



PERFORMANCE OF INFORMATION TECHNOLOGY STUDENTS IN THEIR ON-THE-JOB TRAINING PROGRAM AS PERCEIVED BY THE COOPERATING AGENCY SY 2017-2018

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ABSTRACT: *It is a priority for state universities/ colleges to produce graduates who can perform the skills required by industries. Training is one of the extensive methods for enhancing individual productivity and for improving job performance in the work environment (Goldstein and Ford 2002; Gupta and Bostrom 2006). On-the-job (OJT) training performance of students remains a challenge among universities/colleges and that challenges has now been taken care of by the academe through its OJT program. The growing demand for skills is becoming a constraining factor for the growth of the economy. On the job training is an important part of outcomes-based education that evaluates the products of university/college, therefore, it is a need to assess the output for continuous improvement. It is the commitment of the university/college to meet the demand of employers and accountable to its students in their performance in the on-the-job training, to measure the effectiveness of the program and to be continually responsive to the needs of the students, It is on this premise that this study is conducted to survey the on-the-job training program of graduates. This study sought to find out the On-the-Job Training Performance among Information Technology Students SY 2017-2018 in Cagayan State University-Carig Campus, College of Information and Computing Sciences as perceived by the cooperating agencies. Descriptive survey method was used which involved a questionnaire in gathering data from the respondents. A total of eighty (80) OJT students were the respondents who undergo OJT to the different agencies. The lists of respondents were taken from the head of each cooperating agency. Results showed that the performance of the graduating BSIT student in their On the Job Training program as perceived by their supervisor of the cooperating agency marked "Excellent" in all the aspects: Personal Appearance, Teamwork Attitude, Communication Skills, Skills and Competence, Partnership and Linkages and Best Practices and Problems encountered and the overall performance of graduating BSIT students in their OJT program as perceived by their supervisor of the cooperating agency and supervising adviser marked "Excellent".*

Keywords: *Cooperating Agency, Cooperating Supervisor, OJT Coordinator/Adviser, Performance, Perception, Partner Agency*



INTRODUCTION

On-the-job training is the nature of work environment and responsibilities where the students would greatly benefit through encountering real-life scenarios and experience industry-based problems then give solutions. Students who go through on the job training are fortunate because the more that they develop skills, they have a view of the real scenario that's taking place in a business world or industry, the more that they develop their personality and perspective in life, they become responsive to the demands and advancement of Information Technology profession. They take responsibility in learning and adopting new skills and knowledge. Through this, students are trained to work independently and make decisions on their own. It helps build more on their confidence and build a strong bond between co-trainees, co-workers, peers and their immediate superiors. It helps realize and discover their strengths and weaknesses which help them improve and change for better performance. An opener for students to make decision regarding their future career and awareness of career choices.

The BSIT program is designed to obtain a comprehensive knowledge and deep understanding of latest technology in information and communications technology. This is an opportunity for students to showcase their skills, knowledge and talents of what they have learned in the classroom for years. It is exposing them of the performance of actual work relevant to Information Technology.

In the CHED Memorandum Order (CMO) No. 104 Series of 2017, subject " Revised Guidelines for Student Internship Program in the Philippines (SIPP) for all Programs with Practicum Subject[1], it is stipulated that in order to enroll the OJT program, the student must have finished 90% of their academic requirements or has passed and taken all major professional subjects. They are required to undergo 500 hours on the job training. The program aims to provide tertiary students enrolled in Higher Education Institutions (HEI's) in the Philippines the opportunity to (a)acquire practical knowledge, (b)skills and desirable attitudes and values in reputable establishments/industries in our country, (c)enhance the students work competencies and discipline as they relate to people in the workplace, (d)promote competitiveness of students through their training, strengthen and enrich the degree programs in HEI's, (e)provide opportunities to learn from and network with experienced professionals, handle new challenges and complex tasks or problems; and (e)identify future career directions and become candidates for future job opening. Its general objectives are to (a)strengthen the implementation of the local internship through collaborative effort of the academe industry linkage among the participating HEI's and (b)partner institution/establishment, establish the harmonious collaboration/linkages between higher education institutions (HEI's) and the (c)Host Training Establishments (HTEs) for the effective implementation of the program to support the educational environment of the students interns and train student interns under actual work place conditions.



