



ON-THE-JOB TRAINING OF STUDENT AN ASSESSMENT OF TRAINEES OF THE KALINGA-APAYAO STATE COLLEGE, TABUK CITY, PHILIPPINES

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Abstract: *On the job training of students taking Commerce and Business Administration is a vital requirement of the course. Thus, this study assessed the Pre and Post On-the-Job Trainings of student trainees in the Institute of Business Administration and Entrepreneurship, Kalinga-Apayao State College, Philippines for the three years period (2011-2014) in preparation for their employment.*

Sets of pre and post performance evaluation were used to measure the level of the on-the-job training performances of the student trainees based from the Practicum Manual of the Institute and the Commission on Higher Education Memorandum Order (CMO) Number 39, series 2006.

The CMO mandates the conduct of practicum by all graduating students under the Bachelor of Science in Commerce and Bachelor of Science in Business Administration degree programs. Specifically, the study has looked into the level of the pre and post on-the-job training performance evaluation of concerned immediate supervisors as to social and intellectual skills, affective qualities, as well as their abilities with the use of facilities and physical resources. It also determined the strengths and weaknesses of the student trainees in the OJT activities and programs. The descriptive survey method of research was utilized. The documentary analysis was the primary data gathering tool and was supplemented by the personal observations of the OJT coordinator. The data were analyzed using descriptive statistics, tables, pie graphs, and bar graphs to present the findings of the study.

The findings of the study showed that the overall pre and post performance evaluation ratings of student trainees for academic years 2011-2012; 2012-2013; and 2013-2014 are very satisfactory. There were some identified strengths and weaknesses of the student trainees during their job trainings.

Keywords: *On-the-Job Trainee, Student Trainees, Practicum Manual, Business Administration OJTs in Kalinga, Tabuk City*



INRODUCTION

On-the-job training is one of the identified earliest formalized approaches to train and equip individuals on various skills for a better and more satisfying job performance (Klink, 2003). According to Klink the program includes both classroom instruction as well as actual on-the-job training activities that may range from 6 to 12 months. Likewise, Gabric and Mc Faddey (1999) state that OJT seeks to cover and provide the necessary learnings, practice, enhancement, and even expertise intended to enrich and expand the learning experience of the trainee. As such, most if not all of the on-the-job training programs in the academe virtually contain written agreements between the school and the cooperating or affiliate agencies or offices specifying therein the terms, conditions, and other provisions for the whole program duration. Specifically, it includes the type of training to be given, length or span of time needed, total number of hours to be devoted on particular job, as well as the required allowance and other contingencies for the whole duration..

According to Polley-Berte (2005), in on-the-job training programs, orientation and placement is one of the most commonly used strategies and techniques. In particular, it aims to orient and enable new employees make an overview on the whole organization set-up within the limited span of time in order for them to adjust with the working environment; learn and abreast the standing policies and procedures; terms and conditions of employment including provisions on wage and salaries, employees' leaves, insurance, rules of contract, and other work-related concerns.

One major drawback of on-the-job training can be on finding the right time for it. The person responsible for giving and evaluating the training has to be sure that his or her other job responsibilities are being met. Another disadvantage of OJT is that, it can be difficult to find the right person to conduct it. The person doing the training must have the knowledge and skills with the same equipment that the learner will be working with. Care must also be given not to pass on sloppy work habits or unintentionally teach irrelevant or inefficient work methods to the new worker/learner (<http://www.wisegeek.com/what-is-on-the-job-training-ojt.htm>).

In particular, on-the-job training or practicum program of the Institute of Business Administration and Entrepreneurship is aimed to expose student-trainees in actual job application of the theories, concepts, and principles of management that they have learned



from classroom instructions and other related activities for the past years. The student trainees are required to complete four hundred hours(400) or four and a half(4 ½) months for the whole duration (OJT Manual, 2010).

Cooperating agencies and offices are the local government units, national government offices, and cooperatives located in the City of Tabuk as partners of the Institute in implementing the program.

CONCEPTUAL FRAMEWORK

This study was conducted to document the pre and post OJT performance of the 4th year management student trainees for the academic years 2008-2009, 2009-2010, and 2010-2011, respectively of the Kalinga-Apayao State College under the Institute of Business Administration and Entrepreneurship. The OJT program is in accordance with provisions of the CHED Memorandum Order No. 23, series of 2009. Particular subjects namely: Management 124 and Office Management 117, which are commonly known as practicum or On-the-job training are the requirements for any student before he/she graduates. Two programs are complementary stages that can be considered final requirement to the degree, Bachelor of Science in Commerce major in Management and Bachelor of Science in Business Administration. Furthermore, such programs provide for the needed learning enhancement and empowerment for each trainee. Moreover, on-the-job training(OJT) program is a preparation for the student trainees to become responsible and be focused to the development of their respective career. This is one of the most exciting parts of a student's life because he or she undergoes training and actual exposure in preparation for actual operation of a formal office work upon employment. With the desire to become more effective and efficient in their future work and undertaking in their respective fields of specialization, the program provides a learning ground that affords the trainee an avenue for a trial and error circumstances in personal search for wonderful and rich experiences. Indeed, it is often hard and difficult with all the needed adjustments, but on the other side, it harnesses the student trainees' communicative prowess, knowledge and skills. Accordingly, these are important and necessary in performing various duties in the work that will ultimately mold them to become better persons with increased productivity. According to Schettler (2002), on-the-job training really enhances personality development and good human relations. It likewise teaches and develops a sense of appreciation on



practical techniques to be adopted as future professional office employees or private practitioners.

Likewise, Tain (1999) also cited that on-the-job training is a method which combines office instruction, guidance and actual demonstration on various works so that the student trainees may acquire or develop the desired skills, techniques, and attitudes toward their assigned tasks. It makes the student trainees learn to do his/her work in a manner that fit the agencies/offices' specifications. On-the-job training may be given formally or informally. The student trainees are, in effect, learning while working.

