



**THE ASSESSMENT OF COOPERATING AGENCIES ON THE ON-THE-JOB
TRAINING PERFORMANCE OF CICS STUDENTS OF CARIG CAMPUS,
TUGUEGARAO CITY**

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Abstract: *Training increases the skill and ability of the students to specific task. Training develops and enhances certain phases of an individual's attitudes, discipline, behavior, knowledge or competency to make him either more effective in his job or better qualified for his future job. On the other hand, technologies are constantly changing and updating which means that new work skills are constantly required. The on-the-job training program of the College has been part of the curriculum since it started offering the BSCS and BSIT program which aims to help students experience and have the opportunity to work in an office set-up. This study was conducted to determine the feedbacks of the cooperating agencies with regard to the performance of the CICS students in their on-the-job training.*

Using the total enumeration sampling technique, 791 evaluation sheets accomplished by the immediate supervisors of the student-trainees were analyzed. Results of the study revealed that CICS students gave their best in their quality of work, quantity of work, dependability, diligence, initiative cooperation, human relations, personality, productivity, and competency. Similarly, the job knowledge, and punctuality and attendance of the student trainees were rated as very good.

Based from the findings of the study, the overall performance of the CICS OJT students of CSU - Carig was rated 'excellent' with an overall weighted mean of 4.5.

Keywords: Cooperating agency, on-the-job training, performance, job knowledge, documentary analysis



INTRODUCTION

Learning takes place in different avenues and forms including life experiences. But formal education from academic institutions is basically the proper venue for acquiring the appropriate knowledge and skills necessary for one who wants to become competent in his chosen field of specialization. On-the-job training which is part of a college curriculum is an approach that connects the gap between theory and practice as well as between classroom instruction and real industry life situations which presents a more realistic and challenging learning experience that improves the importance of the academic program and the students' personality. Allowing the graduating students to apply what they have learned from their respective institutions would develop their work values and attitudes necessary to achieve the ultimate goal of education to produce efficient and effective leaders and professionals who can contribute to the development of our economy and become active members of this competitive yet challenging society.

Prior to the deployment of the students for their On-the-job training program, students are required to attend orientation and pre-deployment seminars and workshops before they are endorsed by the OJT Coordinator or Adviser to their respective offices identified as cooperating agency partner through a Memorandum Of Agreement (MOA). BSCS and BSIT students who will undergo OJT program are also required to attend post meetings with their Adviser or OJT Coordinator on scheduled days. These meetings are held as a way to share and give updates, to monitor the activities of the students and to give them opportunities to thresh out problems and issues they have encountered in their respective offices where they are assigned.

The Cagayan State University as one of the Higher Education Institutions in the Philippines believed that OJT can help students enhance their skills and competencies, hence, it was included as one of the requirements for graduating students. The College has been sending student-trainees to different agencies all over the country to experience the real work environment since it started offering the BSCS and BSIT programs and the monitoring and evaluation on the performance of these student-trainees shall be done by the cooperating agency evaluator using a standard tool, however, a study to assess the performance of these students has not been conducted yet, hence, this study was conducted to determine the feedbacks of the Cooperating agencies as perceived by the immediate supervisors of the student-trainees.



CONCEPTUAL FRAMEWORK OF THE STUDY

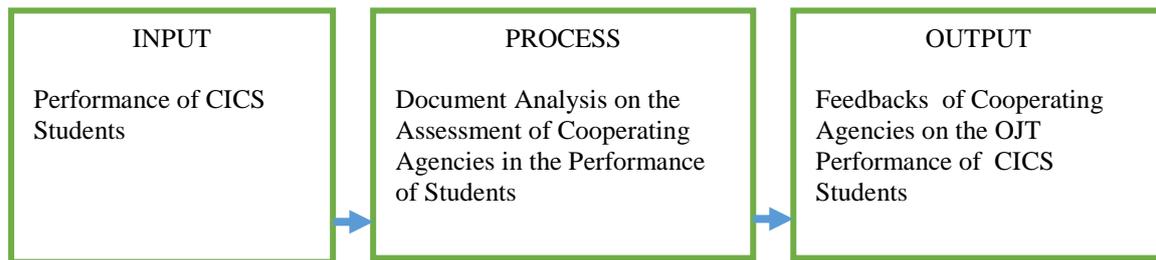


Figure 1. The Input-Process-Output Model of the Study

The College of Information and Computing Sciences (CICS) sends students to Cooperating Agencies where they are to experience and have the opportunity to be exposed in an actual work setting and be able to apply the skills, knowledge and attitude learned in the school and at the same time develop and instill in them the industry-desired values of positive work attitude, excellent human relations, competency in technical skills and the openness to keep on learning to reinvent themselves. At the end of the program, the Cooperating Agency will have to evaluate the performance of these students using an instrument.