In the deployment for their OJT program, students are required to attend orientation and workshop seminars before they are endorsed by the OJT Supervising Adviser to their respective offices identified as cooperating agency partner through a Memorandum Of Agreement(MOA). They are required to submit parents waiver or parents consent an indication that they are allowed to undergo training. Agencies also requires medical certificate before they start the training. BSIT Student who will undergo OJT program are also required to attend post conferences with their supervising adviser on scheduled days. These conferences are held as a way to monitor the activities of the students and to give them opportunities to thresh out problems they have encountered in their respective offices where they assigned. Prescribed uniforms are worn to report to their respective agencies. Students are expected to behave accordingly and must observe proper office etiquettes. The OJT student shall be visited by the OJT supervising adviser for their performance evaluation with the supervisor of the cooperating agency and the OJT student . The monitoring and evaluation of the performance of the student trainees shall be done by the cooperating agency supervisor at the end of the training period. In parallel, the supervising adviser conducts surprise visit. Observations and interviews are also conducted with the immediate OJT Supervisor regularly to validate the contents of their OJT Form 1- Accomplishment Report.

The on the job training program is meant to provide students with an opportunity to complement their formal learning with practical knowledge, skills and desirable attitudes and to gain hands on experience in recognized Host Training Establishments. [1]

On-the-job training (OJT) is part of the tertiary curriculum which connects the gap between theory and practice as well as between classroom education and real industry life presenting a more precious learning experience that improves the importance of the academic program and form the view of personal and social usefulness. [2]

It is the most effective method to develop the competence and skills of the students through hand-on training as it exposes them to the different fields and consequently, learned. It also allows students to become familiar and made known with the actual operation of the business and state-of-the-art of the facilities, equipment and technology used. [3]

The on-the-job training (OJT) programs is significant, not only for students, but for teachers and employers as well. In the academe, on-the-job training improves the learning retention since the in situ experience helps strengthen recall of information in a way that classroom learning cannot. It helps instructors see how their lessons work in practice, fine-tune it, and field-test the ideas and techniques they teach which leads not only to better teaching, but also to better processes. [4]

It offers many opportunities for development as trainees can learn as they contribute to the aims of the enterprise.[5]



He purported that the development of a framework to scaffold an area of expertise requires authentic experiences coupled with opportunities to reflect systematically on those experiences. [6]

Students must be provided with experiential learning, an active learning or learning by doing, where students apply their theoretical, classroom knowledge through the “real word” experience and application in the form of internship or practicum placement in outside agencies.[7]

He asserted that the students’ level of achievement is significantly related to the on-the-job training and what the students learn from the classroom is what the students apply during OJT. While the school provides related instruction and related skills, the role of industries is to sharpen the student’s competencies. Hence, other than adapting and implementing the emergent outcomes-based education by higher education institutions, the on-the-job training programs must be given importance as it plays a critical role in bridging the job skills mismatch. [8]

Internship has substantial educational and practical implications for public administration. Another benefit of quality students participating in internships is that they may otherwise not consider pursuing a public sector career due to insufficient knowledge about the way that the government works. Internship programs can be even more useful for countries that adopt civil service exams as a primary recruitment instrument. Since civil service exams partially measure the true capacity of prospective civil servants, internship programs can be used as a complementary source of recruitment [9]. A negative internship experience can have an even more negative impact than no internship at all. This suggests that the government should pay more attention to the needs of interns and institutionalize a procedure to evaluate students’ satisfaction with internship programs [9].

The internship is the culminating academic exercise for human service students, as well as students from a variety of disciplines in two and four-year academic programs. An internship combines the theory that students learned in school with practical work experience and lasts for about three months to a year [10]. Allowing the graduating students to apply what they have learned from books in a work environment through On-the-Job Training would develop their work values and attitude necessary to achieve the ultimate goal of producing efficient and effective leaders and professionals in cross-cultural and multidisciplinary undertakings [11].

On the Job Training (OJT) is one of the mechanics of Higher Education industries in developing the needed competencies of its graduates. Its goals and objectives served as a guide in developing the needed competencies for a particular job, and translating the training into a gainful working experience [12].



STATEMENT OF THE PROBLEM

This study was conducted to find out the performance of the BSIT students in their On-the-Job Training program as perceived by their Supervisor of the Cooperating Agency. Specifically it sought to answer the following questions;

1. To assess the performance of the fourth year BSIT student in their OJT program as perceived by their supervisor of the cooperating agency in each of the following:

- a. Personal Appearance;
- b. Teamwork Attitude;
- c. Communication Skills;
- d. Skills and Competence
- e. Partnership and Linkages; and
- f. Best Practices encountered.