Accordingly, Green (2007) emphasized that to be work-effective that is foreseen with a better result, on-the-job training program must be well-planned that gives a primary consideration on the proper sequence of various inclusive activities and operations. Preferably, the program should tract and enlist activities with proper consideration to "the order of difficulty" borne by the different identified activities. In the absence of absolute standard of job sequence, it is generally preferred for the whole program to be implemented with proper balancing activities of easy, moderate, and difficult or challenging jobs for a well-rounded training program that envisions the trainee becoming a better individual with a meaningful and productive learning experience. Likewise, Geek added that the program should widen the horizon to create good and positive outlook and attitude particularly on employment. Furthermore, the program should endeavor to bridge the gap between the classroom training and learning with the actual job arena. As such, after the training program, the trainee is better transformed into a more confident and secure individual who is more than ready especially when formally employed.

In addition, Smith and Green (2001) also emphasized that the student trainees should be given the opportunity to work on different parts and segments of the whole job with an appropriate time spent on each assignment. The time length to be spent for the training will vary with the complexity of the assigned tasks as well as the specific skills to be learned. This type of learning is one of the cheapest methods that when properly handled, it encourages and ushers the student trainees to develop greater skills and become more productive. It develops the student trainees' interest, satisfaction and pride in their assigned tasks.

Furthermore, Smith and Green (2001) added that on-the-job training program of the student trainees ranges usually from clerical work to office frontline services. These



activities are implemented in partnership with the concerned cooperating agencies and offices in the City of Tabuk, Kalinga Province, Philippines. In order to promote the well-being of the student trainees, the Kalinga-Apayao State College through the Institute of Business Administration and Entrepreneurship shall guarantee the quality of their learning exposure, and ensure their safety while undergoing the on-the-job training activities. Accordingly, the on-the-job training program of the Institute of Business Administration and Entrepreneurship subscribes with the mission, vision, goals and objectives of the Kalinga-Apayao State College.

The framework has considered and involved factual data on the performance proficiency of the student trainees based on the duly accomplished and submitted rating forms by the student trainee supervisors from the respective cooperating and affiliate agencies, offices, and organizations both from the government and private sectors. Furthermore, comments, remarks, suggestions, and recommendations from the concerned immediate supervisors of the student-trainees were utilized in the analysis of the study.

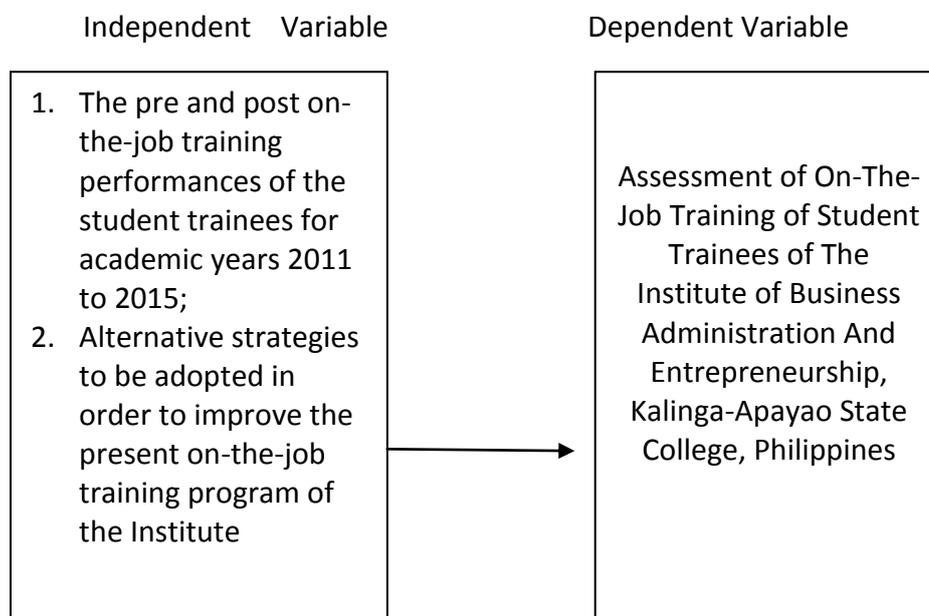


Figure 1. Conceptual Framework of the Study

STATEMENT OF OBJECTIVES

The study aimed to answer the following research questions:

1. What is the level of the pre and post on-the-job training performances of the student trainees for academic years 2011 to 2015?



2. What are the strengths and weaknesses of the student trainees in their on-the-job trainings activities and programs?

3. What are the recommended alternative strategies to be adopted in order to improve the present on-the-job training program of the Institute?

METHODOLOGY

This study used descriptive methods through the survey method of collecting data.

The data or documents relative to the pre and post on-the-job training performances of the student-trainees were prepared, accomplished and submitted by the concerned cooperating agencies and offices to the Institute of Business Administration and Entrepreneurship for academic years 2011 to 2014.

The ratings and observations of the OJT Coordinator/In-charge who was responsible in the weekly monitoring the OJT performances of the student trainees for the past three (3) academic years were considered in the analysis of the rating performances.

Likewise, the ratings of the OJT narrative reports of the student trainees were also taken into consideration in the analysis. Moreover, the suggestions, comments, and recommendations made by the immediate cooperating supervisors of the student trainees were included, and these were the bases of the drawn recommendations of the study.

The documentary analysis related to the pre and post on-the-job training performances for the student trainees was used. Actual observations, comments and recommendations made and submitted by the cooperating agencies and offices were considered in the analysis. Comments and recommendations for the on-the-job training in-charge/coordinator based from the monitoring activities were also considered and included in the analysis of the data gathered.

