



A COMPARATIVE STUDY OF THE ON-THE-JOB TRAINING PERFORMANCE OF THE BSBA STUDENTS OF CAGAYAN STATE UNIVERSITY FOR THE SCHOOL YEAR 2015 – 2016

Mary Grace Tangaro- Delelis, Faculty Member, College of Business, Entrepreneurship and
Accountancy, Cagayan State University

Abstract: *This study was conducted to determine the level of on-the-job training performance of the BSBA Management Accounting trainees of Cagayan State University for the School year 2015-2016 and at the same time to assess if there is a significant difference in the perception of respondents during the first and second semester. This study was conducted at the Cagayan State University- Andrews Campus, Tuguegarao City where the respondents were enrolled in the OJT program. A total of 99 BSBA MA trainees enrolled in OJT during the first semester and 73 BSBA MA trainees enrolled in OJT during the second semester were considered as the subject of evaluation for the said study. The instrument employed in the study was the Evaluation form used to assess the performance of the BSBA trainees in their on-the-job training. 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 as to the level of OJT performance, during the first semester work qualities and office management tied in the first spot with a grand mean of 1.34 and during the second semester, personal traits ranked first with a grand mean of 1.37. The study further revealed that there is a significant difference between the perception of the respondents during the 1st semester and 2nd semester. It is therefore recommended that appropriate orientation be given through extensive workshops, trainings and seminars to prepare the students and help them acquire the essential skills and recognize better the demand of the real corporate world before leaving the portals of the university and before the actual immersion in the industry and proper OJT monitoring towards doing the right things right all the time while they are on their on-job-training would be a great help towards the growth and development of the trainees.*

Keywords: *Personal Traits, Skills Performance, Work Qualities, Office Management Techniques*



INTRODUCTION

“If you want to know the taste of a pear, you must change the pear by eating it yourself. If you want to know the theory and methods of revolution, you must take part in revolution. All genuine knowledge originates in direct experience.” (Mao Zedong)

In school, students learn and equip themselves with the various theories about the different subject areas and at the same time learn important values about dealing with people and the community. We all know that education is the backbone of modern development. Learning is not complete unless the students fully understand the various concepts taught inside the classroom and understand also the requirements of the various industries. The most effective way therefore of integrating the knowledge learned in the four corners of the classroom and industry practice is the implementation of the on-the-job training. On-the-job training is based on a principle that people learn best by doing. As what Confucius said “If all I do is hear, I will forget. If I hear and see, I will remember. If I hear, see and do, I will understand.” On-the-job training is designed to prepare trainees to perform their respective activities safely and effectively. This will also help link and slowly close the gap between the theories learned inside the classroom and the actual practice in the various industries.

On-the-job training is considered to be the most effective method to develop and enhance the competence, knowledge and skills of students. It is an endeavour where students are assigned to work or undergo actual practice in various private or government institutions in career positions relevant to their field of specialization as well as it could also serve as a venue for them to open up another future career path towards gainful employment and become more competitive in the future. It is also the start where students would come out outside the box - their comfort zone where they will be exposed with different work situations and experience the real and actual transactions in the work world which will develop their skills and prepare them once they leave the portals of their respective universities. On-the-job training should not only be skilled centered but it should also hone the personality of the trainee by providing life skills development activities. It should also help trainees build competence and develop professionalism in dealing with various situations properly. OJT program should be treated in a holistic manner.

Today, government and private agencies are providing opportunities for the students to have the actual experience and immersion for specific commitment or engagement in the



future since they too believe that it is a shared responsibility between the academe and the industry to mould students to become competitive and sought-after future professionals. Both parties are trying to identify the skills needed to meet the requirements of their respective industries to minimize job/skill mismatch. Competencies are also identified so with abilities and personalities that would generate success of work performance on the part of the trainees and the cooperating agencies. Industries nowadays are more active in promoting partnership to academe not only to satisfy industry needs but also to help properly address issues on unemployment and underemployment problems. These are viewed as people who can help managers to lead their firms out of difficulties (Magnaye, 2010).

Cagayan State University as depicted in their motto “Ad Optimum Educans” a Latin term which means Educating for the Best aims to educate and train students to become competitive and marketable in the industry by providing quality education and best training to prepare them in their future career. The College of Business, Entrepreneurship and Accountancy provide proficient training to their students as part of their curriculum and as a requirement to graduate in their respective degrees. Cooperating government and private agencies are identified and through a Memorandum of Agreement (MOA), students are deployed to various cooperating agencies aligned to their respective majors and areas of specialization.