2. To assess the overall performance of fourth year BSIT students in their OJT program as perceived by their supervisor of the cooperating agency?

METHODOLOGY

The data gathering instruments used in this study were the student evaluation sheet for evaluating student performance. A devised questionnaire was categorized into seven (7) different aspects namely; (a) Personal Appearance, (b) Teamwork Attitude, (c) Communication Skills, (d) Skills and Competence, (e) Partnership and Linkages and (f) Best Practices and (g) Problems encountered.

The given scale was used to analyze and interpret the result of the data gathered from the appraisal report:

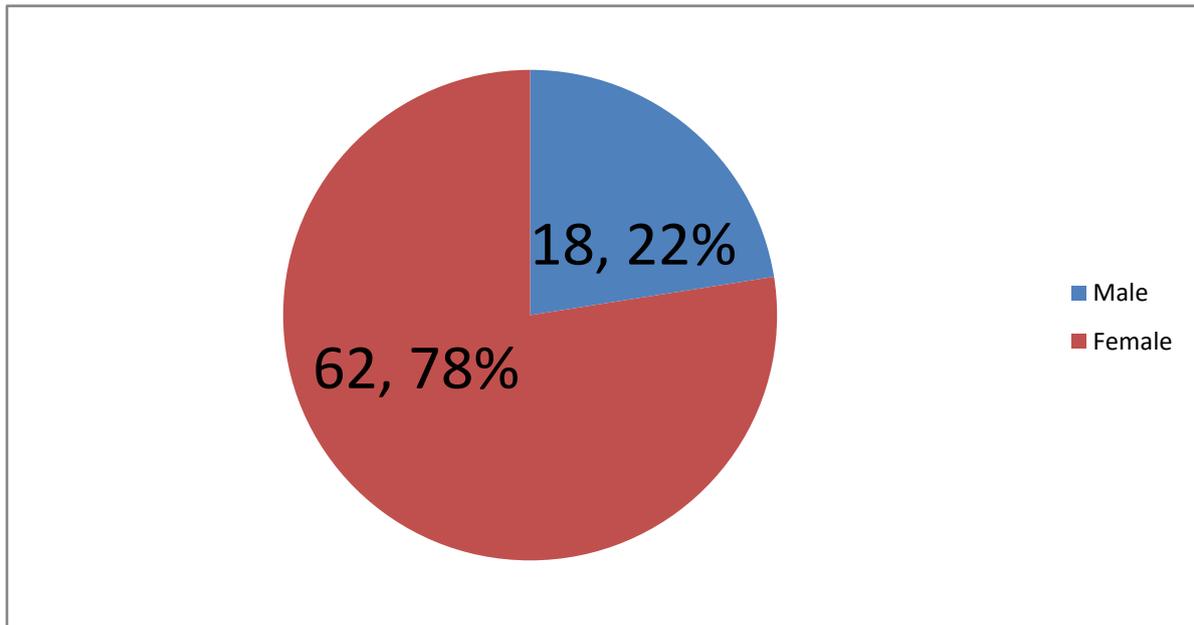
4.20 – 5.00	excellent
3.40 – 4.19	very satisfactory
2.60 – 3.39	satisfactory
1.80 – 2.59	fair
1.00 – 1.79	unsatisfactory

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered from the cooperating supervisors of the cooperating agencies from the ten (10) different agencies where the BSIT students undergone their OJT program.



Demographic Profile
Gender



From the data collected it shows that majority of the respondents are female with a frequency of 62 or 78 percent. This imply that statistically there are more females than males, thus the females out-numbered the males

Table 1. Shows the personality and appearance of the students as perceived by their supervisors.

Statements	Weighted Mean	Interpretation
He/She...		
wears proper office attire.	4.11	very satisfactory
attends to the office regularly.	4.63	excellent
attends to the office on time.	4.76	excellent
reports to office neatly and well-groomed.	4.65	excellent
possesses good personality.	4.71	excellent
concentrates on my work at hand.	4.7	excellent
shows self-confidence.	4.58	excellent
assumes responsibilities willingly and voluntarily.	4.6	excellent
has the knowledge, skill and interest of the work assigned.	4.6	excellent
is productive and perform tasks well.	4.41	very satisfactory
knows the functions, requirements and responsibilities involved in relation to my job.	4.47	very satisfactory
is dependent to follow instructions and finish	4.67	excellent



assigned task.		
observes proper break-time period in the workplace.	4.56	excellent
always see to it that output is acceptable.	4.56	excellent
performs assigned job on time.	4.72	excellent
OVERALL MEAN	4.585	excellent

The findings showed that the personality and appearance of the BSIT fourth year students as perceived by their supervisors are rated “Excellent” with an overall weighted mean of 4.585. The data imply that the interns are aware of the importance of personality and proper grooming in performing their tasks as student-interns.