The descriptive statistics, namely: ranking and percentage were used to quantify the data gathered to come-up with statistical interpretations of findings. The official grading system of the Institute and the State College approved by the Board of Trustees (BOTs) were utilized in rating the OJT performances of the student trainees as reflected in the OJT performance rating form, as follows:



Rating Distribution	Equivalent Description
1.00 – 1.25	Excellent
1.26 – 1.50	Very Satisfactory
1.51 – 1.75	Satisfactory
1.76 – 2.00	Fair
2.01 – 3.00	Poor
3.01 – 5.00	Failed

RESULTS AND DISCUSSIONS

**Table 1- Student-Trainees Pre And Post On-The-Job Training Performance Evaluation For
The Academic Year 2011-2012(N=76)**

Social Skills	Pre Evaluation	D	Post Evaluation	D
Grooming	1.43	VS	1.41	VS
Suitability of dress	1.49	VS	1.42	VS
Personal Hygiene	1.50	VS	1.42	VS
Department	1.55	S	1.41	VS
Possess pleasing Personality	1.56	S	1.47	VS
Interest in work	1.44	VS	1.40	VS
Cooperation	1.41	VS	1.36	VS
Work Initiative	1.56	S	1.48	VS
Punctuality	1.51	S	1.40	VS
Office personnel relations	1.53	S	1.46	VS
Values	1.43	VS	1.43	VS
Attendance	1.49	VS	1.43	VS
Trustworthiness	1.45	VS	1.45	VS
Area Rating	1.49	VS	1.43	VS
Affective Qualities				
Follow direction	1.45	VS	1.43	VS
Take criticism	1.42	VS	1.42	VS
Understand instruction	1.48	VS	1.46	VS
Attend to details	1.43	VS	1.45	VS
Alertness	1.44	VS	1.44	VS
Requires absolute minimum supervision	1.45	VS	1.45	VS
Perform other assignment as may be assigned by the immediate supervisor	1.42	VS	1.42	VS
Area Rating	1.44	VS	1.44	VS
Intellectual Skills				
Oral communication skill	1.65	S	1.63	S
Encoding skill	1.60	S	1.54	S



Computer operation skill	1.56	S	1.51	S
Records filing skill	1.41	VS	1.39	VS
Clerical work	1.53	S	1.50	S
Written communication skill	1.54	S	1.50	S
Computation skill	1.53	S	1.51	S
Use of correct grammar, spelling and punctuation marks	1.52	S	1.52	S
Use of office machines/equipment	1.55	S	1.54	S
Creativity and innovativeness	1.47	S	1.45	VS
Area Rating	1.54	S	1.51	S
Utilization of Facilities and physical Environment				
Use of telephone	1.56	S	1.54	S
Use of source of information	1.48	VS	1.44	VS
Use of office resources	1.46	VS	1.43	VS
Public relations/ good human relationship within and outside the office)	1.43	VS	1.42	VS
Office housekeeping/ Management	1.44	VS	1.43	VS
Area Rating	1.48	VS	1.45	VS

Table 1 shows that among the thirteen (13) social skill indicators, Cooperation has obtained the highest ratings in the Pre and Post Evaluation of 1.41 and 1.36 or very satisfactory. This further shows that the students were very cooperative with their immediate superiors. Such attribute of cooperativeness is exemplified and marked as one of the needed elements for an individual who seek to upgrade and develop himself. This is so in as much as any improvement within an individual calls primarily for his own initiative or the so-called self-propelled. In like manner, to further this development, a person needs to cooperate and participate with the agency or entity he or she is affiliated with. It is actually a symbiotic relationship for the improvement of both parties.

On the other hand, the sound skill indicator which has possess pleasing personality and work initiative got the lowest rating of 1.56 or satisfactory under the pre-evaluation while in post-evaluation, the lowest rating of 1.47 was registered along, possess personality. This result shows the weaknesses of student trainees on personality and work initiative. The overall ratings of the social skill are 1.49 and 1.43 are very satisfactory, respectively.



.On the other hand, the lowest ratings of 1.48 in pre evaluation or very satisfactory, and 1.46 in the post evaluation of the students' OJT performance was along, understand instruction. This result is consistent with the previous findings whereby the students-trainees are evaluated least along oral communication skills since the indicator, understand an instruction comprises oral communication

Under the intellectual skills, the OJT performance of the student trainees was assessed both on pre and post evaluation with overall ratings of 1.54 and 1.51 or satisfactory, respectively. Of the ten (10) indicators, records filing skills obtained the highest pre and post evaluation ratings of 1.41 and 1.39 or better described as very satisfactory. On the other hand, the lowest pre and post evaluation ratings of 1.65 and 1.54 or satisfactory were assessed along oral and communication skill.

This result shows the weakness of the student trainees in oral communication and encoding skill. Such findings are better explained and related to the very minimum oral speech skills and practices done in their classes, aside from the only two (2) computer subjects which are barely of six (6) units being included in the curriculum of BSC, major in management. Furthermore, there is likewise associated with the absence of speech laboratory supposed to be intended for the hands-on speech communication practices of the student trainees. Moreover, with so little number of units on computer literacy, the BSC Management student trainees have minimal time and chances to develop their encoding skills, thus, the least result.

This set-up, particularly on minimal speech drills and practices, and computer literacy and manipulation have borne an adverse effect on the student trainees since oral communication and encoding skills entail a lot of hands-on and practices in order to develop and gain mastery of the skills.

For the students-trainees' utilization of job facilities and physical environment, the overall ratings are 1.48 and 1.45 are very satisfactory. Of the five(5) indicators, public relations obtained the highest ratings of 1.43 and 1.42 or very satisfactory; while the lowest ratings of 1.56 and 1.54 or very satisfactory are evaluated with the use of the telephone. This result in the last assessment on the use of the telephone is mostly because of the absence of landline (telephone) facility supposedly to cater the whole city of Tabuk and the entire province of Kalinga as well. Naturally, with the inability of such a communication tool, most of the



students-trainees were not oriented, familiarized nor practiced the actual use of telephone hence, the least result. Instead, cell phone units were widely used as a medium for internal and external communication process.

