

Assessment of on the job training of Bachelor of Science in business administration program of Surigao Del Sur State university-Cantilan campus

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Abstract: On the job training for students has been used as a traditional mechanism to augment employability of graduates with connected demand for the labor market. This study would like to assess factors of the on the job training of the Bachelor of Science in Business Administration major in Financial Management and Human Resource Development Management of Surigao del Sur State University- Cantilan Campus. Descriptive survey method and questionnaire was the main tool. A total of 232 respondents were utilized from school year 2010-2011 up to 2014-2015. Result shows the feedback of the respondents on the different factors of OJT program such as Leadership, Attitude towards work, Competence/Performance, Linkage/Cooperating Firm, Benefits and Incentives, and Training Evaluation were explicitly described as adequate and sufficient for the trainees. However, in profound analysis, it was revealed that there were certain academic years that our trainees experienced many complications, problems and difficulties during their training program which were relatively not given quite attention by the administration of the University. Moreover, as an output of the research, a scheme could be developed to better understand and improve our trainees during their program. This could fully equip them to prepare themselves and explore the outside and actual field of work they learn from the academe.

Key words: On the job training; Training and evaluation; Linkage; OJT benefits and Incentives

1. Introduction

On the job training for students has been used as a traditional mechanism to augment employability of graduates with connected demand for the labor market. Graduates' employability is frequently understood as being the same as graduates' establishment in the employment market after graduation (EUROSTAT, 2009). Moreover, employability is more significant than being employed instantly after graduation. It is the first step to the journey to the real life. Furthermore, it shows the individual's ability to make an effective and enduring contribution to the society, and leading to a fulfilling life. Individual ability and qualities of graduates are developed through the whole range of experiences with the higher education offerings. Its goals and objectives served as a guide in developing the needed competencies for the particular job, and translating the training into a gainful working experience.

From the Higher Education point of view, an on the job training (OJT) may be defined as a short term educational experience with a company or organization that provides students with work experiences in an area where they are interested in enhancing a career decision. OJT also implies helpful work experiences and further increase students' confidence.

Thus, the Commission on Higher Education (CHED) equipped guidelines for students undergoing internship or on the job training, subject under CHED Memorandum Order (CMO) no. 39 series of 2006 for Bachelor of Science in Business Administration majors in Financial Management and Human Resource Development and Management. As a requirement by the CHED, graduating students of different majors of the College of Business Administration will undergo on-the-job training with obligatory time of one hundred hours. Conceivably, this would be a groundwork phase for the trainees to develop and apply theoretical knowledge obtained from their minor and major subjects in the academe to become professionals in their own fields of specialization and acquire innovative learning through gained experiences during trainings. It is very vital element of the education process, geared towards preparing students' future career.

Likewise, Surigao Del Sur State University-Cantilan Campus was duly accredited by the Commission of Higher Education (CHED) and was able to produce graduates from school years 2010-2011 to 2014-2015. However, trainees along the way encountered hesitations and difficulties that affect their on-the-job performances. Some felt frustrated and discontented to the training they received. Many factors are to be considered for the on-the-job training program that should be adequately managed. The said University is committed to meet

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the demand of the employers and accountable to students' performance during the training. As part of the continuing measure of the effectiveness of the program and to be persistently responsive to the needs of the students, it was on this assertion that this study was conducted to assess the factors that affect the on the job training program of BSBA graduates. Further, it evaluated OJT program performances across the school year 2010-2011 to 2014-2015 and somehow gave an enhancement on the said program in the next years to come.

