a development venue for a student trainee to learn more about his chosen field and practice what he has learn from academy.

Accommodating on-the-job trainees can truly be beneficial not only to the trainees but also to the companies that provide opportunities for this type of learning. There is wisdom in the front lines. Such training can be an investment that will be valuable to the company later on. This is also why trainees should take their internship seriously as it can become a powerful tool and possibly even a source of recommendation when they take that big lift from being students to career professionals. In totality, OJT Program is one of the most important experiences that the students need as part of the fulfillment of his/her studies. This experience helps. Opportunity to work with teams coming from diverse backgrounds (like business administration, communication, computer science, education, engineering, nursing, arts and sciences). On-the-job-training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant relationship between organizations that train their employees and organizations that do not (Evans, 1999). Every organization that is committed to generating profits for its
owners (shareholders) and providing quality service for its customers and beneficiaries must invest in the on-the-job-training for its employees. International Journal of Humanities and Social Science Vol. 2 No. 22 [Special Issue – November 2012]. “Hands-on learning” has become an essential approach in making teaching and learning process more effective. As such, most college degrees nowadays provide in their curriculum a practicum subject requiring students to undergo on-the-job training as a prerequisite for graduation.

However, business enterprises, on their part, must note that student internship is not just simply entering into a memorandum of agreement with school and assigning work to students. Without proper regard to what student internship should be, business enterprises may later find themselves facing labor problems as their student interns may be deemed regular employees entitled to benefits under the Labor Code and other social legislations. Thus, it is important that business enterprises follow the proper guidelines in providing student internship opportunities.

In order to ensure students’ welfare during their OJT, Commission on Higher Education (CHED) Legal Services is empowered to conduct investigation on student exploitation or any violation committed by either the school. CHED Legal Services will submit its recommendations to the Commission En Banc for appropriate action. Sanctions may also be imposed on the HTE for the following prohibited acts: changing provisions of signed training contract without the consent of the student trainee and the higher education institution; non-compliance with prescribed Training Manual or Plan; placing student trainees in unsuitable training venues; withholding practicum reports of student trainees; and other acts similar or analogous to the foregoing that is in violation of the Guidelines.

Clearly, the objective of student internship or OJT program is to provide students with practical knowledge and skills to enhance their competencies and discipline. As Host Training Establishment, business enterprises take on the responsibility of a teacher and contribute to improving the quality of our nation’s labor force.

Given the emphasis on the importance of the roles of the academe in lifelong learning, the main issue the researcher believes to resolve will be how can these roles be best played to develop competencies? What core competencies matter for the students’ possibilities for rewarding employment? How much learning should take place in workplaces during internships? These questions set the main objective of the researcher which was to test the competencies that influence graduating students’ employment success in the labor market and discover the roles played by the academe in students’ ultimate knowledge.

1.1 Statement of the Problems

This study focused on the assessment of on-the-job training (OJT) practices of select colleges and universities in Quezon City, Philippines University during First Semester, Academic Year 2019-2020. Specifically, this study sought to gather pertinent answers to the following questions:

1.1.1 What was the profile of the college deans, OJT advisers and student-trainees involved in the implementation of On-the-Job-Training program in terms of the following?

a. Demographic Characteristics

1.1 Age;
1.2 Gender;
1.3 Civil Status;

b. Socio-Economic Characteristics

1.4 College;
1.5 Highest degree earned;
1.6 Present position;
1.7 Number of years in service

1.1.2 How did the student-trainees perceive their level of compliance on the implementation of On-the-Job Training Program relative to the following?

2.1 Personal Characteristics;
2.2 Attitude towards the Job;
2.3 Job Performance;
2.4 Competencies Required; and
2.5 Obedience to School Policies.

1.1.3 What was the level of agreement of the following with the problems encountered in the implementation of the On-the-Job Training Program:

3.1 Student-Trainees;
3.2 OJT Advisers; and
3.3 College Deans?

1.1.4 Is there any significant difference in the perception of the aforesighted solution to the level of agreement with the problems being met in the implementation of the on-the-job training program?