Hence, this study would look into the levels of OJT performance in terms of personal traits, skills performance, work qualities and office management techniques of BSBA Management Accounting trainees and identify inputs to further improve or enhance the on-the-job training of the BSBA program that could make them become qualified future professionals. It should also be noted that OJT is an essential part of an educational process; therefore, it is always necessary to look into the output for continuous improvement of the said process.

STATEMENT OF THE PROBLEM

This research study aims to determine the on-the-job training performance of BSBA Management Accounting students of Cagayan State University. Specifically, it attempts to determine the following:



1. Level of on-the-job training performance of trainees in terms of personal traits, skills performance, work qualities and office management techniques during the 1st semester and 2nd semester of the academic year 2015-2016.
2. Is there is a significant difference in the perception of the respondents during the first semester and second semester.

METHODS

Research Design

This study made use of the descriptive research method. The method is designed specifically to gather information of the on-the-job training performance of the trainees in terms of personal traits, skills performance, work qualities and office management techniques and to look for possible inputs to enhance or improve the OJT program.

Participants

The study included the 172 final OJT evaluations of the BSBA Management Accounting students enrolled in OJT for the School Year 2015-2016.

A total of 99 trainees during the first semester and 73 trainees during the second semester were considered as the subject of evaluation for the said study. All the 172 final evaluation form that were accomplished by the immediate supervisor/superior of the trainees were retrieved from the record which composed of trainees who have successfully completed the 400 hours and requirements of OJT when the said study had been undertaken.

Instrument

The instrument employed in the study was the Evaluation form used to assess the performance of the BSBA trainees in their on-the-job training. The evaluation form is accomplished by the trainees' immediate superior/supervisor after the completion of the total 400 hours.

Procedure

The data were collected using documentary analysis of the submitted superiors/supervisors evaluation form of the BSBA Management Accounting trainees.

Data Analysis

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



The researcher used the descriptive statistics such as frequency, percentage and the 5 point Likert scale was used to treat the data gathered. The given scale was used to analyze and interpret the result of the data gathered from the accomplished questionnaires.

Excellent (E)	1.00 – 1.79
Very Satisfactory (VS)	1.80 – 2.59
Satisfactory (S)	2.60 – 3.39
Fair (F)	3.40 – 4.19
Poor (P)	4.20 – 5.00

RESULTS AND DISCUSSIONS

Table 1: Level of OJT performance in terms of personal traits

PERSONAL TRAITS	First Semester			Second Semester		
	WM	Descriptive Value	Rank	WM	Descriptive Value	Rank
Grooming	1.34	Excellent	10.5	1.33	Excellent	5
Suitability of dress	1.23	Excellent	1	1.28	Excellent	2
Personal hygiene	1.27	Excellent	5	1.27	Excellent	1
Department	1.31	Excellent	7	1.38	Excellent	9.5
Possess personality for the job	1.33	Excellent	9	1.47	Excellent	11
Interest in work	1.28	Excellent	6	1.34	Excellent	6
Cooperation	1.24	Excellent	2	1.36	Excellent	7
Initiative	1.32	Excellent	8	1.37	Excellent	8
Punctuality	1.83	Very Satisfactory	12	1.47	Excellent	12
Office personnel relations	1.34	Excellent	10.5	1.38	Excellent	9.5
Values (office ethics)	1.25	Excellent	3	1.32	Excellent	4
Attendance	1.87	Very Satisfactory	13	1.60	Excellent	13
Trustworthiness	1.26	Excellent	4	1.3	Excellent	3
Grand Mean	1.37	Excellent		1.37	Excellent	

Table 1 shows that during the 1st semester, "Suitability of dress" was ranked first among all the personal traits with a weighted mean of 1.23 and a descriptive value of Excellent. This implies that the respondents believed that it is important to look at their best whenever they are in the workplace because it gains confidence and makes a good impression. Furthermore, they believed that proper attire plays an important role in boosting their morale in the office. "Cooperation" was next in rank with a weighted mean of 1.24 and a descriptive value of Excellent. This means that they value the significance of this trait in performing one's work. It helps in making individuals work conveniently and have open communication in the organization. 3rd in rank is Values (office ethics) with a weighted mean



