Performance of Bachelor of Science in Information Technology (BSIT) Students in their On-the-Job Training (OJT) for the Academic Year 2016-2017

JEFFERSON L. LERIOS and SHERWIN B. SAPIN
Assistant Professors, College of Computer Studies
Laguna State Polytechnic University-Los Baños Campus

Abstract

Students' performance in their respective On-the-Job Training (OJT) is one of the success stories that may provide significant contribution to the total effectiveness of the curriculum designed and participated by stakeholders from various industry representation. Students were deployed in different companies to gain knowledge, skills, attitudes, and actual working experience for them to become more competitive upon completion of training and serve as input for their future career in his/her chosen field. This study aimed to assess and evaluate the OJT performance of BSIT students in their respective companies for Academic Year 2016-2017. Descriptive-survey research was employed in this study. A total of 58 students were selected to represent as the main respondents of the study. Findings revealed that their OJT performance was at "Very Satisfactory" level. The study recommended that the College of Computer Studies may establish a strong partnership and linkages with various companies, especially those with IT departments which accept student-trainees.

April 2017

Introduction

On-the-job training, also known as OJT, is teaching the skills, knowledge, and competencies that are needed for employees to perform a specific job within the workplace and work environment. Employees learn in an environment in which they will need to practice the knowledge and skills taught in the on-the-job training (Heathfield, 2016).

Exposure to actual working environment plays an important role in the development of future professionals in various fields of specialization. Thru this, numbered higher education institutions (HEIs) is establishing their best to provide an effective OJT program integrated and implemented in some of their curricular offerings.

Any organization that wants to succeed, and to continue to succeed, has to maintain workforce consisting of people who are willing to learn and develop continuously. Training and developing human capital is tremendously important in the effective management and maintenance of a skilled workforce. Training is one of the ways of improving organization's effectiveness. In order to implement right training methods, organization should be aware of the training methods and their effectiveness (Alipour, 2009).

The College of Computer Studies (CCS) of Laguna State Polytechnic University-Los Baños Campus (LSPU-LBC) offers Bachelor of Science in Information Technology (BSIT) degree program that incorporates OJT in the curriculum. Students were deployed in different companies to render their Practicum or OJT which lasted for four hundred ninety (490) hours.

This study was conceptualized to assess and evaluate the performance of BSIT students that had undergone OJT in their respective companies. Furthermore, the study will provide significant information that may serve as good input to the continuous improvement and effective delivery of the CCS' OJT Program and to other curricular programs of the University-Campus as well.

Research Objectives, Questions and Hypotheses

The main objective of this study is to assess and evaluate the performance of BSIT students in their OJT for the Academic Year 2016-2017 and the following questions were answered:

1. What is the respondent's socio-demographic profile in terms of Age, Gender, Company Name, and Department?

2. What is the respondent's mean assessment on the OJT Program of CCS in terms of College, Company, Personal and Over-all?

3. What is the respondent's performance evaluation score in terms of Job Knowledge, Dependability, Communication Skills, Conduct, Initiative and Creativity, Cooperatives and Relationship and Attendance and Punctuality?

4. What is the respondent's level of performance in OJT?

5. What is the respondent's over-all perception on the level of effectiveness of OJT Program of CCS?

6. Is there any significant relationship between the respondent's socio-demographic profile and mean assessment of the OJT Program of CCS in terms of College, Company, Personal, and Over-all?

7. Is there any significant relationship between the respondent's socio-demographic profile and performance evaluation score in terms of Job Knowledge, Dependability, Communication Skills, Conduct, Initiative and Creativity, Cooperatives and Relationship and Attendance and Punctuality?

8. Is there any significant relationship between the respondent's socio-demographic profile and level of performance in OJT?

9. Is there any significant relationship between the respondent's mean assessment of the OJT Program of CCS and performance evaluation score in terms of Job Knowledge, Dependability, Communication Skills, Conduct, Initiative and Creativity, Cooperatives and Relationship and Attendance and Punctuality?

10. Do the following singly or in combination predict the respondent's over-all perception on the level of effectiveness of OJT Program of CCS:

   a. Socio-demographic Profile,

   b. Program Assessment,

   c. Performance Evaluation?

