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## DYNAMICS AFFECTING THE ON-THE-JOB TRAINING OF BSBA STUDENTS OF CAGAYAN STATE UNIVERSITY: AN ASSESSMENT

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**Abstract:** *This study was conducted to determine the different factors affecting the on-the-job training of the BSBA students of Cagayan State University. This study was conducted at the Cagayan State University- Andrews Campus, Tuguegarao City where the respondents were enrolled in the OJT program. The respondents of this study were 240 senior students who had their practicum Summer of 2015 and School Year 2015 – 2016. Sampling was used by the researcher in obtaining results from the different majors/courses of the BSBA program of the College of Business Entrepreneurship and Accountancy. The survey questionnaire used was patterned from the study conducted by Taladtad, Sunjay G, et.al. The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean. Descriptive method was used to come up with a good result of the study. Result of the study revealed that from among the various factors, personality and appearance has the highest category mean of 4.58. As to the problems encountered by the trainees during their immersion, the three most serious problems encountered are the distance of the cooperating firm from the school is too far, inadequate knowledge regarding the task assigned and the lack of self confidence.*

**Keywords:** *Personality and Appearance, Work Attitude, Work Habit, Linkage, Cooperating Firm, Evaluation System, Problems Encountered*

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## **INTRODUCTION**

The Bachelor of Science in Business Administration Program covers integrated approach and interrelationship among the functional areas of business as well as understanding economic, social, technological, political/legal and international environment in which any business must operate.

The BSBA program is expected to be inter-disciplinary in approach whereby the theories taught in the four corners of the classroom are enriched by an actual learning and exposure into the actual world of work to prepare the graduates in facing the demand of their chosen profession and become more competitive.

The most effective method to develop the competence and skills of students is through hands on exposure and training. On-the Job Training or OJT is a capstone course intended to expose our business students to the real world. This process familiarizes the trainees with the safety practices and operations involved in the production of a certain company and gives them practical training and acquaintances and the feeling of belongingness as prospective partners of the industries where they would be employed. This is a method used for which the trainees are being trained in various industries. Trainees develop proficiency while they work through the guidance of their immediate supervisor.

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 (Ylagan, 2013).

Many opportunities for growth and development can originate on-the-job. Trainees are able to learn as they contribute to the goals of the firm. Efficiency, morale and professionalism will normally be high in those individuals that employ a good On-the-Job Training program.

Today, government and private agencies are providing opportunities for the BSBA students to have the actual experience and immersion for future specialized commitment or engagement since they too believe that it is a shared responsibility between the academe and the industry to mold students to become competitive and marketable future professionals.

As per the requirement of the Commission on Higher Education, graduating students of the College of Business Entrepreneurship and Accountancy undergo on -the-job training with required time of four hundred hours. This will be a gateway for the trainees to cultivate



themselves to become professionals and acquire new learning through gained experiences during trainings. It is a very important component of the learning process, directed towards preparing students future career.

Hence, this study assessed the various factors affecting the On-the-Job training of BSBA students to examine the areas for improvement in the OJT program that can still develop and enhance various aspects to become qualified future professionals. Lastly, OJT is an essential part of an educational process; therefore, it is always necessary to look into the output of the said process for continuous improvement.

### **STATEMENT OF THE PROBLEM**

This study aims to assess the dynamics affecting the on-the-job training of the BSBA trainees of the College of Business Entrepreneurship and Accountancy of Cagayan State University.

Specifically, it aims to answer the following questions:

1. What is the demographic profile of the respondents in terms of the following variables:
  - 1.1 Age
  - 1.2 Gender
  - 1.3 Civil Status
  - 1.4 Course
  - 1.5 Venue of OJT
2. How does the trainees assess the different factors of the OJT such as:
  - 2.1 Personality and Appearance
  - 2.2 Work Attitude
  - 2.3 Work Habit
  - 2.4 Competence
  - 2.5 Linkage
  - 2.6 Cooperating Firm
  - 2.7 Evaluation System
  - 2.8 Problems Encountered
3. Is there any significant difference as how the students rate the extent of the factors that affects their OJT in terms of its demographic profile?
4. What are the problems encountered by the trainees during their immersion?
5. What factor(s) of the OJT should need(s) improvement?



## METHODOLOGY

This study made use of the descriptive research method employing the questionnaire as main data-gathering instrument. The researcher made use of structured questionnaires to gather the needed data which were given to the trainees.