of 1.25 and a descriptive value of Excellent. It is perceived that these deeply held principles are used in the workplace to choose between right and wrong ways of working, how they treat each other and their clients, and how they make important decisions. The 4th in rank is Trustworthiness with a weighted mean of 1.26 and descriptive value of Excellent. This explains that respondents believed that in the accomplishment of their duties and responsibilities, this trait is also considered as significant. 5th in rank is "Personal hygiene" with a weighted mean of 1.27 and a descriptive value of Excellent. This means that just like other people they also hate to be talked about because of poor hygiene, especially in a negative manner. By ensuring that their body is clean and well presented, they are more assured of projecting a positive body image that reflects their personalities. "Interest in work, deportment, initiative, and Possess personality for the job" was ranked 6th, 7th, 8th and 9th respectively. This indicates that these traits are also important in building one's self in the workplace and at the same time in the performance of their duties and responsibilities which are required in the attainment of the organization's objectives. For "grooming and Office personnel relations", both were ranked 10.5 with a weighted mean of 1.34 and a descriptive value of "Excellent". Though at bottom three of personal traits, respondents still perceived these traits as relevant in their on-the-job training since good grooming is a must in the workplace because it gains confidence and good working relationship in the organization was considered as necessary as well. Ranked 12th was punctuality with a weighted mean of 1.83 and a descriptive value of "very satisfactory" and the last in rank is "attendance" with a weighted mean of 1.87 and a descriptive value of "very satisfactory." This explains that trainees are experiencing a problem in their attendance and punctuality since they need to balance their OJT time with their time in their academics. Though considered at the bottom two, respondents still believe that their performance in their OJT is not so much affected by these traits but still perceived as significant in the workplace. During the 2nd semester, "personal hygiene" was ranked 1st with a weighted mean of 1.27 and a descriptive value of "excellent" which indicates that respondents believed that caring for the body regularly can reduce body odour and improve personal appearance, subsequently improving others' perceptions on them. This means that they value so much this trait and can help them in the accomplishment of their work. 2nd in rank is "Suitability of dress" with a weighted mean of 1.28 and a descriptive value of "excellent". This implies that



having a suitable dress was perceived as necessary in making a good impression in the organization because this can help project a good image in the organization. Next in rank is “Trustworthiness” with a weighted mean of 1.3 and a descriptive value of “Excellent”. This indicates that respondents believed as well that during their OJT, it is important they are being trusted by their immediate supervisor because this is important in managing one’s work most especially at this point in their life. 4th in rank is “values (office ethics)” with a weighted mean of 1.32 and a descriptive value of “Excellent”. This indicates that the trainees perceived this trait as necessary in creating a good working relationship in the organization. 5th in rank is “Grooming” with a weighted mean of 1.33 and a descriptive value of “Excellent”. This explains that respondents value this trait as well because they believe that this is very important when you work in the office. It gives a very good impression to the people in the workplace as well as the other stakeholders. For the bottom three traits, to wit: “possess personality for the job” with a weighted mean of 1.47 and a descriptive value of “Excellent”, “punctuality” with a weighted mean of 1.47 and a descriptive value of “Excellent” and “Attendance” with a weighted mean of 1.60 and a descriptive value of “Excellent”. Respondents perceived these traits are still necessary though in the bottom three since these can also help them in the performance of their work because to be at the office on time and to be present during work days can be also deemed important just like having good personality for the job. The last trait is believed as helpful in achieving their duties and responsibilities and to create good working relationship.

As depicted in table 1, the level of OJT performance in terms of personal traits for both semesters got a grand mean of 1.37 and with a descriptive value of “excellent.” The result shows that trainees are already aware of today’s work culture that people should possess a personality that could help them get an edge in their future endeavour. During the first semester, punctuality and attendance got a descriptive value of “very satisfactory” only which means that trainees during this semester find difficulty in adjusting their time to attend to their OJT and school activities since during this term there are a lot of school activities that students at all levels are mandated to attend. Another reason could be the distance of place of OJT to school. But overall, from the results generated it can be seen that students are fully satisfied and feel contented on their on-the-job training performance relative to personal traits both for the first semester and the second semester.



Table 2: Level of OJT performance in terms of skills performance

SKILLS PERFORMANCE	First Semester			Second Semester		
	WM	Descriptive Value	Rank	WM	Descriptive Value	Rank
Oral communication skill	1.5	Excellent	7	1.51	Excellent	4.5
Encoding skill	1.45	Excellent	5.5	1.53	Excellent	7
Computer operation skill	1.39	Excellent	4	1.52	Excellent	6
Records filing skill	1.34	Excellent	3	1.47	Excellent	3
Clerical work	1.27	Excellent	2	1.51	Excellent	4.5
Written communication skill	1.82	Very Satisfactory	9	1.84	Very Satisfactory	9
Use of correct grammar, spelling and punctuation marks	1.56	Excellent	8	1.65	Excellent	8
Use of office machines and equipment	1.21	Excellent	1	1.37	Excellent	1
Creativity and innovativeness	1.45	Excellent	5.5	1.42	Excellent	2
Grand Mean	1.44	Excellent		1.54	Excellent	