2. Objectives of the study

The main objective of this study was to assess the factors of the on-the-job training of the Bachelor of Science in Business Administration majors in Financial Management and Human Resource Development and Management of Surigao del Sur State University- Cantiilan Campus. Specifically it sought to answer the following;

1. What is the demographic profile of the respondents in terms of the following variables?

- 1.1 Age
- 1.2 Gender
- 1.3 Civil Status
- 1.4 Course major
- 1.5 Venue of Practicum
- 1.6 Year Graduated

2. What are the feedbacks of the respondent on the different factors of OJT program such as;

- 2.1 Leadership
- 2.2 Attitude towards work
- 2.3 Competence/Performance
- 2.4 Linkage/Cooperating Firm
- 2.5 Benefits and Incentives
- 2.6 Training Evaluation

4. What are the problems encountered by the trainees during the OJT program?

3. Significance of the study

The researchers of this undertaking aspire to make substantial contribution to the better

enhancement and development of the on-the-job training program.

To the students who are enrolled in their OJT course, this will give them deeper understanding and profound awareness to the different factors that would affect their OJT performance. The results of this study will help them mend specific areas among themselves to become professionals.

To the academe, this would provide perceptions and recommendations on how to help the program become more effective and sufficiently administered. To the professors and OJT coordinators, it would also provide information to the condition of the trainees during the program that would enable them to assist the students by giving a prepared, comprehensive and supportive feedback.

To the cooperating firms, industries and companies who accept student trainees, this would lead them on how to handle and supervise trainees appropriately.

Furthermore, the findings of this study can serve as resources among researchers' undertaking related to the field.

4. Methods

4.1. Research design

The research method used was descriptive survey and questionnaire was the main tool in measuring the effectiveness of the OJT of the BSBA program of the Surigao Del Sur State University, Cantiilan Campus from SY 2010-2011 to 2014-2015.

5. Respondents of the study

This study confined all the graduates of the Bachelor of Science in Business Administration majors in Financial Management and Human Resource Development and Management of Surigao del Sur State University- Cantiilan Campus from school year 2010-2011 to 2014-2015. This included a total of 232 respondents. The breakdown of the respondents' data presented below:

Table 1: Distribution of respondents

School Year	Major	Female	Male	Total
2010-2011	Financial Management	16	7	23
2011-2012	Financial Management	27	13	40
	Human Resource Development and Management	8	2	10
2012-2013	Financial Management	28	11	39
	Human Resource Development and Management	4	2	6
2013-2014	Financial Management	36	6	42
	Human Resource Development and Management	4	4	8
2014-2015	Financial Management	35	15	50
	Human Resource Development and Management	10	4	14
Total		168	64	232

6. Data gathering procedure

The researcher asked permission to the Campus Director of SDSSU-Cantiilan Campus and to the DEAN of College of Business Management for the

determination of graduates from school year 2010-2011 to 2014-2015. Questionnaire was the main instrument for gathering the data for this study. The instrument consisted of three parts; the first part was the demographic profile of the graduates while

the second part focused on the on the job training assessment and the last part was on the problems encountered during the on the job training. Second part of the instrument was based on the evaluation form used by the University and the third or last part was adopted from the study of Verrecio (2014) and Taladtad et al. (2010).

Data Collection will be done through personal distribution, e-mail and the use of social networking media such as Facebook. Respondents were given sufficient time to answer the questions stated on the questionnaire.

The researchers also employed unstructured interviews to gather first – hand data and information that would be relevant to the study. Selected respondents were interviewed in casual conversation and their answers were delivered directly in the form of comments, opinions and suggestions based on their observations and experiences.

This study made use of documentary material to provide supplemental facts such as OJT evaluation form and OJT narrative reports.

Lastly, the researchers further make observations; it was one of the earliest methods for acquiring knowledge. In this method the researchers watched closely the next behavior of the respondents under investigations in various natural setting.

7. Results

Table 2 presented the demographic profile of the respondents as to gender, civil status, age, course major and the venue of OJT. It shows that in terms of gender for 2011 majority were male while for 2012 onwards were females, single at age ranges 20-24 years old and with a major of financial management. In terms of the venue of OJT, batches from 2011 to 2013 and 2015 said that they undergone their OJT at

privately owned companies but 2014 graduates majority were on government offices.