This study was conducted at the Cagayan State University- Andrews Campus, Tuguegarao City where the respondents were enrolled in the OJT program.

The respondents of this study were 240 senior students who had undertaken their OJT last Summer 2015 and those are taking their practicum for School Year 2015 – 2016. Sampling was used by the researcher in obtaining results from the different majors/courses of the BSBA program of the College of Business Entrepreneurship and Accountancy.

The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean.

The researcher used the descriptive statistics such as frequency, percentage and the 5 point scale was used to treat the data gathered.

Numerical Value	Descriptive Value	Descriptive Value (for table 5 only)
5	Excellent	Very Serious
4	Very Satisfactory	Moderately Serious
3	Satisfactory	Serious
2	Fair	Less Serious
1	Unsatisfactory	Least Serious

## RESULTS AND DISCUSSION

**Table 2.1 Frequency and Percentage Distribution of the Student-Respondents' Profile  
Relative to Age**

Age	Frequency	Percentage
19 & below	59	24.58
20 – 25	178	74.17
26 & above	3	1.25
Total	240	100

Table 2.1 shows the frequency and percentage distribution of the student – respondents' profile relative to age. It shows further that the bulk of the respondents with a frequency of 178 or 74.17 percent are aged 20 – 25 years while the least – numbered, 3 or 1.25 percent belong to the age bracket of 26 years old and above and still, those who are 19 years old and below are 59 in number or 24.58 percent. The mean age is 21.68 and this implies that most of the student-respondents are already at the age of majority.



**Table 2.2 Frequency and Percentage Distribution of the Student-Respondents' Profile  
Relative to Gender**

Gender	Frequency	Percentage
Male	63	26.25
Female	177	73.75
Total	240	100

Table 2.2 shows the frequency and percentage distribution of the student – respondents' profile relative to gender. As shown by the table, the female student – respondents outnumbered the males with the frequencies of 177 and 63 or 73.75 and 26.25 percent respectively or with a ratio of more or less 3:1 which implies that the BSBA courses at CSU are female – dominated.

**Table 2.3 Frequency and Percentage Distribution of the Student-Respondents' Profile  
Relative to Civil Status**

Civil Status	Frequency	Percentage
Single	230	95.83
Married	10	4.17
Total	240	100

Table 2.3 shows the frequency and percentage distribution of the student – respondents' profile relative to civil status. As shown by the table, the single student – respondents outnumbered the married ones with the frequencies of 230 and 10 or 95.83 and 4.17 percent respectively which implies that they are not yet ready to get married since they are still students.

**Table 2.4 Frequency and Percentage Distribution of the Student-Respondents' Profile  
Relative to Course**

Course	Frequency	Percentage
BSBA Management Accounting	80	33.33
BSBA Financial Management	80	33.33
BSBA Marketing Management	80	33.33
Total	240	100

Table 2.4 shows the frequency and percentage distribution of the student – respondents' profile relative to course enrolled. As shown by the table, the different courses have equal number of respondents, 80 or 33.33 percent because of the purposive / stratified sampling technique.



**Table 2.5 Frequency and Percentage Distribution of the Student-Respondents' Profile Relative to Venue**

Venue	Frequency	Percentage
Private	81	33.75
Government	159	66.25
Total	240	100

Table 2.5 shows the frequency and percentage distribution of the student – respondents' profile relative to venue. As shown by the table, majority of the trainees, 159 or 66.25 percent are deployed in government agencies for their on – job trainings.

**Table 3.1 Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees' Assessment on the Different Dynamics of OJT Relative to Personality and Appearance**

Personality and Appearance	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. Report to office neatly and well groomed	168	66	6			4.68	Very Satisfactory	2
2. Suitability of dress when reporting to office	169	67	4			4.69	Very Satisfactory	1
3. Posses personality for the job	140	94	6			4.56	Very Satisfactory	4
4. Showing self confidence	113	111	16			4.40	Very Satisfactory	5
5. Have the knowledge and interest in the work assigned	146	90	4			4.59	Very Satisfactory	3
Category Mean						4.58	Very Satisfactory	

The table shows the frequency, item mean, descriptive scale and rank distribution of the items / factors relative to personality and appearance. It shows further that the descriptive scales were unanimously “ Very Satisfactory” with the highest numerical value of 4.69 on “Suitability of dress when reporting into office” and this implies that there is an existing dress code in the agency and is being followed strictly and the rest of the factors are also very satisfactory. The category mean of 4.58 or “Very satisfactory” implies that the student – respondents feel very satisfied on the on – job training that they have received relative to personality and appearance.