Table 2 shows the level of OJT performance in terms of skills performance. During the 1st semester, it indicates that “use of machines and equipment was ranked 1st” with a weighted mean of 1.21 and a descriptive value of “Excellent”. This explains that in the performance of their work as trainees, it is perceived that the use of machines and equipment is deemed very important since it will help them more in their work. 2nd in rank is “Clerical work” with a weighted mean of 1.27 and a descriptive value of “Excellent”. This means that as trainees, this particular function is likely the kind of work given to them and respondents are being trained to perform this particular task since technical functions are left with the employees of the organization. 3rd in rank is “Records filing skill” with a weighted mean of 1.34 and a descriptive value of “Excellent”. This indicates that as part of the clerical work, they perceived that this skill is also important because they are being assigned of this work during their OJT period as one way of testing their skills. “Computer operation skill” is considered as 4th in rank with a weighted mean of 1.39 and a descriptive value of “Excellent”. This explains that in the workplace, supervisors are interested in having trainees who are abreast with the use of computers because this will help the trainees in making their work easily. Next in rank are “Creativity and innovativeness” and “Encoding skill” with



a weighted mean of 1.45 and a descriptive value of “Excellent”. This indicates that respondents perceived these skills as equally important in discharging their functions as trainees because their presence in the workplace is also deemed necessary because they will lessen the clerical burdens of the employees. 7th in rank is “oral communication skill” with a weighted mean of 1.5 and a descriptive value of “Excellent”. As trainees, the respondents considered as necessary because expressing one’s idea is needed in the workplace since it also promotes a good atmosphere in the workplace. 8th in rank is “Use of grammar, spelling and punctuation marks” with a weighted mean of 1.56 and a descriptive value of “Excellent”. Last in rank is “Written communication skill” with a weighted mean of 1.84 and a descriptive value of “Very satisfactory” This means that respondents also value the importance of written communication skill but as trainees they also need to be further trained in this particular skill which is also deemed necessary in the performance of their work.

Table 2 illustrates the level of OJT performance in terms of skills performance during the 2nd semester. Respondents perceived “Use of office machines and equipment” with a weighted mean of 1.37 and a descriptive value of “Excellent” was ranked first. This explains that the respondents perceived this skill as the most important because of the importance of modern technologies nowadays and as part of today’s generation, they value this skill because they can now accomplish their tasks easier and faster. Next in rank is “Creativity and innovativeness” with a weighted mean of 1.42 and a descriptive value of “Excellent”. This explains that this skill is perceived as necessary because it is an avenue for them to present new ideas in the organization which can ensure them its success. 3rd in rank is “Records filing skill” with a weighted mean of 1.47 and a descriptive value of “Excellent”. This means that in order to perform well their tasks as trainees, they know that this skill can really help them impress their supervisors as well. Next in rank are “oral communication skill” and “Clerical work” with a weighted mean of 1.51 and a descriptive value of “Excellent”. This explains that respondents believed that both forms of oral communication - listening and speaking are important for learning things in the workplace. They consider this as a way of expressing themselves that is helpful in the performance of their work most especially that they are still trainees and need a lot of things to learn from their mentors. As for clerical work, this skill is also equally important because this function is usually delegated



to them as trainees. 6th in rank is “Computer operation skill” with a weighted mean of 1.52 and a descriptive value of “excellent” which states that respondents also consider this skill as important since the trend nowadays is the use of computers or modern technologies to facilitate work in the office. 7th in rank is “Encoding skill” with a weighted mean of 1.53 and a descriptive value of “excellent” which explains that respondents considers it as necessary most especially in doing clerical work. 8th in rank is “Use of grammar, spelling and punctuation marks” with a weighted mean of 1.65 and a descriptive value of “Excellent”. Though at the 2nd bottom, it is still perceived by the respondents as significant in performing their tasks in the office since there will be instances where they are being asked to prepare reports and make letters and it is important that they should be aware of this particular skill. Last in rank is “Written communication skill” with a weighted mean of “1.84” and a descriptive value of “very satisfactory”. This indicates that the respondents don’t consider as very important because of the line of work they are being assigned to because technical functions are assigned usually to the employees and not to the trainees.