Based on the above questions, the following hypotheses were derived and tested at 5% level of significance:

1. There is no significant relationship between the respondent's socio-demographic profile and mean assessment of the OJT Program of CCS in terms of College, Company, Personal, and Over-all.

2. There is no significant relationship between the respondent's socio-demographic profile and performance evaluation score in terms of Job

Knowledge, Dependability, Communication Skills, Conduct, Initiative and Creativity, Cooperatives and Relationship and Attendance and Punctuality.

3. There is no significant relationship between the respondent's socio-demographic profile and level of performance in OJT.

4. There is no significant relationship between the respondent's mean assessment of the OJT Program of CCS and performance evaluation score in terms of Job Knowledge, Dependability, Communication Skills, Conduct, Initiative and Creativity, Cooperatives and Relationship and Attendance and Punctuality?

5. None among the following singly or in combination predict the respondent's over-all perception on the level of effectiveness of OJT Program of CCS:

   a. Socio-demographic Profile,

   b. Program Assessment,

   c. Performance Evaluation.

Research Methodology

The research design implemented in this study is the Descriptive-Survey. This design was adopted by the researchers for they strongly believed that this was the most suited and appropriate in analyzing and interpreting the data collected and to eventually come up with better findings, conclusions, and recommendations.

The respondents of this study are the conveniently selected fourth year BSIT students that had successfully completed their OJT and attended the College' General Assembly Meeting. Moreover, this utilized the Performance Evaluation Sheet and

Program Assessment Questionnaire as its main instruments to solicit the data needed for analysis and interpretations.

Furthermore, the researchers had used various statistical tests of the measurement and validation of the research questions and hypotheses.

Results and Discussion

Table 1. Age Distribution of the Respondents

Age	Male	Female	Total	Percent
19	2	4	6	10.34
20	12	11	23	39.66
21	10	7	17	29.31
22	2	2	4	6.9
23	1	1	2	3.45
25	1	0	1	1.72
26	3	1	4	6.9
28	1	0	1	1.72
Total	32	26	58	100

From the total population of 119 officially enrolled students in OJT for Academic Year 2016-2017 fifty-eight (58) was conveniently selected as target respondents. The socio-demographic profile of the respondents, Table 1 showed that the highest frequency in terms of Age was 20 years old and that represents twenty-three (23/58 or 39.66%) of the total respondents which comprises of twelve (12) males and eleven (11) females.

Table 2. List of Identified Companies

Company	Male	Female	Total	Percent
Bureau of Plant Industry	0	2	2	3.45
CPIP-Batino BC Rizal Commercial Banking Corp.	1	1	2	3.45
DENR-CALABARZON	2	0	2	3.45
DENR-ERDB	5	4	9	15.52
DENR-PENRO	3	1	4	6.9
DOST-FPRDI	4	0	4	6.9
DOST-PCAARRD	2	3	5	8.62
HealthServ Los Baños Medical Center	0	2	2	3.45
IRRI	1	2	3	5.17
LandBank-UPLB	1	0	1	1.72
Municipality of Los Baños	2	0	2	3.45
PAGIBIG Fund - Calamba City	2	3	5	8.62
PLDT-Calamba City	1	0	1	1.72
PLDT-Los Baños	1	3	4	6.9
Rural Bank of Mabitac - Los Baños Branch	1	1	2	3.45
SSS-Calamba City	3	0	3	5.17
UPLB	2	3	5	8.62
UPLB Foundation, Incorporated	1	0	1	1.72
UPOU	0	1	1	1.72
Total	32	26	58	100

Among the 19 companies identified shown in Table 2, nine (9/58 or 15.52%) completed their OJT in the Ecosystems Research Development Bureau (ERDB) of the Department of Environment and Natural Resources (DENR) located in Los Baños, Laguna, Philippines.

Table 3. Department Distribution

Department/Section/Unit	Male	Female	Total	Percent
IT-Related	12	7	19	32.76
Non-IT	20	19	39	67.24
Total	32	26	58	100

Based from the Department/Section/Unit of assignments reflected in Table 3, majority or thirty-nine (39/58 or 67.24%) of the respondents completed their OJT in a

Non-IT workplace (or department) and the remaining nineteen (19 or 32.76%) were assigned in the IT-related workplace.