**Table 3.2 Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees’  
Assessment on the Different Dynamics of OJT Relative to Work Attitude**

Work Attitude	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. Enthusiasm and interest in performing the task assigned	150	83	7			4.26	Very Satisfactory	5
2. Office personnel relations – work harmoniously with the officemates	145	88	7			4.69	Very Satisfactory	1
3. Patience and diligence in performing assigned task	159	54	27			4.55	Very Satisfactory	2
4. Open to constructive criticisms	117	98	25			4.38	Very Satisfactory	4
5. Always taking initiatives	117	168	15			4.42	Very Satisfactory	3
Category Mean						4.46	Very Satisfactory	

The table shows the frequency, item mean, descriptive scale and rank distribution of the items / factors relative to work attitude. It shows further that the descriptive scales were unanimously “Very Satisfactory” with the highest numerical value of 4.69 on “Office personnel relations-work harmoniously with the officemates” and this implies that a very outstanding harmony and working relationship exists among the workers and also the rest of the factors are also very satisfactory. The category mean of 4.46 or “Very satisfactory” implies that the student – respondents feel very satisfied on the on – job training that they have received relative to work attitude.

**Table 3.3 Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees’  
Assessment on the Different Dynamics of OJT Relative to Work Habit**

Work Habit	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. Always come to office on time and observe proper break time period.	112	99	29			4.35	Very Satisfactory	3
2. Perform assigned task within the assigned time.	139	92	9			4.54	Very Satisfactory	2
3. Always see to it that the works and reports are neat, presentable and correct	143	87	10			4.55	Very Satisfactory	1
Category Mean						4.48	Very Satisfactory	



The table shows the frequency, item mean, descriptive scale and rank distribution of the items / factors relative to work habit. It shows further that the descriptive scales were unanimously “Very Satisfactory” with the highest numerical value of 4.55 on “Always see to it that the works and reports are neat, presentable and correct” and this implies that they are exceptionally good in the preparation of reports and very much satisfied the rest of the factors along this dimension. The category mean of 4.48 or “Very satisfactory” implies that the student – respondents feel very satisfied on the on – job training that they have received relative to work habit.

**Table 3.4 Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees’ Assessment on the Different Dynamics of OJT Relative to Competence**

Competence	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. Readily understands instructions	126	97	17			4.45	Very Satisfactory	1.5
2. Performs the tasks with minimum supervision	121	106	13			4.45	Very Satisfactory	1.5
3. Usually comes up with sound suggestions	94	130	13	3		4.31	Very Satisfactory	5
4. Showing strength and stability	109	118	13			4.40	Very Satisfactory	4
5. Being resourceful	121	98	21			4.42	Very Satisfactory	3
Category Mean						4.41	Very Satisfactory	

The table shows the frequency, item mean, descriptive scale and rank distribution of the items / factors relative to competence. It shows further that the descriptive scales were unanimously “Very Satisfactory” with the highest numerical value of 4.45 on “Readily understands instructions” and “Performs the tasks with minimum supervision” and this implies that they are very competent in understanding instructions and can perform very well with less supervision and also feels very satisfied with the rest of the provisions.. The category mean of 4.41 or “Very satisfactory” implies that the student – respondents feel very satisfied on the on – job training that they have received relative to competence.





**Table 3.5 Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees' Assessment on the Different Dynamics of OJT Relative to Linkage**

Linkage	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. There is direct linkage of the school and the office/industry where you conduct OJT	111	107	22			4.37	Very Satisfactory	4
2. The OJT program is open to the industry or company	138	85	14	3		4.49	Very Satisfactory	3
3. There is an orientation of the trainees to the cooperating firm	155	71	11	3		4.58	Very Satisfactory	1.5
4. There is an OJT coordinator(s) to serve the link between the school and the cooperating firm	152	75	12	1		4.58	Very Satisfactory	1.5
Category Mean						4.50	Very Satisfactory	

The table shows the frequency, item mean, descriptive scale and rank distribution of the items / factors relative to linkage. It shows further that the descriptive scales were unanimously “Very Satisfactory” with the highest numerical value of 4.58 on “There is an orientation of the trainees to the cooperating firm” and “There is OJT coordinator(s) to serve the link between the school and the cooperating firm” and this implies that OJT’s are given the necessary assistance in terms of orientation and coordination as well as other factors that would strengthen linkage between the school and the cooperating firm. The category mean of 4.50 or “Very satisfactory” implies that the student – respondents feel very satisfied on the on – job training that they have received relative to linkage.