On the level of OJT performance in terms of skills performance, first semester got a grand mean of 1.44 with a descriptive value of “excellent.” This means that all of these skills cited are considered very important in the performance of the work of the on-the-job trainees because these skills are required in the different organizations. The respondents perceived that they should possess these skills so they can be able to perform the different tasks assigned to them and make good impressions in their immediate supervisors. For the second semester, the overall grand mean for the skills performance is 1.54 with a descriptive value of “Excellent”. This means that all of these skills cited are deemed necessary in the discharge of the OJT trainees because these skills are required as well to applicants in the different organizations for them to have a competitive advantage. The respondents perceived that they should possess these skills to gain their supervisors’ trust and confidence. It can be seen that trainees enrolled during the first semester performed better as compared to the trainees enrolled during the second semester. But overall from the results generated it can be seen that students are fully satisfied and feels contented on their on-the-job training performance relative to skills performance both for the first semester and the second semester.



Table 3: Level of OJT performance in terms of work qualities

WORK QUALITIES	First Semester			Second Semester		
	WM	Descriptive Value	Rank	WM	Descriptive Value	Rank
Follow direction	1.32	Excellent	4	1.44	Excellent	1
Take criticism	1.3	Excellent	3	1.51	Excellent	5.5
Understand instructions	1.25	Excellent	1	1.47	Excellent	3
Attend details	1.4	Excellent	6	1.51	Excellent	5.5
Alertness	1.37	Excellent	5	1.48	Excellent	4
Requires absolute minimum supervision	1.44	Excellent	7	1.53	Excellent	7
Perform other assignment as assigned by the immediate supervisor	1.29	Excellent	2	1.45	Excellent	2
Grand Mean	1.34	Excellent		1.48	Excellent	

Table 3 shows the level of OJT performance in terms of work qualities. Among these qualities, during the 1st semester, “Understand instructions” was ranked 1st with a weighted mean of 1.25 and a descriptive value of “Excellent”. Respondents recognize this skill as one of the most important skills to get through life and especially in a career. They knew that this skill will help them perform their work effectively and to save time and effort. 2nd in rank is “Perform other assignment as assigned by the supervisor” with a weighted mean of 1.25 and a descriptive value of “Excellent” which shows that as trainees and young individuals, they love to accept challenges even in the workplace. At this point in their time, they are at the position to excel in their chosen field and really like to impress people around them most especially in the workplace. 3rd in rank is “Take criticism” with a weighted mean of 1.3 and a descriptive value of “Excellent”. Trainees believed that criticism is a form of communication which means that it is a way of giving feedback on what they're doing and it means an opportunity to improve their performance. Next in rank is “Follow direction” with a weighted mean of 1.32 and a descriptive value of “Excellent” which means that once the trainees followed instructions, they have a better sense of the task at hand and can make them perform their work effectively and efficiently. 5th in rank is “Alertness” with a weighted mean of 1.37 and a descriptive value of “Excellent” which means that this work quality is needed in the workplace to avoid misunderstanding in the organization in terms of discharging the trainees’ duties and responsibilities. Next in rank is “Attend to details” with



a weighted mean of 1.4 and a descriptive value of “Excellent” which explains that by knowing about the details of their work, they can be assured of doing the right thing and that they can refrain from committing mistakes in the performance of their work. 7th in rank is “Requires absolute supervision” with a weighted mean of 1.44 and a descriptive value of “Excellent”. This means that the respondents can accomplish their work efficiently and effectively as long as they are properly oriented or instructed regarding the tasks that are assigned to them even though their supervisor is not always there to look over them.

Table 3 shows the level of OJT performance in terms of work qualities. Among these qualities, during the 2nd semester, 1st in rank is “Follow direction” with a weighted mean of 1.44 and a descriptive value of “Excellent”. This implies that respondents perceive this as very important not only in their daily life but most especially in their career because they knew that without direction and not following them can create problems and can endanger their work. This work quality will help them excel in their work and make them secure in their work. 2nd in rank is “Perform other assignment as assigned by the supervisor” with a weighted mean of 1.45 and a descriptive value of “Excellent”. This means that the respondents value multi-tasking, they like to perform work assignments other than those assigned to them so long as it is in line with their field of specialization because they believed they can learn from them “Understand instructions” was ranked 3rd with a weighted mean of 1.47 and a descriptive value of “Excellent” which means that the respondents determine that when they understand instructions it means they are cooperative, intelligent and dependable which can really impress supervisors. 4th in rank is “Alertness” with a weighted mean of 1.48 and a descriptive value of “Excellent” which implies that the trainees believe that they should always pay attention to assure safety in the workplace and not to have poor performance. Next in rank are “Take criticism” and “Attend to details” with a weighted mean of 1.51 and a descriptive value of “Excellent”. This means that respondents recognize the former as necessary because feedbacks given will help them improve their work and an opportunity to know how they performed well in their job and as for the latter work quality, respondents knew that as beginners they need to be totally aware to details that are directly and indirect affecting their work because they really need it for them to excel in their field. 7th in rank is “Requires absolute supervision” with a weighted mean of 1.44 and a descriptive value of “Excellent”. This means that the



respondents can perform their duties and responsibilities even without close supervision because they believe that understanding instructions and details are enough for them in doing their work.