Table 2. Shows the teamwork attitude of the students as perceived by their supervisors

Statements	Weighted Mean	Interpretation
He/She...		
maintains good and effective public relations with people within the unit.	4.65	excellent
maintains good and effective public relations with people visiting the office.	4.65	excellent
manifests sufficient willingness and capacity to work harmoniously with superiors.	4.31	very satisfactory
manifests sufficient willingness and capacity to work harmoniously with co-workers.	4.46	very satisfactory
shows good relationship and with my peers, officemates, co-employee, co-workers and supervisors.	4.6	excellent
shows patience and diligence in performing assigned job.	4.61	excellent
always takes initiatives.	4.38	excellent
shows courtesy in dealing with supervisor and officemates.	4.4	excellent
shows interest and enthusiasm in performing the job assigned.	4.51	excellent
accepts and open to constructive criticism.	4.32	excellent
OVERALL MEAN	4.5087222	excellent

The findings showed that the teamwork attitude of the BSIT fourth year students as perceived by their supervisors are rated “Excellent” with an overall weighted mean of 4.5087222. This means that the trainees maintains good and effective public relations with people within the unit, maintains good and effective public relations with people visiting the office, manifests sufficient willingness and capacity to work harmoniously with superiors, manifests sufficient willingness and capacity to work harmoniously with



co-workers, shows good relationship and with my peers, officemates, co-employee, co-workers and supervisors, shows patience and diligence in performing assigned job, always takes initiatives, shows courtesy in dealing with supervisor and officemates, shows interest and enthusiasm in performing the job assigned and accepts and open to constructive criticism. It means to say that the BSIT fourth year OJT students are well educated in the code of ethics for IT professionals and also properly guided and informed about the other factors affecting their performance.

Table 3. Shows the communicating skills of the students as perceived by their supervisors

Statements	Weighted Mean	Interpretation
He/She...		
expresses himself/herself well.	4.2	excellent
states ideas clearly.	4.37	very satisfactory
communicates ethically.	4.53	very satisfactory
recognizes when it is appropriate to communicate.	4.45	very satisfactory
identifies their communication goals.	4.33	very satisfactory
selects the most appropriate and effective medium for communicating.	4.37	very satisfactory
demonstrates credibility.	4.18	very satisfactory
identifies and manages misunderstandings.	4.21	very satisfactory
manages conflicts.	4.13	very satisfactory
is open-minded about others point of view.	4.45	very satisfactory
listens attentively.	4.58	excellent
OVERALL MEAN	4.3375	excellent

Results have shown that the communication skills of the students as perceived by their supervisors was rated “Excellent” with an overall weighted mean of 4.3375. This means that they expresses himself/herself well, states ideas clearly, communicates ethically, recognizes when it is appropriate to communicate, identifies their communication goals, selects the most appropriate and effective medium for communicating, demonstrates credibility, identifies and manages misunderstandings, manages conflicts, Is open-minded about others point of view and listens attentively.



Table 4. Shows the skills and competence of the students as perceived by their supervisors

Statements	Weighted Mean	Interpretation
He/She...		
can cope up with deadlines.	4.33	very satisfactory
can readily understand instructions.	4.52	excellent
performs assigned job with minimum supervision.	4.42	excellent
opens to corrections and suggestions.	4.43	excellent
is able to perform specific tasks, action or function successfully.	4.46	excellent
shows strength and stability.	4.52	excellent
collaborates and cooperates with all other members of the organization.	4.61	excellent
is being resourceful.	4.32	excellent
is knowledgeable in Office Productivity Tools (Word, Excel, PowerPoint).	4.45	excellent
is knowledgeable in Basic Programming.	3.52	very satisfactory
is knowledgeable in Web Development.	3.63	very satisfactory
is knowledgeable in Multimedia.	4.1	excellent
has a good communicating skills.	4	excellent
has a good interpersonal skill.	44.27	excellent
Systematic	4.17	excellent
OVERALL MEAN	4.27916667	excellent

Results have shown that the skills and competence ability of the students as perceived by their supervisors was rated “Excellent” with an overall weighted mean of 4.27916667. This means that technical and communication knowledge and skills acquired by the students in their core subjects and electives in the BSIT curriculum is highly in demand and relevant course.