Table 2 The summary of the pre and post performance ratings of the students-trainees under on-the-job training program for the year 2011-2012

Criteria for Performance Evaluation	Pre Evaluation	Post Evaluation
Affective Qualities	1.44 – VS	1.44 – VS
Utilization of facilities and physical Environment	1.48 – VS	1.45 – VS
Social Skills	1.49 – VS	1.43 – VS
Intellectual Skills	1.54 – S	1.51 – S
Overall Rating	1.49 – VS	1.46 – VS

The overall pre and post ratings of the students-trainees who were assessed on their on-the-job training performance are 1.49 and 1.46 which are both very satisfactory. In particular, this result was attributed to the remarkable pre and post performance evaluation ratings of the students-trainees under the social skills and affective qualities with the highest ratings of 1.44 and 1.43 or very satisfactory, respectively. However, the lowest pre and post performance evaluation ratings of 1.54 and 1.51 or satisfactory fall under intellectual skills. This was contributed by their satisfactory performance ratings of some student trainees under computer operation skills, encoding skills, and oral communication skills. The satisfactory performance ratings of the student trainees is in contrast with the study of Armistead (2000) where the interpersonal skills (communication and critical thinking) were clearly identified as needed skills, not often possess by to any great extent by entry level employees.

Table 3-Strengths of Student Trainees For Academic Year 2011-2012 On-The-Job Training

Strength Indicators	F	Rank
Maintain good Public Relations	76	1
Willingness to learn	74	2
Show interest in their work assignments	73	3
Smart in dealing with superiors and clients	72	4
Report to office on time	71	5
Respectful and courteous to office employees and clients	70	6
Accept criticisms and suggestions	68	7
Performs filing works effectively	65	8



The table reveals that among the eight (8) identified strength qualities of student trainees, “maintain good public relations”, rank first as rated by 76 immediate supervisors of the student trainees. This result was attributed by the rigid orientation and seminar conducted prior to the deployment of the student trainees. Second rank was along the “willingness to learn” as assessed by 74 cooperating supervisors. They have commended the student trainees for their willingness to learn in preparation for their future employment. “Show interest in their work assignments” ranked third as evaluated by 73 immediate supervisors. According to them, the student trainees gave importance to the on-the-job training as their stepping stones to land jobs in the near future because of the knowledge and skills they learned. Of the 76 immediate supervisors, 72 assessed that student trainees were “smart in dealing with supervisors” being ranked fourth; while “report to office on time” was ranked fifth as assessed by 71 supervisors.

Rank sixth was along “respectful and courteous to office employees and clients” as assessed by 70 supervisors. The student trainees had displayed their values in dealing with their superiors and clients. It was noted that “accept criticism and suggestions” ranked seventh as assessed by 68 supervisors. This showed that the student trainees really want to learn by accepting criticisms and suggestions by their immediate superiors.

The last rank was along “perform filing works effectively” as evaluated by 65 supervisors. This result has reflected their trainings in their office automation and management subjects where the trainings focused on records management and clerical works.

These strength of the student trainees for Academic Year 2011-2012 conform with the provisions of CHED (CMO No. 39, series 2006) that a BSBA graduate should be able to convey ideas; prepare and evaluate reports, proposals and concepts; demonstrates good values at work; demonstrate the values of fairness, transparency, accountability, hard work, honesty, patience, diligence, innovativeness and risk taking; apply the principles of the different forms of communications using information technology; perform quality of work; understand the concepts and principles of good interpersonal relations; develop a wholesome personality; participate actively in business associations and comply with their policies and obligations; demonstrate leadership qualities, civic-mindedness and responsible citizenship; conduct environmental scanning; conduct feasibility study and other business research/plan; explain the concepts, approaches, and techniques of environmental



conservation; know and understand the country's national development thrusts, concerns; and management skills are the key to effective management.

Table 4- Weaknesses of Student Trainees For Academic Year 2011-2012 On-The-Job

Training

Weakness Indicators	F	Rank
Difficulty in oral English Communication skills	72	1.5
Lack English written communication skills	72	1.5
Inadequate computer literacy	70	3.5
Poor typewriting/encoding skills	70	3.5
Lack actual exposure to office housekeeping	55	5
Some have poor public relations/shyness	48	6
Some student trainees lack initiative and enthusiasm in their work assignments	45	7
Some student trainees find difficulty in following instructions from supervisors	40	8

The table reflected the identified weaknesses of the student trainees as evaluated by their immediate supervisors. According to them, the "difficulty in oral English Communication skills" and "lack English written communication skills" ranked first as evaluated by 72 immediate supervisors. This result has manifested the inadequate subjects in English and lack drills and practices in oral and written English communication lessons.

Aside from the weaknesses in oral and written English Communication Skills, 70 supervisors have evaluated student trainees to have "inadequate computer literacy" and "poor typewriting/encoding skills" ranked second.

The student trainees "lack actual exposure to office housekeeping" ranked third as assessed by the 55 supervisors. This result has manifested the lack of training of student trainees in housekeeping in their respective homes because of the presence of household helpers. While "some have poor public relations/shyness" were ranked sixth as assessed by the supervisors. This showed that these student trainees are residents of far flung communities with less exposure and socialization with other people.

Rank seventh was along "some student trainees lack initiative and enthusiasm in their work assignments" as evaluated by 45 supervisors. While "some student trainees find difficulty in following instructions from supervisors" were ranked eighth. This result reflected the poor



comprehension of some student trainees due to their poor academic performance in their classes.

The above mentioned ,identified weaknesses urge the Institute to consider replanning and reengineering the curriculum and the on-the-job training program to be more responsive and relevant. The identified weaknesses of student trainees for academic year 2008-2009 support the study of Milhail (2005) who stressed that the academic skills category included, among other things, spoken and written communication, computer literacy, research skills, specialist knowledge and ability to apply knowledge. The personal development category consisted of qualities such as self-confidence, independence, creativity, and desire to go on learning double spare after the training period.