On the level of OJT performance in terms of work qualities, first semester got a grand mean of 1.34 with a descriptive value of “excellent.” This implies that respondents affirm that these work qualities are deemed very important in the accomplishment of their duties and responsibilities assigned to them by their supervisor. They knew that by having these work qualities, they can be able to work efficiently and effectively. For the second semester, the overall grand mean on the level of OJT performance in terms of work qualities is 1.48 with a descriptive value of “Excellent”. This implies that respondents perceive that these work qualities are helpful in discharging their functions and at the same time to gain the trust of their supervisor. This indicates that they can work well when possessing all these work qualities since these are required by organizations whenever they will look for individuals who will be part of their organization. It can be seen that trainees enrolled during the first semester performed better as compared to the trainees enrolled during the second semester. But overall from the results generated it can be seen that students are fully satisfied and feels contented on their on-the-job training performance relative to work qualities both for the first semester and the second semester.

Table 4: Level of OJT performance in terms of office management techniques

OFFICE MANAGEMENT TECHNIQUES	First Semester			Second Semester		
	WM	Descriptive Value	Rank	WM	Descriptive Value	Rank
Use of telephone/cell phone	1.4	Excellent	4	1.56	Excellent	5
Use of sources of information	1.42	Excellent	5	1.55	Excellent	4
Use of office resources	1.29	Excellent	2.5	1.49	Excellent	2
Human relations(good human relationship within the office)	1.29	Excellent	2.5	1.48	Excellent	1
Office housekeeping/management	1.27	Excellent	1	1.51	Excellent	3
Grand Mean	1.34	Excellent		1.52	Excellent	

Table 4 shows the level of OJT performance in terms of office management techniques during the 1st semester. Among the different techniques, the highest in rank is “office



housekeeping/ management” with a weighted mean of 1.27 and a descriptive value of “Excellent” which implies that respondents perceived this as the most important because they believe that the attainment of the organization’s objectives depends on the efficient and effective utilization of its resources. “Use of office resources” and “Human relations (good human relationship in the office) both got a weighted mean of 1.29 and a descriptive value of “Excellent” which explains that they can accomplish the work assigned to them through the use of resources such as machines, materials and the like as well as having good relations with the people in the office. The latter technique is considered as essential by the respondents because they knew that they can’t function well in the office without the people around them most especially that they are still trainees. They believe that they need the help of their mentors for them to do their work well. 4th in rank is “Use of telephone/cell phone” with a weighted mean of 1.4 and a descriptive value of “Excellent” which means that means of communication can help reach out with clients and the employees in the organization to discuss matters relevant to the business. 5th in rank is “Use of sources of information” with a weighted mean of 1.42 and a descriptive value of “Excellent” which explains that even though rated as lowest by the respondents, they still have excellent remarks for this technique. This means that they can fully achieve their objective or can perform well with adequate information since it will give them the opportunity to weigh their decisions or to check their work whether they are at par with standards.

Table 4 shows the level of OJT performance in terms of office management techniques during the 2nd semester. 1st in rank is “Human relations(good human relationship within the office)” with a weighted mean of 1.48 and a descriptive value of “Excellent”. This means that respondents perceived that through good human relations, they can be able to achieve the organization’s objectives since it can reduce employee turnover and conflicts between employees and management and among the employees. 2nd in rank is “Use of office resources” with a weighted mean of 1.49 and a descriptive value of “Excellent” which implies that in order to finish the task assigned to the trainees, they need resources because with these resources they can be able discharge their function well. They can only excel in their work so long as they have resources to use. 3rd in rank is “office housekeeping/ management” with a weighted mean of 1.51 and a descriptive value of “Excellent” which means that the trainees consider this technique as necessary because they believe that the



success of the business depends upon the efficiency of its office. Next in rank is “Use of sources of information” with a weighted mean of 1.55 and a descriptive value of “Excellent”. This indicates that trainees can excellently perform their work with the presence of adequate information. Last in rank is “Use of telephone/cell phone” with a weighted mean of 1.56 and a descriptive value of “Excellent”. This indicates that trainees consider other means of communication like email and the internet for data needed, however, they still value the use of the telephone system because not all people have access to internet but this will not stop from valuing telephone system in the accomplishment of their work.