Furthermore, the research model proposes that college deans, OJT advisers, and student-trainees demographics, level of performance in terms of personal characteristics, attitudes toward their jobs, competence, job performance, and obedience to company policies and procedures, degree of significance of the problems encountered in the execution of the On-the-Job Training Program as perceived by the student-trainees, OJT advisers, and college deans will independently predict the amount of enhancement that a student-trainee receives at the end of the program. Further, the model suggests to determine and analyze the strong and weak points of the existing On-the-Job Training program through the combination of observation, series of interviews, and questionnaires which can be considered as great and effective vehicles to reinforce the program, and eventually, this may lead to the establishment of center for student internship program for the university. The illustration below (Figure 1) is a replica of the researcher's proposed model.
2. METHODOLOGY

2.1 Research Design

The researcher wanted to utilize the descriptive survey using qualitative and quantitative approach in gathering information about the present condition. A descriptive type of research according to Best (1993) involves the collection of data to answer questions concerning the current status of the subjects in the study. It is designed to gather information or conditions existing at a particular period of time. The focus of the whole process is on the discovery of theory on comparison or contrast of the findings.

The descriptive method is also described by Estolas, 1997 as follows: “The descriptive research is a study that can obtain facts about existing conditions or detach significant relationships between current
phenomena. It describes and interprets prevailing conditions or relationships that exist or do not exist, practices that prevail or do not, belief or point of view or that attitudes that are held, processes that are going on or otherwise, effects that are being felt, or trends that are developing”.

Specifically for this study, the normative survey was highly considered and designed to assess the factors affecting the on-the-job training practices of the business administration of select colleges and universities in Quezon City, Philippines. This was revealed through the level of performance of the graduating students along their Personal Characteristics; Attitude towards the Job; Job Performance; Obedience to School Policies; and Competence, and finally, the level of preparedness of the college deans and OJT advisers as to their duties and responsibilities.

2.2 Sources of Data

As of First Semester, Academic Year 2019-2020, there are seventy three (73) colleges and universities in Quezon City, Philippines. There were seven (7) out of fifteen (15) colleges and universities accepted the invite to be the respondents of this study. Please see table 1 for your information and perusal.

<table>
<thead>
<tr>
<th>Colleges/Universities</th>
<th>Deans</th>
<th>OJT Advisers</th>
<th>Student-Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMA Computer University</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Central Colleges of the Philippines</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Far Eastern University Nicanor Reyes Medical Foundation</td>
<td>1</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Miriam College</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Technological Institute of the Philippines</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Trinity University of Asia</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Our Lady of Fatima University</td>
<td>1</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>7</strong></td>
<td><strong>7</strong></td>
<td><strong>91</strong></td>
</tr>
</tbody>
</table>

2.3 Instrumentation and Data Collection

In gathering the data relevant to the study, the researcher wanted to utilize structured questionnaires as a survey instrument to elicit the pertinent information from the principal respondents. These questionnaires for the graduating students contained such essential parts as instructions, classification information, information sought, and request for cooperation. Instructions clarified the college deans, OJT advisers, and graduating students how and what to do with the instrument. The multiple choice type of questions using 4-point Likert scale was clearly explained to the respondents.

Classification information described the respondents according to some selected demographic variables as age, gender, highest degree earned, field of specialization, college, number of years in service/teaching, and year level and semester when OJT was directed. This surely answered sub-problem letters a to c. Information sought made up the major portion of the questionnaires answers to which shed light to the main problems. The first part of the first structured instrument focused on the personal profile of the informants (college dean, OJT adviser, and student-trainee); and second part pertained to the level of performance of the student-trainees as to their personal characteristics, attitude towards the job, job performance, competence, and obedience to company policies and procedures. This solved problem numbers one, two, and three. Thus, the third and fourth parts primarily concentrated on the problems encountered in the implementation of the on-the-job training program by the student-trainees, college deans and OJT advisers. This surely answered problem number three. In order to collect more and better feedbacks in solving
problem numbers two, three, and four, the researcher steered series of interview and comprehensive observation. Request for cooperation, expressed thanks and gratitude to the college deans, OJT advisers, and student-trainees for the time, assistance, and support were respectfully extended by the researcher.

Permission to do research work was implored from each of the deans from the seven (7) colleges and universities that are offering On-the-Job Training Program for which a letter of referral was endorsed. These college deans deserved to be informed of the plan to contact their OJT advisers and graduating students for purposes of the study, that they were invited and encouraged as principal informants to do needs assessment of their existing on-the-job training practices.

2.4 Tools for Data Analysis

Data gathered was statistically treated with the consideration of the following:

1. Percentage

\[ \% = \frac{n}{N} \times 100 \]

where:

\[ \% \] - percentage
\[ n \] - occurrence of behavior
\[ N \] - number of cases

2. Rank

This formula will be utilized to determine the position an individual or a group in a series of ranks.