**Table 3.6 Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees' Assessment on the Different Dynamics of OJT Relative to Cooperating Firm**

Cooperating Firm	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. The facilities and equipment used in the place of OJT are modernized	116	97	21	6		4.32	Very Satisfactory	6
2. The training method is efficient	170	100	27	4		4.31	Very Satisfactory	7
3. Support should be given by the immediate boss	130	88	18	4		4.43	Very Satisfactory	4.5



4. The trainer has a good working relationship with the trainee	144	78	16	2		4.52	Very Satisfactory	1.5
5. The firms environment is exclusive for learning	141	73	17	9		4.44	Very Satisfactory	3
6. The trainer sets a positive example to follow	134	82	18	6		4.43	Very Satisfactory	4.5
7. The practicum is free to ask questions to the trainer whenever it is necessary	146	78	12	4		4.52	Very Satisfactory	1.5
Category Mean						4.42	Very Satisfactory	

The table shows the frequency, item mean, descriptive scale and rank distribution of the items / factors relative to cooperating firm. It shows further that the descriptive scales were unanimously “Very Satisfactory” with the highest numerical value of 4.52 on “The trainer has a good working relationship with the trainee” and “The practicum is free to ask questions to the trainer whenever it is necessary” and this implies that trainers and the trainees excellently work together and the latter are free to ask questions regarding their job for improvement and development. Meantime, the respondents also feel very much satisfied with the other aspects of training. The category mean of 4.42 or “Very satisfactory” implies that the student – respondents feel very satisfied on the on – job training that they have received relative to cooperating firm.

**Table 3.7 Frequency, Item Mean, Descriptive Scale & Rank Distribution of the Trainees’ Assessment on the Different Dynamics of OJT Relative to Evaluation System**

Evaluation System	5	4	3	2	1	Mean Item	Descriptive Scale	Rank
1. The system of grading used for the OJT	117	100	20		3	4.37	Very Satisfactory	2
2. The trainee should be aware of the different aspects to be evaluated by the supervisor.	133	93	12		2	4.47	Very Satisfactory	1
Category Mean						4.42	Very Satisfactory	

The table shows the frequency, item mean, descriptive scale and rank distribution of the items / factors relative to evaluation system. It shows further that the descriptive scales



were unanimously “Very Satisfactory” with the higher numerical value of 4.47 on “The trainee should be aware of the different aspects to be evaluated by the supervisor” and this implies that they are satisfied with the monitoring system used as manifested by the category mean of 4.42 or “Very satisfactory” and also implies that the student – respondents feel very satisfied on the on – job training that they have received relative to evaluation system.

**Table 3.8 Summary Table of the Category Mean, Descriptive Scale and Rank Distribution of the Trainees ‘Assessment on the Different Dynamics of OJT**

Dynamics	Category Mean	Descriptive Scale	Rank
Personality & Appearance	4.58	Very Satisfactory	1
Work Attitude	4.46	Very Satisfactory	4
Work Habit	4.48	Very Satisfactory	3
Competence	4.41	Very Satisfactory	7
Linkage	4.49	Very Satisfactory	2
Cooperating Firm	4.50	Very Satisfactory	5.5
Evaluation System	4.42	Very Satisfactory	5.5
Over-all Category Mean	4.47	Very Satisfactory	

The table summarizes in terms of category mean, descriptive scale and rank distribution the trainees’ feedback /assessment of the different factors that affect their on – job – training. As seen from the table, the highest category mean belongs to Personality and appearance and this implies that the trainees are very much impressed with the training that they received along this aspect as well as with linkage, work habit and work attitude which rank nos. 2,3 and 4 respectively whereas competence, cooperating firm and evaluation system call for more improvement being the last three ranking aspects.

**Table 4.1 Test for Significant Difference in the Trainees’ Assessment on the Different Dynamics of OJT when Grouped According to Age**

Age	Assessment			
	Excellent	Very Satisfactory	Satisfactory	Total
19 & below	9	38	12	59
20-25	104	52	22	178
26 & above	1	1	1	3
Total	114	91	35	240

$\chi^2_c = 34.68$

df=4

P=5.42E-07

Decision=Reject Ho



The table reveals the result of the test for significant difference in the trainees' assessment on the different factors when grouped according to age. As revealed above, the values of chi – square suggest that the null hypothesis must be rejected, thus, a significant difference exists and this implies that the trainees have different assessment of the different OJT factors when grouped according to age; that the group who are aged 20 -25 years old are more satisfied with the training they received than the rest of the groups.