On the level of OJT performance in terms of office management techniques, first semester got a grand mean of 1.34 with a descriptive value of “excellent” which explains that these office management techniques are perceived by respondents as very important in their OJT performance because these techniques can help them accomplish the tasks assigned to them and contribute to the success of the organization. For the second semester, the overall grand mean on the level of OJT performance in terms of office management techniques is 1.52 with a descriptive value of “Excellent” which explains that these office management techniques are vital in the efficient and effective attainment of the organization’s goals which is beneficial both to the internal and external environment of the organization. Again, it can be seen that trainees enrolled during the first semester performed better as compared to the trainees enrolled during the second semester. But overall from the results generated it can be seen that students are fully satisfied and feels contented on their on-the-job training performance relative to office management techniques both for the first semester and the second semester.

Table 5: Summary of Factors affecting OJT performance

SUMMARY OF OJT PERFORMANCE	First Semester			Second Semester		
	WM	Descriptive Value	Rank	WM	Descriptive Vale	Rank
Personal Traits	1.37	Excellent	3	1.37	Excellent	1
Skills Performance	1.44	Excellent	4	1.54	Excellent	4
Work Qualities	1.34	Excellent	1.5	1.48	Excellent	2
Office Management	1.34	Excellent	1.5	1.52	Excellent	3
Grand Mean	1.37	Excellent		1.46	Excellent	

Table 5 shows the Summary of Factors affecting OJT performance during the 1st semester. “Work qualities” and “Office management” got the highest rank with a weighted mean of



1.5 and a descriptive value of “excellent”. This implies that trainees believed that with these factors they can be able to perform well in their respective tasks during their training. Since they have been lectured during their classroom discussions about these factors, they now consider them as very vital in making a good impression in the organization where they are being deployed. As for the former factor, this can really contribute a lot in the accomplishment of the tasks assigned to them because work qualities will help them value their work. As for Office management, they can’t work efficiently and effectively without appreciating it because the success of the organization depends on how they successfully plan, organize, direct and control the different resources in the organization towards the accomplishment of the organizational goals. 3rd in rank is “Personal Traits” with a weighted mean of 1.37 and a descriptive value of “Excellent”. This implies that respondents believed that before they can effectively reach outward to others, they need to look inward because by knowing their personality, they can be able to gain insights on how they work with others. Last in rank is “Skills performance” with a weighted mean of “1.44” and a descriptive value of “Excellent”. This indicates that trainees consider this as necessary in discharging their functions because if they don’t possess the skills related to the tasks assigned to them, they can never meet the standards of their supervisor, thus their performance will be affected.

Table 5 shows the Summary of Factors affecting OJT performance during the 2nd semester. Among all the factors involved, Personal traits” got the highest rank with a weighted mean of 1.37 and a descriptive value of “Excellent”. This implies that respondents perceived this factor as very vital in their performance because they can never accomplish the tasks assigned to them if they don’t possess this factor. They should first be aware of what they have or who they are before they can perform to the fullest in the organization. 2nd in rank is work qualities with a weighted mean of “1.48” and a descriptive value of “Excellent”. This explains that respondents see this factor as relevant during their OJT since it will aid them in getting things done more effectively. 3rd in rank is “Office Management” weighted mean of 1.52 and a descriptive value of “Excellent”. This means that respondents value this factor as well because it can help them facilitate the work to be assigned to them since this factor will make them aware of the importance of office work in the attainment of the organization’s objectives. Last in rank is “Skills performance” with a weighted mean of 1.54 and a



descriptive value of “Excellent”. This implies that they need to be equipped with skills necessary to perform the tasks assigned to them so they can meet the expectations of their supervisor in terms of their performance.

In the summary of factors affecting OJT performance first semester got a grand mean of 1.37 with a descriptive value of “Excellent” which shows that respondents have high regard in these factors because they can be able to work efficiently and effectively in their respective assigned offices. Through these factors, they can perform well, thus, meeting the expectations of their supervisors. During the second semester, the grand mean is 1.46 with a descriptive value of “Excellent” which explains that respondents perceived these factors as vital in order to have an excellent performance in the office during their OJT. These factors will guide them all through-out their training in the accomplishment of the tasks assigned to them.