Table 5. Shows the partnership and linkages of the students as perceived by their supervisors

Statements	Weighted Mean	Interpretation
He/She...		
There is direct linkage of the school and the office or industries where the OJT is conducted.	4.28	very satisfactory
The OJT is open to the industry or company.	4.46	very satisfactory
There is an orientation of the OJT students to the cooperating agency.	4.53	excellent
There is an OJT coordinators/supervisor to serve the link between the school and the cooperating agency.	4.37	very satisfactory
The facilities and equipment used in the place of OJT are modernized.	4.55	excellent
The training method is efficient.	4.45	very satisfactory
Support is given by the immediate boss.	4.56	excellent
Task that is not related to the course are not be given.	4.03	very satisfactory
The trainer/OJT supervisor has a good working relationship with the trainee/s.	4.6	excellent
The trainer/OJT supervisor sets a positive example to follow.	4.65	very satisfactory
The OJT student is free to ask questions to the trainer/ OJT supervisor whenever it is necessary.	4.72	very satisfactory
OVERALL MEAN	4.4795455	excellent

The findings showed that the partnership and linkages of the BSIT fourth year students as perceived by their supervisors are rated "Excellent" with an overall weighted mean of 4.4795455. This means that There is direct linkage of the school and the office or industries where the OJT is conducted, the OJT is open to the industry or company, the OJT is open to the industry or company, there is an OJT coordinators/supervisor to serve the link between the school and the cooperating agency, the facilities and equipment used in the place of OJT are modernized, the training method is efficient, Support is given by the immediate boss, task that is not related to the course are not be given, the trainer/OJT supervisor has a good working relationship with the trainee/s, the trainer/OJT supervisor sets a positive example to follow and the OJT student is free to ask questions to the trainer/ OJT supervisor whenever it is necessary.



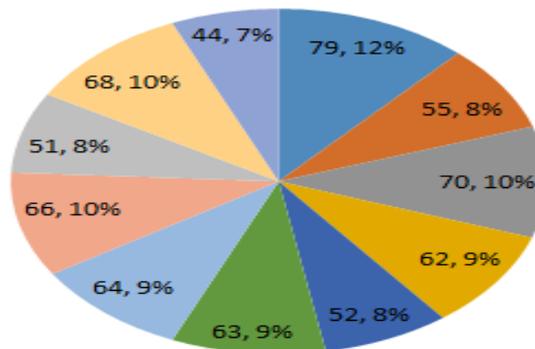
Table 6. Overall Performance of the students as perceived by their supervisors

Characteristics	Weighted Mean	Interpretation
Personality and Appearance	4.585	excellent
Teamwork Attitude	4.5087222	excellent
Communication Skills	4.3375	excellent
Skills and Competence	4.27916667	excellent
Partnership and Linkages	4.4795455	excellent
OVERALL WEIGHTED MEAN	4.438187	excellent

It revealed in the result above that the overall performance of the fourth year BSIT students is “Excellent” with a rate of 4.438187. The data imply that the interns are fully prepared by the institution, CSU, before they were deployed to their respective partner agency assignments.

Best practices

The following are the best practices encountered in the OJT program



- 1 There was an orientation before deployment.
- 2 There was a refresher/seminar prior to deployment.
- 3 The trainee was endorsed by his/her OJT Supervising Adviser.
- 4 The trainee was deployed on time by his/her OJT Supervising Adviser.
- 5 The trainee was visited/monitored by the OJT Supervising Adviser during the