**Table 4.2 Test for Significant Difference in the Trainees' Assessment on the Different Dynamics of OJT when Grouped According to Gender**

Gender	Assessment			
	Excellent	Very Satisfactory	Satisfactory	Total
Male	10	38	15	63
Female	104	53	20	177
Total	114	91	35	240

$X^2_c = 34.28$                        $df = 2$                        $P = 3.60E-08$                       Decision: Reject Ho

The table reveals the result of the test for significant difference in the trainees' assessment on the different factors when grouped according to gender. As revealed above, the values of chi – square suggest that the null hypothesis must be rejected, thus, a significant difference exists and this implies that the trainees have different assessment of the different OJT factors when grouped according to gender; that the females are more satisfied with the training they received than the males.

**Table 4.3 Test for Significant Difference in the Trainees' Assessment on the Different Dynamics of OJT when Grouped According to Civil Status**

Civil Status	Assessment			
	Excellent	Very Satisfactory	Satisfactory	Total
Single	114	86	30	230
Married	0	5	5	10
Total	114	91	35	240

$X^2_c = 14.33$                        $df = 2$                        $P = .0008$                       Decision: Reject Ho

The table reveals the result of the test for significant difference in the trainees' assessment on the different factors when grouped according to civil status. As revealed above, the values of chi – square suggest that the null hypothesis must be rejected, thus, a significant difference exists and this implies that the trainees have different assessment of the different OJT factors when grouped according to civil status.



**Table 4.4 Test for Significant Difference in the Trainees' Assessment on the Different Dynamics of OJT when Grouped According to Course**

Course	Assessment			
	Excellent	Very Satisfactory	Satisfactory	Total
BSBA MA	41	28	11	80
BSBA FM	38	35	7	80
BSBA MN	35	28	17	80
Total	114	91	35	240

$X^2_c = 5.89$                        $df=4$                        $P= .2072$                       Decision= Accept Ho

The table reveals the result of the test for significant difference in the trainees' assessment on the different factors when grouped according to course. As revealed above, the values of chi – square suggest that the null hypothesis must be accepted, thus, no significant difference exists and this implies that the trainees have unanimous assessment of the different OJT factors when grouped according to course.

**Table 4.5 Test for Significant Difference in the Trainees' Assessment on the Different Dynamics of OJT when Grouped According to Venue**

Venue	Assessment			
	Excellent	Very Satisfactory	Satisfactory	Total
Private	15	51	15	81
Government	99	40	20	159
Total	114	91	35	240

$X^2_c = 43.15$                        $df=2$                        $P= 4.28E-10$                       Decision: Reject Ho

The table reveals the result of the test for significant difference in the trainees' assessment on the different factors when grouped according to venue. As revealed above, the values of chi – square suggest that the null hypothesis must be rejected, thus, a significant difference exists and this implies that the trainees have different assessment of the different OJT factors when grouped according to venue.

**Table 5 Frequency and Rank Distribution of Problems Encountered by the Trainees During Their Immersion**

Problems	5	4	3	2	1	Sum of Ranks	Final Rank
	Very Serious	Moderately Serious	Serious	Less Serious	Least Serious		
1. Lack of self confidence	9	36	49	93	53	575	3
2. Time conflicts between	16	32	41	81	70	563	5



classes and OJT schedule							
3. The distance of the cooperating firm is too far from school	33	31	40	75	61	620	1
4. Inadequate knowledge regarding the task assigned to me	23	32	47	76	62	598	2
5. There is a risk of accident in the place	22	31	41	61	85	564	4

Table 5 presents the problems encountered by the trainees during their immersion and their ranks as to the degree of seriousness. As presented above, the three most serious problems are “The distance of the cooperating firm is too far from the school, Inadequate knowledge regarding the task assigned and lack of self-confidence “which rank 1,2 and 3 respectively while the less serious ones are “There is a risk of accident in the place and Time conflicts between classes and OJT schedule”.

## SUMMARY OF FINDINGS

### 1. Demographic Profile of the Respondents in Terms of the following Variables:

1.1 Age – Majority of the respondents, 178 or 74.17 percent are aged 20-25 and the mean age is 21.68, hence, majority are already at the age of majority.