Table 3 showed the feedbacks of the respondents about the OJT received in terms of leadership. The data revealed that almost all the qualities like; develop self- discipline and potential for leadership, assumes responsibility readily gets results and group loyalty, able to understand clear instruction and does not need to be always checked or supervised and accepts suggestion and strives to improve work were verbally interpreted as very high extent. In general, leadership factor for all batches agreed to be very high extent apparently from their respective grand mean.

Table 4 above illustrated the feedbacks from respondents about the OJT received in terms of attitudes towards work and it exhibited that only respondents from batch 2012 answered high extent on dealing with supervisor and others with courtesy and work harmoniously with the officemates with a weighted mean of 3.14 for both. Meanwhile, as to follows company/agency rules and regulation got the lowest weighted mean of 3.02 from batch 2014 interpreted as high extent. But, the rest of the attitudes were verbally interpreted as very high extent by the respondents from batch 2011 to 2015. In totality all batches approved as very high extent in terms attitude towards work factor with respect to their grand mean.

Feedbacks from respondents about OJT received as to performance and competence, Table 5 revealed that batches from 2011 to 2015 said that mostly all the qualities for performance and competence such as Works accurately, efficiently and effectively, accomplishes assigned tasks on time, follows directions/instructions correctly, produces quality work and shows cooperation with others, readily understands instructions, perform the tasks even the supervisor is not around.

Table 2: The demographic profile of the respondents

Particulars	Year Graduated (%)				
	2011	2012	2013	2014	2015
Gender					
Male	66	20	50	23	44
Female	34	80	50	77	56
Civil Status					
Single	75	100	80	100	100
Married	25	0	20	0	0
Age					
19 below	0	0	0	0	11
20-24 yrs old	75	80	90	92	77
25-29 yrs old	25	20	10	8	12
Course Major					
Financial Mgt.	67	83	100	77	88
Human Resource Development Mgt.	33	17	0	23	12
Venue of OJT					
Private owned	100	75	90	38	66
Government	0	25	10	62	34

Table 3: Feedback from respondents about the OJT received in terms of Leadership

Qualities	2011		2012		2013		2014		2015	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
Develop self- discipline and potential for leadership	3.81	VHE	3.31	VHE	3.41	VHE	3.6	VHE	3.88	VHE
Assumes responsibility readily gets results and group loyalty	3.73	VHE	3.31	VHE	3.18	HE	3.66	VHE	3.73	VHE
Able to understand clear instruction and does not need to be always checked or supervised	3.73	VHE	3.48	VHE	3.47	VHE	3.8	VHE	3.78	VHE
Accepts suggestions and strives to improve his work	4	VHE	4	VHE	3.88	VHE	3.2	HE	3.67	VHE
GRAND MEAN	3.82	VHE	3.52	VHE	3.48	VHE	3.56	VHE	3.76	VHE

Table 4: Feedback from respondents about the OJT received in terms of attitudes towards work

Qualities	2011		2012		2013		2014		2015	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
Makes use of time and not squanders it	3.55	VHE	3.69	VHE	4	VHE	3.9	VHE	3.91	VHE
Reports to work regularly on time	4	VHE	4	VHE	3.35	VHE	3.8	VHE	3.73	VHE
Follows company/agency rules and regulations	4	VHE	3.86	VHE	3.35	VHE	3.02	HE	3.86	VHE
Interest and enthusiasm in performing the task assigned	4	VHE	3.69	VHE	3.59	VHE	3.30	VHE	3.86	VHE
Patience and diligence in performing assigned task.	4	VHE	3.48	VHE	3.53	VHE	3.66	VHE	3.91	VHE
Open to helpful criticism.	3.55	VHE	3.69	VHE	3.59	VHE	3.8	VHE	3.73	VHE
Deal with supervisor and others with courtesy.	4	VHE	3.14	HE	3.76	VHE	3.66	VHE	3.73	VHE
Work harmoniously with the officemates.	3.45	VHE	3.14	HE	3.94	VHE	3.89	VHE	3.73	VHE
Always taking initiative.	4	VHE	3.48	VHE	3.65	VHE	3.30	VHE	4	VHE
GRAND MEAN	3.84	VHE	3.57	VHE	3.64	VHE	3.59	VHE	3.83	VHE

Usually came up with sound suggestions, showing strength and stability, cooperate with all other members of the organization, being resourceful were

verbally interpreted as very high extent. Only batch 2012 responded high extent on the works.