3. Weighted Mean

\[ WM = \frac{(fr1+fr2+fr3+fr4)}{n} \]

where:

\[ WM \] - Weighted Mean
\[ fr1 \] - Frequency x rank order no.1
\[ fr2 \] - Frequency x rank order no.2
\[ fr3 \] - Frequency x rank order no.3
\[ fr4 \] - Frequency x rank order no.4
\[ n \] - Number of cases

4. Test of Difference

5. Analysis of Variance (ANOVA-Kruskal Wallis) – This is a statistical test which analyzes variance.

It is helpful in making comparison of two or more means which enables a researcher to draw various results and predictions about two or more sets of data.

\[ MST = \frac{SST}{p-1} \]

\[ SST = \sum n (x-x)^2 \]

where:

\[ F \] = ANOVA Coefficient
\[ MST \] = Mean sum of squares due to treatment
\[ MSE \] = Mean sum of squares due to error
\[ SST \] = Sum of squares due to treatment
\[ p \] = Total number of populations
\[ n \] = Total number of samples in a population.
3. RESULTS AND DISCUSSION

3.1 Summary of Findings

3.1.1 Personal Profile of the Respondents

Female student-trainees were considered as leading gender over male-student trainees. This only indicates that females nowadays are more interested to become more competent and dedicated. Majority of the respondents were aged between 20-23 years of age. On the other hand, college deans and OJT advisers were all masters and doctoral degree holders, and most of them have been working with New Era University for 11 years and above, majority of them were aged 40 and above, and most of them are married.

3.1.2 The Description of the Student-Trainees Involvement in the Implementation of On-the-Job Training Program

3.1.2.1 Personal Characteristics

Overall, the respondents revealed that personal characteristics affect their performance on their on-the-job training and it was statistically found out that the overall weighted mean was 3.90 and verbally interpreted AGREE. Among the personal characteristics, dresses neatly and appropriately for workplace, applies the virtues of integrity and honesty in all aspects of his/her work, they should recognize their personal weaknesses, should have a sense of satisfaction in doing something worthwhile, and should have a sense of personal achievement ranked first with weighted mean score of 4.00.

These personal characteristics are highly considered as strong points and/or assets. These combined the trainees’ attitude, behavior and expressions. However, the trainees’ personal characteristics in terms of demonstrating leadership potentials and projecting self-confidence and enthusiasm were measured the least since it obtained the lowest mean score of 3.63 and 3.75, respectively.

3.1.2.2 Attitude Towards the Job

Overall, the respondents rated the performance of the student-trainees in their on-the-job training in terms of attitude towards the job. It was revealed that their attitude towards the job was STRONGLY AGREE with overall weighted mean of 3.73, and it was clearly cited, recognizing the authority and responsibilities of his superiors, accepting miscellaneous jobs and tasks with the proper attitude without complaining, gaining the capability to be more productive and welcoming new experiences and tasks gained the highest weighted mean of 4.00.

The least items evaluated were taking initiative to update one’s technical and/or non-technical knowledge and skills and has an exceptional sense of duty and can always be depended upon to perform a good job with a weighted mean value of 3.11 and 3.32, correspondingly. Though both were least rated, they have gotten verbal interpretation of AGREE.

3.1.2.3 Job Performance

Overall, the respondents rated their job performance as STRONGLY AGREE with overall weighted mean of 3.55. “Willingly accepts work assignments and/or responsibilities, and delivers assigned tasks in an organized and orderly manner” are the statements have the highest weighted mean of 4.00 with the verbal interpretation of STRONGLY AGREE. These two given statements only emphasize the importance of accepting new challenges that are truly beneficial to the trainees. The least rated was developing specialized technical skills for specific job functions with 2.87 weighted mean. Becoming more knowledgeable and updated and well-equipped with the newest techniques are the authenticities of a true and competent professional lives.
3.1.2.4 Competencies Required
Overall, the respondents rated this particular area as STRONGLY AGREE with an overall weighted mean of 3.55. The top two highest ratings were in areas that “seeks to improve his/her by taking initiative to learn new paradigms and methodologies” with a mean of 4.00, and “strengthens the capability to work and learn independently” with a mean of 3.93. This also shows how competencies as predictors of on-the-job training success and satisfaction were classified as hard skills. Hard skills are considered to be inherent to the person and stay the same regardless of company usually related to the application of acquired knowledge to technical aspects of performing a task.

3.1.2.5 Obedience to Company Policies and Procedures
Overall, this area was rated as STRONGLY AGREE by the respondents with overall weighted mean of 3.81. Eight (8) items were rated STRONGLY AGREE and there were two (2) items rated AGREE and among the level of performance cited, reporting for work all the time, following company rules and regulations, to name a few got the highest weighted mean of 4.00. When student-trainees are committed and dedicated to report for work all the time, they can be recognized as dependable and credible. Other trainees can depend and rely on them and eventually, considered as role models.