Table 5 Pre and Post Performance Evaluation Of Students-Trainees For The Academic Year 2012-2013 (N=105)

Social Skills	Pre Evaluation	D	Post Evaluation	D
Grooming	1.52	S	1.41	VS
Suitability of dress	1.56	S	1.42	VS
Personal Hygiene	1.58	S	1.42	VS
Deportment	1.54	S	1.41	VS
Possess pleasing Personality	1.54	S	1.47	VS
Interest in work	1.47	VS	1.40	VS
Cooperation	1.50	VS	1.36	VS
Work Initiative	1.59	S	1.48	VS
Punctuality	1.53	S	1.40	VS
Office personnel relations	1.57	S	1.46	VS
Values	1.55	S	1.43	VS
Attendance	1.53	S	1.43	VS
Trustworthiness	1.51	S	1.45	VS
Area Rating	1.54	S	1.43	VS
Affective Qualities				
Follow direction	1.43	VS	1.43	VS
Take criticism	1.49	VS	1.42	VS
Understand instruction	1.46	VS	1.46	VS
Attend to details	1.48	VS	1.45	VS
Alertness	1.44	VS	1.44	VS
Requires absolute minimum supervision	1.40	VS	1.45	VS
Perform other assignment as may be assigned by the immediate	1.50	VS	1.42	VS



supervisor				
Area Rating	1.46	VS	1.44	VS
Intellectual Skills				
Encoding skill	1.56	S	1.54	S
Computer operation skill	1.58	S	1.51	S
Records filing skill	1.49	VS	1.39	VS
Clerical work	1.48	VS	1.50	S
Oral and Written communication skills	1.54	S	1.50	S
Computation skill	1.50	S	1.51	S
Use of correct grammar, spelling and punctuation marks	1.55	S	1.52	S
Use of office machines/equipment	1.50	S	1.54	S
Creativity and innovativeness	1.43	VS	1.45	VS
Area Rating	1.51	S	1.49	S
Utilization of Facilities and physical Environment				
Use of telephone	1.49	VS	1.54	S
Use of source of information	1.48	VS	1.44	VS
Use of office resources	1.44	VS	1.43	VS
Public relations (good human relationship within and outside the office)	1.45	VS	1.42	VS
Office housekeeping/ Management	1.46	VS	1.43	VS
Area Rating	1.47	VS	1.45	VS
Overall Rating	1.50	VS	1.47	VS

Of the thirteen(13) social skills, interest in work has obtained the highest pre performance evaluation rating of 1.47 while, “cooperation” obtained the highest post evaluation rating of 1.36 or very satisfactory, respectively. The work initiative garnered the lowest ratings of 1.59 and 1.48 which fall under satisfactory and very satisfactory performance. Furthermore, the performance area has obtained ratings of 1.54 and 1.43 or satisfactory and very satisfactory OJT performance of student trainees.

The satisfactory and very satisfactory performances of the pre and post evaluation performance ratings of student trainees conform with the study of Barker (2003) that interpersonal skills appear to be the most and generalizable skills in the workplace during the on-the-job training. These are: work effectively under different kinds of supervision; work without the need to close supervision; work cooperatively as a member of a team; get along and work effectively with people of different personalities; observe punctuality for



work and appointments; plan, carry out, and compete activities at one's own initiative; improve personality; and maintain trustworthiness among the employees.

Under the affective qualities, the highest pre-evaluation rating of 1.40 is along requires absolute minimum supervision and the highest post-evaluation rating of 1.42 is along take criticism and perform other assignment as may be assigned by the immediate supervisor. Both ratings fall under very satisfactory performance level. On the other hand, the lowest pre and post performance ratings of 1.49 and 1.46 or very satisfactory were assessed along take criticism and understand instruction.

The pre and post performance evaluation overall ratings of student trainees under this area are 1.46 and 1.44 or very satisfactory performance level, respectively.

Summarily, the table disclosed the pre and post performance evaluation overall ratings of 1.51 and 1.49 or satisfactory and very satisfactory on the specified performance area. Of the nine (9) identified intellectual skills, the highest ratings of 1.43 and 1.39 or very satisfactory were evaluated on the creativity and innovativeness and records filing skill. Under the area on utilization of facilities office and physical environment, the student-trainees were evaluated in their pre and post performance evaluation with the overall ratings of 1.47 and 1.45 or very satisfactory. The highest pre and post performance evaluation ratings of 1.44 and 1.42 were obtained along, use of office resources and public relations. This shows that student-trainees are efficient and effective in the use of office resources and in dealings with the employees and clients. On the other hand, the lowest pre and post performance evaluation ratings of 1.49 and 1.54 or very satisfactory performance were obtained along use of telephone. This result reflected that most of the cooperating agencies/offices do not have landline telephone in the communication processes. Employees are using the mobile cellphone in business and personal transactions.

**Table 6-Pre and Post Performance Summary Of Students-Trainees For The Academic Year
2012-2013**

Criteria for Performance Evaluation	Pre Evaluation	Post Evaluation
Social Skills	1.54 - S	1.43 - S
Affective Qualities	1.46 - VS	1.44 - VS
Intellectual Skills	1.51 - S	1.49 - VS
Utilization of facilities and physical Environment	1.47 - VS	1.45 - VS
Overall Rating	1.50 - VS	1.47 - VS



The above table reflected that the overall pre and post performance evaluation ratings of the student trainees were 1.50 and 1.47 or very satisfactory. Moreover, it appeared that the highest performance ratings of 1.46 and 1.44 or very satisfactory performance were obtained along “affective qualities”; while the lowest performance ratings of 1.54 or satisfactory was labeled along social skills and 1.49 or very satisfactory was obtained along intellectual skills.