The conceptual scheme in Figure 1 illustrates that to determine the feedbacks of cooperating agencies, a careful analysis on the results of their evaluation on the performance of the student-trainees must be undertaken.

METHODOLOGY

This research utilized the quantitative, descriptive and qualitative methods of research. It aimed to gather data on the overall performance of the CICS students who took their On-the-Job Training in 89 different cooperating agencies in the entire country.

The respondents of this study were 751 evaluators of the 791 CICS students who underwent OJT from 2014-2016. Documentary analysis was used to gather and quantify the data and information on appraisal report based from the results of the assessment by the cooperating agencies' evaluators on the performance of CICS OJT Students.

RESULTS AND DISCUSSIONS

Table 1: Frequency and Percentage Distribution of Private and Public Cooperating Agencies

Type of Agency	Frequency	Percentage
Private	9	7.70%
Public	108	92.30%
Total	117	100%



Table 1 reveals that 92.30% or 108 of the sample population of cooperating agencies were public and 9 were identified as private cooperating agency partners. The table shows that public organizations were most likely chosen as a cooperating agency partner than the private establishment/institutions.

Table 2: The frequency and percentage distribution with regard to Student's Quality of Work

Scale	Frequency	Percentage
Excellent	431	54.47%
Very Good	347	43.87%
Good	13	1.64%
Fair	0	0%
Poor	0	0%
Total	791	100%

The table shows that there are 431 or 54.47% of students who were rated excellent on the quality of work, 347 or 43.87% of the sample population marked as very good and 13 of the students rated good which is 1.64% of the sample population. Hence, most of the student-trainees are thorough in their work performance and they perform their tasks efficiently and effectively.

Table 3: The frequency and percentage distribution in regards to the evaluation of respondents to the student's job knowledge

Scale	Frequency	Percentage
Excellent	403	50.95%
Very Good	364	46.02%
Good	13	1.64%
Fair	0	0%
Poor	0	0%
Total	791	100%

Results have shown that 403 of the sample population were excellent on the job knowledge, 46.02% or 364 of the students were very good and 13 were marked as good. Thus, some of the student-trainees do not fully understand the functions, requirements, and responsibilities involved in relation to their job.



Table 4: The frequency and percentage distribution with regard to the Student's Quantity of Work

Scale	Frequency	Percentage
Excellent	483	61.06%
Very Good	288	36.40%
Good	24	3.03%
Fair	0	0%
Poor	0	0%
Total	791	100%

The findings showed that 61.06% of the students were evaluated as excellent as regards quantity of work, 36.40% was marked as very good, and 3.03% was assessed as good. Most of the OJT students are productive enough to perform their tasks well.

Table 5: The frequency and percentage distribution with regard to the evaluation of the Cooperating Agency Evaluator to the student's dependability

Scale	Frequency	Percentage
Excellent	467	59.04%
Very Good	289	36.54%
Good	25	3.16%
Fair	1	1%
Poor	0	0%
Total	791	100%

Table 5 reveals that one OJT student was noted as fair on dependability. On the other hand, most of the student-trainees can be dependable to follow instructions and to finish assigned tasks.

Table 6: The frequency and percentage distribution on evaluation as regards Student's Diligence

Scale	Frequency	Percentage
Excellent	509	64.35%
Very Good	264	33.38%
Good	18	2.28%
Fair	0	0%
Poor	0	0%
Total	791	100%

Table 6 shows that the ratings on diligence of 64.35% of the students was excellent, 33.38% was rated as very good, while 2.28% of the student-trainees were rated as good. Hence, most of the student-trainees concentrate on their work at hand.



Table 7: The frequency and percentage distribution on the Cooperating Agencies evaluation with regard to the Student's Initiative

Scale	Frequency	Percentage
Excellent	490	61.95%
Very Good	275	34.77%
Good	26	3.29%
Fair	0	0%
Poor	0	0%
Total	791	100%

As shown in table 7, 490 students were evaluated as excellent, 275 were rated as very good, and 26 students were good. Therefore, a lot of OJT students assume responsibility willingly and voluntarily.

Table 8: The frequency and percentage distribution on the Student's Cooperation

Scale	Frequency	Percentage
Excellent	589	74.46%
Very Good	193	24.40%
Good	9	1.14%
Fair	0	0%
Poor	0	0%
Total	791	100%

The table shows that there are 74.46% of the students who were rated as excellent, 24.40% was marked as very good, and 1.14% was rated as good. Hence, nearly everyone of the student-trainees manifest sufficient willingness and capacity to work harmoniously with superiors and peers.