3.1.3 Perception of the Respondents on Problems Encountered in the Implementation of the On-the-Job Training Program
3.1.3.1 Student-Trainees
The top three (3) highest ratings were in the areas of “I believe this training was not helpful in monitoring and elevating my skills and capabilities” with a mean of 3.49, this only emphasizes that most student-trainees described their training as a failure because it didn’t help them to monitor and elevate their skills and capabilities to be more competitive. This followed by “Training did not contribute to a large extent in enhancing my confidence, competency, and commitment” with a mean of 3.40, this only connotes that the training didn’t maximize and strengthen the fullest potentials of the student-trainees. While the third rating focused on “The length of the On-the-Job Training Program was inappropriate” with a mean of 3.36; this result only highlights that the number of hours required for student-trainees considered as inappropriate to enrich and update their competencies, and be more prepared to embrace the challenges of the corporate world.

3.1.3.2 College Deans and OJT Advisers
The top three (3) highest ratings were contracted in the following problem areas:
1. “A team of experts and practitioners are not involved in preparing the content for On-the-Job Training Program” with a mean of 3.57, this highly confirms that the school administrators failed to consider and involve experts and practitioners in the preparation, conceptualization, and of course, finalization of the prescribed on-the-job training program manual.

2. “Training goals and objectives are unusually designed by a team of experts and practitioners” with a mean of 2.71, this strongly focuses on not so aggressive approach and strategy of the school administrators in considering and consulting a team of experts and practitioners to design and strategize the on-the-job-training program.

3. “A consistent delivery methodology is not followed for conducting relevant and important training” with a mean of 2.57, this only denotes the fiasco of proper execution and evaluation of the most competitive and intensive training. By identifying on-the-job training program problems, this study attempted to explain how on-the-job training program can be carried out efficiently and effectively. In this study, which involved both student-trainees, OJT advisers and college deans, on-the-job training program problems were evidently identified as important reminders to the school administrators must consider the importance of continuously bridging the gap between the academic and the real world by inviting experts and practitioners particularly alumni to be part of the enhancement of the curriculum for on-the-job training program. Although the study was carried out in different fields of specialization, it was noted that similar problems occurred in on-the-job training program. The findings of the study indicated that the problems faced during on-the-job training program have implications for both universities and business partners. Contemporary on-the-job training program practice requires reconsideration by universities. Moreover, these findings also show that the business sector does not provide the necessary attention, compensation, and professional conditions to student-trainees. These represent important barriers for service quality, as most of the student-trainees
working under poor conditions prefer other industries over their chosen profession after they graduate. To alleviate this loss, businesses must improve the working conditions of their student-trainees.

### 3.2 Conclusions

From the foregoing summary of findings, the following conclusions are construed:

1. Majority of the graduating students were females with the age bracket of 20-23 years old.

2. Majority of the college deans and OJT advisers were master’s degree holders with at least 11 years in service as academic managers and educators.

3. Most student-trainees were strongly agreed that the given descriptions such as personal characteristics, job attitude towards the job, job performance, and competencies required, and obedience to company policies and procedures in the implementation of on-the-job training must be extremely aligned and matched with the following benefits:
   a. Learn to complete tasks, engage in proper conduct, take responsibility, and manage others;
   b. Gain experience in leadership, organizational development, social skills, and management methods;
   c. Develop maturity and self-esteem;
   d. Recognize problems and determining solution standards;
   e. Offer opportunities and career choices for the future.

The researcher also concluded that the most student-trainees were very much willing to share their on-the-job training experience and exposure to their schoolmates who will be taking up their on-the-job training in succeeding years.

4. The insights and learnings of student-trainees on the problems encountered in the implementation of on-the-job training program revealed that most of them believed that the on-the-job training was not helpful in monitoring and elevating their skills and capabilities, and did not contribute to a large extent in enhancing their confidence, competency, and commitment. Verbal comments like “the university should have more updated and appropriate equipment”, “most tasks are very labor-intensive”, “give the student-trainees the chance to actually handle equipment and machineries” among others were somewhat negatively stated, but can also be identified as relevant suggestions for improvement of the on-the-job training program.

5. The perceptions of the college deans and OJT advisers on the problems encountered in the implementation of on-the-job training program revealed that most of them experienced common problems such as firstly, a team of experts and practitioners are not involved in preparing the content for On-the-Job Training Program. Secondly, training goals and objectives are unusually designed by a team of experts and practitioners. Lastly, a consistent delivery methodology is not followed for conducting relevant and important training.

Furthermore, college deans and OJT advisers reported high degrees of satisfaction & value in learning by sharing and mentoring, increased ability addressing real corporate problems, and commitment and dedication to working for student-trainees.