Table 5: Feedback from respondents about the OJT received in terms of performance and competence

Qualities	2011		2012		2013		2014		2015	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
Works accurately, efficiently and effectively	3.55	VHE	3.14	HE	3.82	VHE	3.66	VHE	3.91	VHE
Accomplishes assigned tasks on time.	3.45	VHE	3.31	VHE	3.59	VHE	3.33	VHE	3.73	VHE
Follows directions/instructions correctly	3.45	VHE	3.48	VHE	3.59	VHE	3.8	VHE	3.73	VHE
Produces quality work and shows cooperation with others	4	VHE	3.69	VHE	4	VHE	3.55	VHE	3.73	VHE
Readily understands instructions	4	VHE	3.69	VHE	3.82	VHE	3.61	VHE	3.61	VHE
Perform the tasks even the supervisor is not around.	3.55	VHE	3.69	VHE	3.52	VHE	3.65	VHE	3.81	VHE
Usually came up with sound suggestions.	3.63	VHE	3.69	VHE	3.29	VHE	3.22	HE	3.67	VHE
Showing strength and stability.	4	VHE	4	VHE	3.47	VHE	3.33	VHE	3.91	VHE
Cooperate with all other members of the organization.	4	VHE	4	VHE	3.35	VHE	3.90	VHE	3.73	VHE
Being resourceful.	4	VHE	3.48	VHE	3.41	VHE	3.88	VHE	3.73	VHE
GRAND MEAN	3.76	VHE	3.62	VHE	3.59	VHE	3.59	VHE	3.76	VHE

Accurately, efficiently and effectively with weighted mean of 3.14 and batch 2014 answered high extent on usually came up of sound suggestion with a weighted mean of 3.22. Generally, all batches concurred as shown in their individual grand mean that OJT received as to performance and competence factor was very high extent.

Table 6 presented the feedback of the respondent about OJT as to their cooperating firm and linkage. It shows that batches from 2011 to 2015 has the same

feedback of very high extent on the trainer's/ Supervisors assigned task related to practicum's major jobs and the trainer sets a positive example to follow. Meanwhile, on the facilities and equipment used in the place of OJT are modernized; only batches from 2011, 2013, 2014 and 2015 describes as very high extent and batch 2012 says high extent. As to training method used by the cooperating firm and linkage batches 2011, 2013 and 2015 verbally interpreted as very high extent and the rest batches

describes it as high extent. Very high extent was also the feedback from batches 2011 to 2014 on the support given by the immediate boss but batch 2015 says only high extent. In terms of the environment that exclusively for learning respondents from 2011, 2013 and 2014 states very high extent and just high extent from the respondent 2012 and 2015. It was also evident that in 2011, rendering overtime was not yet practiced as it was verbally interpreted as low extent unlike with the succeeding batches it was rated as high extent for batches 2012 and 2013 but very high extent for 2014 and 2015 batches. As to the OJT program of the school is open to the industry or company and there is an orientation of the practicumers to the cooperating firm, it clearly implied that it gradually declined from very high extent to high extent from 2011 to 2015 as shown in their respective weighted mean. But entirety, grand mean showed that in terms of feedback from respondents about the OJT received as to their

cooperating firms and linkage, it was very high extent.