Table 9: The frequency and percentage distribution of the Student's Human Relations

Scale	Frequency	Percentage
Excellent	529	66.88%
Very Good	244	30.85%
Good	17	2.15%
Fair	1	0.12%
Poor	0	0%
Total	791	100%

As shown in the table, there are 529 students rated as excellent, 244 were marked as very good, 17 were rated as good and 1 was rated as fair on human relations. One of the 791 OJT



students was not able to maintain good and effective public relations with people within and outside the workplace.

Table 10: The frequency and percentage on the Student's Punctuality and Attendance

Scale	Frequency	Percentage
Excellent	403	50.95%
Very Good	331	41.85%
Good	55	6.95%
Fair	2	0%
Poor	0	0%
Total	791	100%

The findings show that on the punctuality and attendance, 50.95% of students were rated excellent, 41.85% were rated very good and 6.95% of the students were rated good. There are two student-trainees who were not able to report regularly and punctually.

Table 11: Student's Personality

Scale	Frequency	Percentage
Excellent	504	63.72%
Very Good	263	33.25%
Good	23	2.91%
Fair	1	0%
Poor	0	0%
Total	791	100%

As shown in table 11, 504 of the total population were rated as excellent on personality, 263 were marked as very good, 23 as good, and 1 was rated as fair. Hence, most of the student-trainees are poised and have good grooming. They wear proper practicum uniform at all times.

Table 12: The frequency and percentage distribution on Student's Productivity

Scale	Frequency	Percentage
Excellent	402	50.82%
Very Good	373	47.16%
Good	16	2.02%
Fair	0	0%
Poor	0	0%
Total	791	100%

Table 12 shows that 50.82% of the total population were rated as excellent in the field of productivity, 47.16% was rated as very good and 2.02% of the students were marked as good.



Half of the total population were productive. Their output is measurable from a production process, per unit of input.

Table 13: The frequency and percentage distribution with regard to the evaluation of respondents to the Student's Competency

Scale	Frequency	Percentage
Excellent	449	56.76%
Very Good	318	40.20%
Good	24	3.03%
Fair	0	0%
Poor	0	0%
Total	791	100%

Table 13 reveals that on competency, 449 students were rated as excellent, 318 students were very good and 24 of them were rated as good. It shows that most of the OJT students have the ability to perform a specific task, action, or function successfully.

Table 14: Over-all evaluation of the Cooperating Agencies Evaluator on the performance of the Student-trainees

FACTORS	WEIGHTED MEAN	DESCRIPTION
Quality of Work	4.5	Excellent
Job Knowledge	4.4	Very Good
Quantity of Work	4.6	Excellent
Dependability	4.5	Excellent
Diligence	4.6	Excellent
Initiative	4.6	Excellent
Cooperation	4.7	Excellent
Human Relations	4.6	Excellent
Punctuality and Attendance	4.4	Very Good
Personality	4.6	Excellent
Productivity	4.5	Excellent
Competency	4.5	Excellent
Overall	4.5	Excellent

The table shows that the overall performance of the CICS OJT students of CSU - Carig was rated 'excellent' with an overall weighted mean of 4.5.

CONCLUSION

On-the-job training program is an important aspect of a college curriculum that aims to train and orient students about the work and their future career. OJT is very important not only



to teach students in their chosen career but to let them realize and experience working in a corporate agency.. In the College of Information and Computing Sciences, students who underwent On-the-Job-Training were rated by their cooperating agencies as excellent in their quality of work, quantity of work, dependability, diligence, initiative cooperation, human relations, personality, productivity, and competency.

Similarly, the job knowledge, and punctuality and attendance of the student trainees were rated as very good. However, some student-trainees do not fully understand the functions, requirements, and responsibilities involved in relation to their job and not able to report regularly and punctually.

Furthermore, some students have taken their OJT for granted; not realizing the importance it can bring on their future career. Having a good performance during OJT is very much necessary especially now that most students are doing their best to become competitive and skilled and to raise their standards in their chosen career.

RECOMMENDATIONS

Results of the study revealed that the performance of the CICS students in their OJT program was rated excellent, but it is recommended that the faculty curriculum implementer of the College should continuously review the curricula specifically the core subjects of the BSCS and BSIT programs and revise if possible to meet the demands of the industry in order to enhance the students' technical knowledge and skills on the basic competencies of the CICS students before their On-the-Job Training deployment. The CICS may continuously provide the students with relevant seminars on ICT trends and technologies, workshops and seminars on office procedures and personality development training to improve the knowledge level of the students.

The OJT Adviser/Coordinator as well as the evaluator/supervisor of the cooperating agencies should have a close supervision and monitoring of the students in a daily, weekly, and monthly basis in order to be updated on the performance and accomplishments and make comments or suggestions in every aspect of the students' performance to improve their skills. It is further recommended that the evaluation tool maybe revised from time to time to include a more comprehensive way of evaluating the skills and competencies of the students in information and communications technology.



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