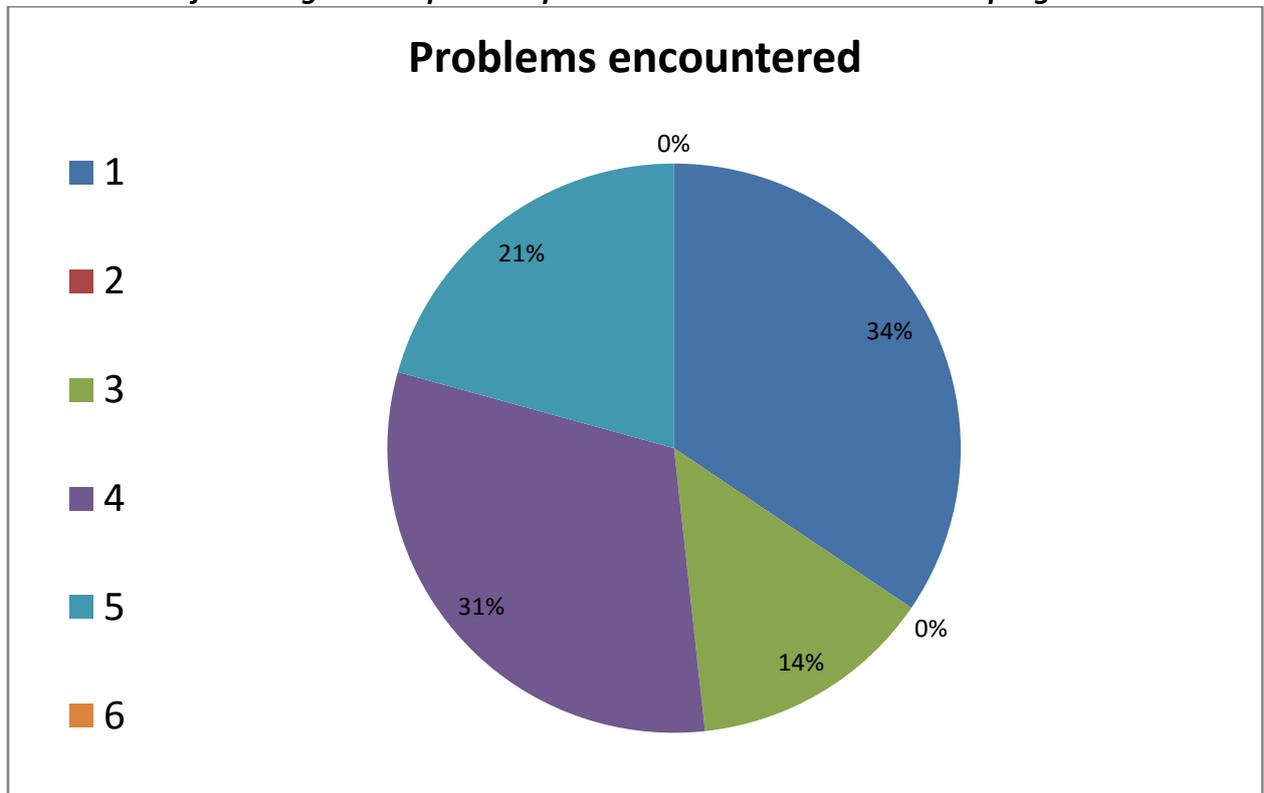
training period.

- 6 The trainee gets updates from the OJT Supervising Adviser regularly.
- 7 The trainee was oriented in his/her place of deployment
- 8 The trainee was oriented with the expected tasks to perform.
- 9 The trainee was considered as a regular employee.
- 10 The trainee was treated professionally and ethically.
- 11 The trainee ended the training gracefully.

From the given result “an orientation before deployment” was considered to be the main best practice with a percentage result of 12 %.”

Possible Problems

The following are the possible problems encountered in the OJT program



- 1 The trainee lacks self-confidence.
- 2 Conflict of time schedule between classes and the on the job training schedule.
- 3 The venue of the office is too far from school.
- 4 The venue of the office is too far from boarding house.
- 5 There was an inadequate skill/knowledge regarding the assigned job.
- 6 There was a risk of accident in the workplace.



It shows above the rank distribution of problems encountered by the trainees during their ojt. From the given result “The trainee lacks self-confidence” was considered to be the main problem with a percentage result of 34 %.”Conflict of time schedule between class and the on the job training schedule” and “There is a risk of accident in the place” is considered to be the least problem encountered by the respondents.

CONCLUSIONS

Results showed that the performance of the graduating BSIT student in their On the Job Training program as perceived by their supervisor of the cooperating agency marked “Excellent” in all the aspects: Personal Appearance, Teamwork Attitude, Communication Skills, Skills and Competence, Partnership and Linkages and Best Practices and Problems encountered and the overall performance of graduating BSIT students in their OJT program as perceived by their supervisor of the cooperating agency marked “Excellent”.

RECOMMENDATIONS

1. There is a need to enhance the skills of the students and must be fully equipped to be competitive in their respective field.
2. The OJT Adviser/Coordinator as well as the supervisor of the cooperating agency should have a close supervision and monitoring of the students daily, weekly and monthly performance and accomplishments and make comments or suggestions in every aspects of students’ performance to improve their skills.
3. There is a need to monitor the best practices encountered to improve more of the program and to maintain the good results.
4. There is a need to monitor the problems encountered to address revisions to the curriculum to meet the industry requirements.

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