Table 7 present the feedback of the respondents about OJT in terms of incentives and benefits given by the firm. As to firm provide allowance, the respondent from batch 2011 to 2015 verbally interpreted from very low extent to low extent. However, high extent and very high extent on the firm provide free snacks and meal to their OJT. Furthermore, paying extra service rendered by the trainee and firm offers part time jobs to deserving trainee respondents from batch 2011 to 2014 describes low extent to very low extent whereas batch 2015 said high extent on the paying extra service rendered and very high extent on the firms offers part time jobs to deserving trainees. It was evident in general as shown in the grand mean that in terms of incentives and benefits given by firm it has improved from 2011 low extent with grand mean of 1.86 to high extent of 2015 with grand mean of 3.02.

Table 6: Feedback from respondents about the OJT received as to their cooperating firms and linkage

Particular	2011		2012		2013		2014		2015	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
The facilities and equipment used in the place of OJT are modernized	3.55	VHE	3.14	HE	3.47	VHE	3.66	VHE	3.89	VHE
The training method is efficient	3.55	VHE	2.86	HE	3.47	VHE	3.20	HE	3.81	VHE
Support are given by the immediate boss	3.45	VHE	3.59	VHE	3.76	VHE	3.60	VHE	3.15	HE
Trainer's/ Supervisors assigned task related to practicumers's major jobs	4	VHE	3.31	VHE	3.29	VHE	3.66	VHE	3.73	VHE
The firm environment is exclusive for learning	3.45	VHE	3.14	HE	3.65	VHE	3.33	VHE	3.16	HE
Required to render overtime at the expense of the students	2.09	LE	3.14	HE	3.06	HE	3.28	VHE	3.72	VHE
The trainer has a good working relationship with the trainee	2.91	HE	3.31	VHE	3.76	VHE	3.35	VHE	3.90	VHE
The trainer sets a positive example to follow	3.55	VHE	3.31	VHE	3.47	VHE	3.35	VHE	3.75	VHE
The trainee is free to ask questions to the trainer whenever it is necessary	4	VHE	3.52	VHE	3.94	VHE	3.20	HE	3.77	VHE
There is direct linkage of the school and the office or industries where you conduct practicum.	2.55	HE	3	HE	3.76	VHE	2.70	HE	3.63	VHE
The ojt program of the school is open to the industry or company.	3.55	VHE	3.69	VHE	3.76	VHE	3.13	HE	3.15	HE
There is an orientation of the practicumers to the cooperating firm.	3.55	VHE	3.59	VHE	3.76	VHE	2.98	HE	3.18	HE
There is JT coordinators to serve the link between the school and the cooperating firm.	2.55	HE	3.31	VHE	3.94	VHE	3.18	HE	3.81	VHE
GRAND MEAN	3.29	VHE	3.30	VHE	3.62	VHE	3.29	VHE	3.59	VHE

Table 7: Feedbacks of the respondents about the OJT in terms of incentives and benefits given by the firm

Particulars	2011		2012		2013		2014		2015	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
The Firm Provide Allowance	1.45	VLE	2.21	LE	1.18	VLE	1.63	VLE	2	LE
The firm provide free snacks and meals	2.55	HE	3.31	HE	3	HE	2.75	HE	3.16	VHE
They pay extra service rendered by the trainee.	1.45	VLE	2.03	LE	1.12	VLE	1.97	LE	3.21	HE
The firm offers part time jobs to deserving trainees	2	LE	2	LE	1.17	VLE	1.80	LE	3.70	VHE
GRAND MEAN	1.86	LE	2.39	LE	1.62	VLE	2.04	LE	3.02	HE

For the feedback of the respondents as to the training and evaluation, it was observed in Table 8

above that majority of them from 2011 to 2015 interpreted as very high extent and high extent from

batch 2012 on there is a reliable and accurate OJT evaluation and all batches interpreted very high extent on the practicum is aware of the different aspects to be evaluated by the immediate boss. As

shown in their respective grand mean, it can be interpreted that all batches conferred that in terms of training and evaluation it was implemented as very high extent.