Table 7-Strengths Of Student Trainees For Academic Year 2012-2013 On-The-Job Training

Strength Indicators	F	Rank
The student trainees were noted having positive work attitudes.	105	1
The student trainees were assessed to be humble, enthusiastic, obedient, and good followers.	102	2.5
Manifested good public relations	102	2.5
Followed directions with minimum necessary supervision	100	4
Mostly are hardworking and dependable	98	5
Showed great interest in work.	95	6
Display willingness to learn and improve	92	7
Good level of computer literacy.	90	8
Can perform clerical work effectively	88	9
Most of them are cooperating, honest and industrious	86	10

As shown on the table “the student trainees were noted to have positive work attitudes” ranked first as assessed by 105 supervisors. “The student trainees were evaluated to be humble, enthusiastic, obedient, and good followers” and “manifested good public relations” ranked second as evaluated by 102 supervisors. Rank fourth was along “followed the directions with minimum necessary supervision” has reflected in the evaluation of the 100 supervisors. The student trainees were “mostly are hardworking and dependable” ranked fifth. While some student trainees showed “great interest in the work” ranked sixth. On the other hand, the student trainees “display willingness to learn and improve” ranked seventh. While “good level of computer literacy” ranked eighth. This result reflects the offering of computer subjects in the third year level, instead of offering in the fourth year level. The student trainees “can perform clerical work effectively,” ranked ninth. While “most of the student trainees are cooperative, honest and industrious”, ranked tenth.



**Table 8-Weaknesses of Student Trainees For Academic Year 2012-2013 On-The-Job
Training**

Weakness Indicators	F	Rank
Student trainees should and must improve their English oral communication skills	88	1
Should improve English written communication skills	85	2
Lack of typing skills	80	3
Some student trainees need further computer literacy trainings and practices.	75	4
Student trainees should be more aggressive and willing to try other office functions aside from the assigned work by the supervisors	70	5
Learn to improve and develop more their self-confidence	66	6
Familiarization on the latest operation/use of office equipment/machines	58	7
To be trained more on office front line services	50	8

The "student trainees should and must improve their oral English communication skills", ranked first. Rank second was along "should improve English written communication skills", while "lack of typing skills" of student trainees, particularly the BSC Management students due to only two (2) computer subjects which have replaced the typing subjects from the old curriculum. Furthermore, along "Some student trainees need further computer literacy trainings and practices" the performance was ranked fourth. This result had reflected the inadequacy of computer literacy trainings among the BSC management students. Such a result is mostly attributed with the two (2) limited computer subjects being offered in the curriculum. Rank fifth was along, "student trainees should be more aggressive and willing to try other office functions aside from the assigned work by the supervisors". While "learn to improve and develop more their self-confidence", was ranked sixth. On the other hand, "familiarization on the latest operation/use of office equipment/machines", ranked seventh; and the student trainees "should be trained more on office front line services", ranked eight. This result has reflected the absence of a simulation room supposed to be equipped with complete facilities for the training of the students prior to their deployment.



**Table 9-Pre and Post Performance Evaluation Of Students-Trainees For The Academic Year
2013-2014 (N=89)**

Social Skills	Pre Evaluation	D	Post Evaluation	D
Grooming	1.46	VS	1.43	VS
Suitability of dress	1.40	VS	1.38	VS
Personal Hygiene	1.39	VS	1.35	VS
Department	1.42	VS	1.40	VS
Possess pleasing Personality	1.38	VS	1.34	VS
Interest in work	1.39	VS	1.36	VS
Cooperation	1.36	VS	1.34	VS
Work Initiative	1.40	VS	1.38	VS
Punctuality	1.39	VS	1.40	VS
Office personnel relations	1.36	VS	1.38	VS
Values	1.35	VS	1.34	VS
Attendance	1.35	VS	1.33	VS
Trustworthiness	1.32	VS	1.30	VS
Area Rating	1.38	VS	1.36	VS
Affective Qualities				
Follow direction	1.42	VS	1.39	VS
Take criticism	1.38	VS	1.35	VS
Understand instruction	1.35	VS	1.32	VS
Attend to details	1.40	VS	1.31	VS
Alertness	1.36	VS	1.39	VS
Requires absolute minimum supervision	1.35	VS	1.34	VS
Perform other assignment as may be assigned by the immediate supervisor	1.32	VS	1.30	VS
Area Rating	1.37	VS	1.34	VS
Intellectual Skills				
Encoding skill	1.40	VS	1.38	VS
Computer operation skill	1.39	VS	1.37	VS
Records filing skill	1.32	VS	1.31	VS
Clerical work	1.36	VS	1.35	VS
Oral and Written communication skills	1.45	VS	1.41	VS
Computation skill	1.36	VS	1.34	VS
Use of correct grammar, spelling and punctuation marks	1.40	VS	1.38	VS
Use of office machines/equipment	1.35	VS	1.34	VS
Creativity and innovativeness	1.38	VS	1.35	VS
Area Rating	1.38	VS	1.36	VS
Utilization of Facilities and physical Environment				



Use of telephone	1.55	S	1.52	S
Use of source of information	1.40	VS	1.38	VS
Use of office resources	1.32	VS	1.31	VS
Public relations/ good human relationship within and outside the office)	1.38	VS	1.35	VS
Office housekeeping/ Management	1.35	VS	1.32	VS
Area Rating	1.40	VS	1.38	VS
Overall Rating	1.38	VS	1.36	VS

As reflected on the table, the pre and post performance evaluation over-all ratings of 1.38 and 1.36 or very satisfactory was assessed along on-the-job training performance of student trainees for academic year 2013-2014. This result was contributed by the findings on the four (4) major OJT performance evaluation criteria, as follows:

Among the thirteen (13) social skill indicators, "Trustworthiness" & "attendance" obtained the highest pre and post evaluation ratings of 1.32 and 1.30, respectively. On the other hand, "grooming" garnered the lowest ratings of 1.46 and 1.43 or very satisfactory. This first major criteria registered the area ratings of 1.38 and 1.36 or very satisfactory performance among the student trainees. The second major criteria "affective qualities" obtained the area ratings of 1.37 and 1.34 or very satisfactory performance. This result was attributed by the pre and post performance evaluation highest ratings of 1.32 and 1.30 or very satisfactory along "perform other assignment as maybe assigned by the immediate supervisor." This result further signified that the student trainees exhibited their maturity and responsibility in performing their assigned tasks. On the other hand, the lowest ratings of 1.40 and 1.39 were evaluated along "perform other assignments as may be assigned by the immediate superior" and "follow direction". Although these performance indicators reflected the lowest ratings, the range of the ratings still falls under very satisfactory performance. Under the third major criteria, the pre and post performance evaluation area have ratings of 1.38 and 1.36 or very satisfactory. For the fourth major criteria, it obtained pre and post performance evaluation area ratings of 1.40 and 1.38 or very satisfactory. This result was attributed by the highest pre and post evaluation ratings of 1.32 and 1.31 or very satisfactory along, "use of office resources". This manifested the efficiency and effectiveness of the student trainees on the utilization of office resources. On the other hand, the "use of telephone" has obtained the lowest pre and post evaluation ratings of 1.55 and 1.52 or



satisfactory. This result was contributed by the performance rating of nine (9) student trainees due to the absence of telephone units in some agencies and offices in the locality.

Table 10-Pre and Post Summary Evaluation Of Training Performance Of Students-Trainees For The Academic Year 2013-2014

Criteria for Performance Evaluation	Pre Evaluation	Post Evaluation
Social Skills	1.38 – VS	1.36 – VS
Affective Qualities	1.37 – VS	1.34 – VS
Intellectual Skills	1.38 – VS	1.36 – VS
Utilization of job facilities and physical Environment	1.40 – VS	1.38 – VS
Overall Rating	1.38 – VS	1.36 – VS

The table revealed that the pre and post over-all OJT performance evaluation ratings of the student trainees were 1.38 and 1.36 or very satisfactory. This result was ushered by the very satisfactory ratings of the student trainees along the four (4) major criteria for OJT performance evaluation.

Table 11 Strength of Student Trainees For Academic Year 2013-2014 On-The-Job Training

Strength Indicators	F	Rank
The student trainees possessed quality work attitudes	86	1
Manifested good working relationship	83	2
Efficient and effective in their assigned tasks	80	3
The student trainees are humble, obedient and keen observers.	78	4
The student trainees have the ability to follow instructions with minimum supervision	75	5
Most of the student trainees are honest, cooperative and industrious.	72	6
Most of the student trainees are hardworking and dependable	70	7
Most of the student trainees exhibit great interest in work.	68	8
Most of the student trainees displayed willingness to learn	67	9
Higher level on computer literacy by the office management student trainees.	86	10

The student trainees possessed quality work attitudes” ranked first as evaluated by 86 supervisors. This result has manifested the maturity of the student trainees relative to their field of specialization. The second rank was obtained along “manifested good working relationship “with the employees and clients in their respective office assignments as assessed by 83 immediate supervisors.

The third rank was along “the student trainees were efficient and effective in their assigned tasks. The “student trainees are humble, obedient and keen observers”, ranked fourth,



while “the student trainees have the ability to follow instructions with minimum supervision”, ranked fifth.

Table 12-Weaknesses Of Student Trainees For Academic Year 2013-2014 On-The-Job Training

Weakness Indicators	F	Rank
Some student trainees must improve their English oral and written communication skills.	72	1
Lack typing skills. Some agencies/offices are still using typewriter units in the preparation of reports and some paper works.	68	2
Student trainees should be more aggressive to do other office functions.	66	3
Some student trainees should improve their confidence.	62	4
Familiarization of the operation of automated office machines, equipment and facilities.	60	5
Some student trainees need more training on office front line services.	56	6
BSC-Management student trainees need further computer literacy trainings.	58	7

As reflected on the table, “some student trainees must improve their English oral and written communication skills”, ranked first. Rank second was along the “lack typing skills”. This poor performance of student trainees in typing job was attributed by the relevantization of the curriculum wherein typing lessons were replaced by computer subjects, while “student trainees should be more aggressive to do other office functions”, ranked third.

Table 13 presents the comparison of summary of the pre and post on-the-job training performance evaluation ratings for academic year, 2011-2012, 2012-2013, and 2013-2014

Major Criteria for Performance Evaluation	ACADEMIC YEAR					
	2011-2012		2012-2013		2013-2014	
	Pre Evaluation	Post Evaluation	Pre Evaluation	Post Evaluation	Pre Evaluation	Post Evaluation
Social Skills	1.49(VS)	1.44(VS)	1.54(S)	1.43(VS)	1.38(VS)	1.36(VS)
Affective Qualities	1.45(VS)	1.44(VS)	1.46(VS)	1.44(VS)	1.37(VS)	1.34(VS)
Intellectual Skills	1.54(S)	1.51(S)	1.51(S)	1.49(VS)	1.38(VS)	1.36(VS)
Utilization of facilities and physical Environment	1.48(VS)	1.45(VS)	1.47(VS)	1.45(VS)	1.40(VS)	1.38(VS)
Over-All Rating	1.49(VS)	1.46(VS)	1.50(VS)	1.47(VS)	1.38(VS)	1.36(VS)



The table revealed that all the area ratings per academic year have obtained two (2) levels of evaluation on the performance of the students-trainees leveled as very satisfactory and satisfactory. Moreover, the area evaluation ratings particularly on academic year 2013-2014 were assessed with the highest pre and post performance evaluation ratings.

FINDINGS

The study found that the overall pre and post performance evaluation ratings on the training performances of the student trainees for academic year 2011-2012 is very satisfactory, despite the rated "satisfactory performance" of student trainees along the intellectual skills during the academic year.

The study further found that the overall pre and post performance evaluation ratings of student trainees on their on-the-job trainings for academic year 2012-2013 was rated very satisfactory. It was also noted that the student trainees were rated satisfactory along social and intellectual skills as evaluated by the concerned cooperating supervisors.