1.2 Gender – The females outnumbered the males with the frequency ratio of 177:63 or more or less 3:1.

1.3 Civil Status –Most of the student-respondents are single with the frequency of 230 or 95.83 percent thus the ratio of single to married is 23:1.

1.4 Course – The student-respondents who enrolled in the three courses namely BSBA Management Accounting, BSBA Financial Management and BSBA Marketing Management are equal in number, 80 or 33.33 percent.

1.5 Venue – Majority, 159 or 66.25 percent are rendering their OJT in government offices while the remaining 81 or 33.75 percent spend their OJT in private firms.

### 2. Trainees’ Assessment on the Different Factors of OJT:

2.1 Personality and Appearance – The category mean is 4.58 or very satisfactory and ranks no. 1 among the different factors.



- 2.2 Work Attitude - The category mean is 4.46 or very satisfactory and ranks no. 4 among the different factors.
  - 2.3 Work Habit - The category mean is 4.48 or very satisfactory and ranks no. 3 among the different factors.
  - 2.4 Competence - The category mean is 4.41 or very satisfactory and ranks no. 7 among the different factors.
  - 2.5 Linkage - The category mean is 4.51 or very satisfactory and ranks no. 2 among the different factors.
  - 2.6 Cooperating Firm - The category mean is 4.42 or very satisfactory and ranks no. 5.5 among the different factors.
  - 2.7 Evaluation System - The category mean is 4.42 or very satisfactory and ranks no. 5.5 among the different factors.
3. Significant Difference on How the Trainees Rate the Factors that Affect their OJT when Grouped According to Demographic Profile
    - 3.1 Age – A significant difference in the assessment of the respondents exists when they were grouped according to age; that those who are aged 20-25 have higher assessment than the rest.
    - 3.2 Gender - A significant difference in the assessment of the respondents exists when they were grouped according to gender; that the females have higher assessment than the males.
    - 3.3 Civil Status - A significant difference in the assessment of the respondents exists when they were grouped according to civil status
    - 3.4 Course – No significant difference in the assessment of the respondents exists when they were grouped according to course; that they have the same/similar assessments.
    - 3.5 Venue of OJT - A significant difference in the assessment of the respondents exists when they were grouped according to venue; trainees assessed the government offices better than the private firms.
4. Problems Encountered by the Trainees During their Immersion



The three most serious encountered problems by the trainees are the distance cooperating firm is too far from the school, Inadequate knowledge regarding the task assigned to me and Lack of self-confidence”.

#### 5. Factors of the OJT which Need Improvement

The three factors which were rated lowest by the trainees are Competence, Cooperating Firm and Evaluation System.

On competence, the improvements to be implemented must be on “Being resourceful, showing strength and stability and coming up with sound suggestions”. Meantime, with regard to Cooperating Firm, the improvements needed are on the “Modernization of equipment and Efficiency of training method” whereas along Evaluation System, the factors to be enhanced are on the “System of grading used for the OJT and The trainees must be aware of the different aspects to be evaluated by the superior”.

### **CONCLUSION**

On-job training is an important activity that is integrated in the curriculum because of the following reasons: 1) To enhance the knowledge and skills acquired in the classroom 2) To develop the value of professionalism, love of work and commitment to people being served 3) To acquaint students formally to real life work place environment and 4) To help explore the relationship between the knowledge and skills acquired in college with those required in the working situations. It is therefore, for these justifications why the research was undertaken and as disclosed, there are several factors which affect the quality of OJT that the trainees receive. Some of these factors are personality and appearance, work attitude, work habits, competence, linkage, cooperating firm and evaluation. It was disclosed further that the factors that need to be improved are competence, cooperating firm and evaluation system. With regard to the venue of OJT, a preference for government offices over private firms was chosen, thus, listening to such preferences/suggestions would surely improve/enhance better results for OJT students.

### **RECOMMENDATIONS**

In the light of the foregoing findings, the researcher has the following recommendations to offer:





1. A careful analysis as to the venue and distance of the cooperating firm to the school/residence of the OJT's must be taken into consideration on the process of deployment.
2. Competence, facilities and equipment as well as modernization programs are also factors that contribute to the quality of trainings received by the OJT's.
3. Making the trainees aware of the grading system and the different aspects to be evaluated will be helpful for the OJT's toward the right track of their future career.
4. "Correct practice makes perfect" hence, the OJT's' monitoring towards doing the right while they are on their on-job-training would be a great help towards the respondents' growth and development.

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