It can be noted that from the table above, “work qualities” and “office management” ranked first during the first semester and “personal traits” ranked first during the second semester. For both semesters “skills performance” were ranked last. Overall, student trainees during the first semester performed better compared to the student trainees enrolled during the second semester. The difference could be attributed to the following reasons: (1) there are more students who got additional academic load plus OJT to cope up and graduate on time during the second semester, (2) OJT enrolled during the first semester got a longer time for orientation and briefing before deployment. (3) Time conflicts between classes and OJT schedule, (4) the distance of the place of OJT is far from school. But overall, from the results generated it can be seen that students are fully satisfied and feels contented on their on-the-job training performance both for the first semester and the second semester.

Table 6: Significant difference between OJT performance of the trainees during the first and second semester SY 2015-2016

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	First semester	1.3794	34	.12252	.02101
	Second semester	1.4609	34	.09043	.01551



Table 6 shows the significant difference between OJT performance of the trainees during the first and second semester of SY 2015 – 2016. Table 6 is used to support table 7.

Table 7: Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 First semester – second semester	-.08147	.11046	.01894	-.12001	-.04293	-4.301	33	.000

(t = -4.301, df = 33, p-value <0.05).

A paired sample t-test was used to test the performance of OJT among trainees. Table presents that there is a significant difference between the OJT performance among trainees during the first semester and second semester. This implies that respondents perceived differently due to their different behaviours, their academic loads, time conflicts between classes and OJT schedule, the distance of the cooperating firm to the school/residence of the trainees and trainings and seminars received before deployment. This explains further that respondents have different observations because the abovementioned reasons are contributory in their decision making skills.

SUMMARY OF FINDINGS

Based from the data gathered, tabulated and interpreted, the following are the findings:

1. Respondents perceived that personal traits, skills performance, work qualities and office management techniques played a significant role in affecting the job performance of trainees during their OJT. These factors greatly contributed in the accomplishment of the tasks assigned to them by their respective supervisors and in the end, in the attainment of the organizational goals. All of the factors mentioned above have an “Excellent” descriptive value which means that they have a high regard on all these factors.
2. There is a significant difference in the perception of the respondents during the first semester and second semester.

CONCLUSION

Based on the findings derived from this study, the following conclusions were drawn:



1. Among the factors affecting the level of OJT performance, during the 1st semester, Work qualities and Office management got the highest weighted mean of 1.34.
2. Among the factors affecting the level OJT performance, during the 2nd semester, Personal traits was ranked first with a weighted mean of 1.37.
3. Since the P-value is greater than 0.05, it has been concluded that there is a significant difference between the perception of the respondents during the 1st semester and 2nd semester.

RECOMMENDATION

In the light of the foregoing findings, although the result showed an “excellent” descriptive value, the researcher has the following recommendations to offer to continuously improve on the OJT program of the College of Business Entrepreneurship and Accountancy of Cagayan State University:

1. Appropriate orientation is given through extensive workshops, trainings and seminars to prepare the students and help them acquire the essential skills and recognize better the demand of the real corporate world before leaving the portals of the university and before the actual immersion in the industry. More Personality Development Seminar and or Interpersonal Skills Training should be given to the trainees.
2. The OJT coordinator should make the trainees aware and emphasize during the orientation the grading system, the student contract while undergoing OJT, the Memorandum of Agreement between the university and the cooperating agency and other aspects to be evaluated to help the trainees toward the right track of their future career.
3. Reduce the number of academic load while undergoing OJT and classes should be properly scheduled to balance the academics and OJT of trainees so as to avoid tardiness and absences on the part of the student trainees.
4. The university should construct a simulation laboratory and they should upgrade the facilities and equipment as well as modernization programs should be adopted to continuously improve the skills and knowledge of the student trainees which will be needed in their future place of deployment.



5. Faculty in-charge in assessing the students' English communication and written skills should closely monitor the students and to fully exert their efforts in preparing the students before their OJT. Extensive training in this line should be given to prepare further the students before their actual deployment.
6. The management should consider including office procedure subject or related subject in the students' curriculum since this will help them understand and appreciate the different know how during their OJT.
7. Proper OJT monitoring towards doing the right things right all the time while they are on their on-job-training would be a great help towards the growth and development of the trainees.
8. The management together with all the OJT coordinators should devise appropriate training guidelines for the conduct of OJT program to evaluate the structure of the practicum process, the training interval, scope, content learning curriculum, the training evaluation focusing on the trainees' learning outcomes and job employability skills.
9. The OJT Manual must be reviewed regularly to make the necessary updates and changes to fit in to the needs and demands of the cooperating agencies.
10. For the future researchers, further studies regarding the topic may be made to improve and enhance further the OJT program of the college.

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