The study likewise revealed that the OJT program of the Institute is mutually beneficial to both the student trainees and the cooperating agencies/offices. The student trainees have acquired the much needed work experience and exposure to the actual office work environment, and at the same time given the opportunity to put into practice the theories and concepts they acquired in the State College. The cooperating agencies/offices in turn were benefited from the free services rendered by the student trainees who are recipients of new innovations and ideas in field of office management.

Likewise, the study showed that there were identified strength qualities of student trainees in their on-the-job trainings during the academic years 2011 to 2014. These were the manifestations of the rigid orientations and seminars on personality development and records management prior to the deployment of the student trainees; the acquired knowledge and skills of the student trainees; and the maturity of the student trainees to their field of specialization while undergoing their on-the-job trainings.

On the other hand, the study revealed the weaknesses or poor performance of the student trainees during their on-the-job trainings for academic years 2011 to 2014. These were manifested in their poor oral and written communication skills, unfamiliarization of the operation of automated office machines, equipment and facilities, lack of knowledge on office front functions, and lack of self-confidence.



CONCLUSIONS

This study was conducted in the context of the on-the-job trainings of student trainees at the Institute of Business Administration and Entrepreneurship, KalingaApayao State College, Tabuk City, Kalinga Province, Philippines .This is the first study conducted to evaluate the pre and post on-the-job training performance and needs of the student trainees in the Institute and the State College as a whole. The student trainees were mandated to attend the orientation and two day seminar on the business ethics, proper housekeeping, personality development, and records management in preparation for their deployment to the cooperating agencies and offices.

Likewise, the student trainees were required to wear prescribed on-the-job training uniforms and school identification cards as one of the Institute on-the-job training program policies. Sanctions will be imposed to violators. On the other hand, Memorandum of Agreements (MOA), were prepared and consummated between the Kalinga-Apayao State College represented by the College President and the Chief Executive Officers (CEO) of the concerned cooperating agencies and offices to formalize the deployment of the student trainees to the local on the job training partners.

Furthermore, the overall on-the-job training performance ratings of the student trainees per academic year were very satisfactory as attributed and shown by their strength qualities during the training duration. The highest on-the-job training performance rating of student trainees for the academic year was evaluated along the area on affective qualities.

On the other hand the lowest on-the-job training performance ratings per academic year were assessed along the areas of intellectual and social skills.

There were identified strengths of the student trainees along the four (4) major criteria of evaluating the on-the-job training performances. The identified weaknesses of the student trainees were slowly intervened and improved through the remedial measures being adopted under the instruction in business management by the Institute.

The Institute of Business Administration and Entrepreneurship has a very strong monitoring and evaluation system along its on-the-job training programs as evidenced by the presence of the Institute On-The-Job Training Manual with compiled files of On-the-job Performance which were duly accomplished by the cooperating agencies.



Also, the student trainees were required to prepare and submit book bounded on-the-job training narrative reports duly approved by the Institute Academic Council, as partial fulfillment of the requirements for the degree Bachelor of Science in Commerce and Bachelor of Science in Business Administration. The student trainees were mandated to comply with the On-the-job program policies of the Institute and standard office procedures of the concerned cooperating agencies and offices. Likewise, student trainees were required to complete 410 hours or 52 day on-the-job trainings.

The findings of the study has provided evidences for the idea that on-the-job training program is an effective training method for the student trainees of the Institute of Business Administration and Entrepreneurship and the KalingaApayao State College as a whole and shall serve as reference material to researchers who will be conducting similar studies in the future.

The on-the-job training program is a one-on-one training situated at the job place, where an immediate supervisor understands how to perform a task and instruct/explain to a student trainee how to do or perform it. The on-the-job training is cheaper to carry out as ,basically, it requires time and a few resources, and minimal supervision on the part of the immediate supervisor.

Finally, there are four (4) major steps to follow in developing and carrying out the on-the-job training program. These are the training design, training, implementation, outcome and evaluation of the on-the-job training performances of the student trainees.

RECOMMENDATIONS

The Institute should relevantize the curriculum to include functional English, speech and business communication subjects to strengthen and enhance the oral and written English communication skills of the incoming student trainees.

It is further recommended that the Institute should revisit the curriculum to increase computer subjects to a total of 15 units or five (5) subjects in the Bachelor of Science in Commerce and should be equally offered every semester of the course year levels. Likewise, it is further recommended for the students to find extra time to take computer literacy lessons outside the school in order to enhance their computer literacy skills. Concerned faculty members should integrate values and correct work attitudes in their management subjects being incorporated in their syllabi to inculcate and remind the students of business



ethics, values and correct work attitudes of student trainees undergoing on-the-job trainings.

Moreover, it is recommended that the administrations should provide a simulation room that is equipped with automated machines, equipment and facilities for the actual demonstration and hands-on and practice on proper housekeeping and actual operations office automated machines and equipments by the students prior to their local On-the job trainings deployment.

It is, therefore, recommended that faculty members teaching or in charge of the office automation and management subjects must focus the lessons on front line office services and other important office functions so that students will have knowledge about front line office services before their on-the –job training deployment.

It was also emphasized by some immediate supervisors in their recommendations that some student trainees lack self-confidence in their on-the-job trainings. It is therefore, recommended that one of the topics to be emphasized during the two day seminar must be on attitudinal work habits and qualities focusing on assertiveness, self- esteem and self-confidence of the student trainees. They should be advised to pocket their inferiority complex and must have self confidence because they are equipped with knowledge, skills and values as their assets in undertaking the on-the-job training activities and challenges given by their respective supervisors.

For future competitive employment in the private and government institutions and for stable and security job tenure, it is recommended that student trainees must take the professional civil service examinations, and take up other skills trainings or competencies at the Technical Education and Skills Development Authority (TESDA) for better employment opportunities, locally and globally. Student trainees who will not be able to find jobs in the future and have the financial capability should venture in business or entrepreneurship for self-employment and economic sustainability, practicing in actual their knowledge and skills in business management. There should be a continuous evaluation of on-the-job training activities of student trainees to improve/enhance the on-the-job-training program of the Institute, and to improve the performances of the incoming student trainees.



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