Table 8: Training and Evaluation

Particulars	2011		2012		2013		2014		2015	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
There is a reliable and accurate OJT evaluation system.	3.27	VHE	3.14	HE	3.82	VHE	3.71	VHE	3.98	VHE
The practicum is aware of the different aspects to be evaluated by the immediate boss.	3.55	VHE	3.48	VHE	3.94	VHE	3.35	VHE	3.61	VHE
GRAND MEAN	3.41	VHE	3.31	VHE	3.88	VHE	3.53	VHE	3.79	VHE

Table 9 above showed the most problems encountered by the students during their OJT program. Batch 2014 stated that their OJT work is not related to their course got the highest average mean of 3.87 and verbally interpreted as very high extent, followed by there's no harmonious environment in the workplace (3.80) and the employees or supervisors are not approachable (3.33). They also stated that there was a high extent

on no proper job orientation in the organization with a mean of 3.16, high extent for lack of support from the university with a mean of 3.10 and high extent for lack of self-confidence with a mean of 2.91. Batch 2011 agreed with batch 2014 with a verbal interpretation of high extent on the OJT number of hours is limited with a mean of 2.31 and 2.99 accordingly.

Table 9: Problems encountered by the respondent during OJT

Particulars	2011		2012		2013		2014		2015	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
Limited firms to have an OJT with.	2.45	LE	2.48	LE	2.65	HE	2.75	HE	1.15	VLE
Inadequate knowledge regarding the task assigned	2	LE	2.31	LE	1.47	VLE	2.17	LE	1.82	LE
No monitoring from OJT coordinator to the assigned offices.	1.55	VLE	2	LE	2.06	LE	2.31	LE	2.10	LE
OJT number of hours is limited.	3	HE	2.31	LE	1.53	VLE	2.99	HE	2.10	LE
Lack of support from the University.	2	LE	2.14	LE	1.53	VLE	3.10	HE	1.90	LE
There is a risk of accident in the workplace.	2	LE	1.86	LE	1.76	LE	2.75	HE	1.82	LE
There is no harmonious relationship in the workplace.	1.45	LE	1.59	VLE	1.65	VLE	3.8	VHE	2.10	LE
OJT work is not related to financial management/human resource development and management.	1.45	VLE	1.59	VLE	1.53	VLE	3.87	VHE	1.89	LE
There is no proper job orientation in the organization.	1.55	VLE	1.83	LE	1.53	VLE	3.16	HE	2.10	LE
Lack of Self-confidence.	1.45	VLE	2.1	LE	1.76	LE	2.91	HE	2.3	LE
The employees or supervisors are not approachable.	1	VLE	2.1	LE	2.31	LE	3.33	VHE	1.98	LE
GRAND MEAN	1.81	LE	2.03	LE	1.80	LE	3.01	HE	1.93	LE

In addition, batch 2013 approved that during their time they have limited firms to conduct their OJT; they both interpreted this aspect as high extent. Likewise, batch 2014 interpreted as high extent on there is a risk of accident in the workplace, there is no proper job orientation, and lack of self-

confidence. Lastly, the rest of the problems cited were interpreted from very low extent to low extent.

8. Conclusion

This research complements on the assessment of the OJT program specifically for the Bachelor of Business Administration majors in Financial Management and Human Resource Development and Management. Based on the findings attained, it can be concluded the feedbacks of the respondent on the different factors of OJT program such as Leadership, Attitude towards work, Competence/Performance, Linkage/Cooperating Firm, Benefits and Incentives, and Training Evaluation were explicitly described as adequate and sufficient for the trainees.

However in profound analysis, it was revealed that there were certain academic years that our trainees experienced many complications, problems and difficulties during their training program which were relatively not given quite attention by the administration of the University. Furthermore, this analysis crafts an opportunity to improve and address the need of the trainees.

Moreover, as an output of the research, a scheme could be developed to better understand and improve our trainees during their program. This could fully equip them to prepare themselves and

explore the outside and actual field of work they learnt from the academe.

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