6. There is no significant difference in the level of performance of the respondent students when they are grouped according to gender.

7. There is no significant difference in the level of performance of the respondent students when they are grouped according to age.

### 3.3 Recommendations

From the foregoing conclusions, the following recommendations are suggested and offered:

3.3.1 Policy Recommendations

3.3.1.1 Continue to enhance and strengthen the implementation of on-the-job training program’s rules and regulations by considering and executing the following:

3.3.1.2 Assign relevant projects that are really challenging and valuable to student-trainees’ field of specialization – consider the personal characteristics, job attitude towards the job, obedience to school and company policies and procedures, competencies, level of academic experience, student organization’s involvement, community services, research works, among others that they possess.
3.3.1.3 Prioritize to increase the number of professional linkages, affiliations, and networking opportunities to enhance student-trainees new insights for future employment contacts.

3.3.1.4 Regularly conduct series of scheduled pre-OJT sessions, in-house trainings, orientations, meetings and interviews to boost the student-trainee’s problem solving skills, professionalism, human relations skills, beliefs and practices required for achieving efficient and effective work performance. It is important that everyone “be on the same page”, so to speak. Make this happen by executing the stated series of activities for OJT advisers and student-trainees. These definitely ensure that everyone starts with the same expectations and role definitions. This is time well spent – the effort put into these activities will pay off throughout the on-the-job training program.

3.3.1.5 Recreate and make available to student-trainees and prospective OJT employers a well-reviewed, clearly-written and comprehensive course plans. This enables student-trainees and employers to learn about requirements, timelines, and the roles, duties, and responsibilities of all parties before committing to an on-the-job training program.

3.3.1.6 Redevelop a website and provide handbook, manual and/or standardized forms to student-trainees and employers. These documents are convenient, save time for all involved, and provide a uniform format for recording important OJT information, and finally, a separate on-the-job training program website serves many of the purposes of the handbook, but has the advantage of being easy to change.

3.3.1.7 Assign a term paper as one of the major requirements of On-the-Job Training Program. One of the best ways that a structured OJT differs from a simple work experience is the experience that student-trainees think and learn about broader aspects of the university and industry in which they are deployed. The term paper serves to guide student-trainees in this endeavor and provides a vehicle for capturing what they have learned.

3.3.1.8 Make at least two (midterm and final periods) on-site visit. A site visit to the OJT location by the OJT advisers has important benefits to all involved parties and should be a requirement of the OJT program. These visits help OJT advisers keep current with changes in the industry and the interaction with employers provides excellent public relations benefits for the university.

3.3.1.9 Invite employers’ executive ranks as speakers. One of the greatest advantages to student-trainees in having OJT is the access they get to accomplished professionals and experts in their fields. Consequently, speakers from the executive ranks are very popular with student-trainees - it is a great career development and role modeling experience for them.

3.3.1.10 Showcase student-trainees work through presentations, exhibits, and exposition. Student-trainees work very hard at complying and completing their work and are generally proud of their accomplishments. Setting up a venue for them to do presentation is absolutely considered as great motivation to aim higher and be more competent to do more.

3.3.2 Establish a Center for On-the-Job Training Program

In reality, setting up a centralized internship program is similar to starting any new program or project: it is crucial for school administrators to have thorough strategic plans. Once they do, however, it is as easy as checking items off a list until that plan is put into action. Knowing how to start an internship program is no different.

Centralized internship program offers tremendous rewards and benefits to the whole university and its colleges that offer on-the-job training program, in terms of enhancing curricula, welcoming new partners and associates, increasing productivity, assuring graduates’ employability, and recruiting well-matched practitioners, experts, and alumni—especially in small- to large-sized business entities locally and internationally- to become faculty members. Finally, it will also increase and strengthen business connections by providing qualified student-trainees; the relationship can lead to increased support to the university, translating into new scholarships, equipment donations, and grant funding.

3.3.3 Research Recommendations

3.3.3.1 That this research be replicated for the benefits of school administrators, college deans, OJT advisers, college students, and future researchers on the subject.

3.3.3.2 That this research work be replicated not only in similar educational institutions but also in other academic institutions and on the industry level.
3.3.3.3 That other concerns pertaining to the levels of performance of student-trainees and business partners in the workplace be utilized in some future research studies to better assess the bridging the gap between the academe and the corporate world.

3.3.3.4 That the same study utilizing other variables other than those already used be undertaken.

3.3.3.5 That comparative studies using other universities’ on-the-job training programs be pursued for broader understanding of the concern of this study.

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