Table 4. Performance Mean Score

Terms	Mean Score
Job Knowledge	13.96
Dependability	13.88
Communication Skills	13.67
Conduct	14.59
Initiative and Creativity	13.84
Cooperatives and Relationship	14.68
Attendance and Punctuality	9.24

Depicted in Table 4 are the performance mean scores of the respondents based on the evaluation done by their respective immediate supervisors. On the maximum score of 15, the highest mean score goes to Cooperatives and Relationship with 14.68 followed by Conduct with the mean score of 14.59. Moreover, with the maximum score of 10, Attendance and Punctuality obtained the score of 9.24.

Table 5. Frequency of Responses on OJT Performance Level

Level	f	%
Excellent	22	37.93
Very Satisfactory	27	46.55
Satisfactory	7	12.07
Passed	2	3.45
Total	58	100

Over-all Mean = 93.86, "Very Satisfactory"

The frequency counts of the respondents' level of performance in OJT seen in Table 5 described that 46.55% (27/58) of the respondents obtained "Very Satisfactory" performance, followed by "Excellent" performance at 37.93% (22/58), next is 12.07% (7/58) at "Satisfactory" performance and 2 or 3.45% at "Passed" performance. Although both the mean performances of the students in terms of Department was at "Very

Satisfactory" level, those who completed their OJT in Non-IT (mean=94.49) showed a slight higher mean over Non-IT with the mean of 92.56.

Moreover, the computed mean score on the overall performance of the respondents was 93.86 and this implies that the respondents were "Very Satisfactory" on their OJT performance in their assigned company workplace.

Table 6. OJT Program Assessment

Assessment	Mean	Interpretation
College	4.19	Very Satisfied
Company	4.33	Extremely Satisfied
Personal	4.46	Extremely Satisfied
Overall	4.29	Very Satisfied

The OJT Program of CCS was assessed by the respondents and the results were shown in Table 6. In terms of Personal, the respondents obtained the mean of 4.46 interpreted as "Extremely Satisfied," followed by Company with the mean of 4.33 interpreted as "Extremely Satisfied," and College with the mean of 4.19 interpreted as "Very Satisfied."

The computed overall mean was 4.49 interpreted as "Very Satisfied" and this dictates that the respondents were "Very Satisfied" on the implementation delivery of the OJT Program of the College of Computer Studies.

Table 7. Frequency of Over-all Level of Effectiveness of OJT Program

Level	f	%
Very Effective	28	48.28
Effective	14	24.14
Slightly Effective	16	27.59
Total	58	100

Overall Mean = 4.21, "Effective"

The respondents were asked about their overall assessment on the Effectiveness of OJT Program of CCS, the summary of their responses were seen in Table 7. The highest frequency of 28 (48.28%) goes to "Very Effective," this is followed by "Slightly Effective" with 16 (27.59%) counts, and 14 (24.14%) responses of "Effective."

The overall computed mean for effectiveness was 4.21 interpreted as "Effective," this implies that the respondents assessed the OJT Program of CCS to be "Effective."

Table 8. Correlation between Socio-demographic Profile and OJT Program Assessment

Assessment		Age	Gender	Comp_Name	Department
College	r	-.141	.022	.087	.199
	p	.290	.868	.516	.134
Company	r	-.022	-.124	.011	.334*
	p	.868	.352	.935	.010
Personal	r	-.032	-.061	-.080	.341*
	p	.814	.647	.549	.009
Over-all	r	-.108	-.048	.039	.328*
	p	.422	.720	.774	.012

Correlation is significant

The correlation between the respondent's socio-demographic profile and OJT Program Assessment shown in Table 8 and it revealed that the respondents assessment based on Company (r=.334, p=.010) and Personal (r=.349, p=.009) both showed significant positive relationship with Department. This may command that students' OJT assignment/placement in any or particular department constitute to the assessment of the College' OJT Program. In addition, the Over-all (r=.328, p=.012) assessment of the respondent had a positive significant relationship with Department

and this solidified that the knowledge, skills, attitudes, and experiences gained by the students in their respective assigned departments attributed to better over-all assessment of the College' OJT Program.

Table 9. Correlation between Socio-demographic Profile and Performance Score

Socio-demographic Profile		Job Knowledge	Dependability	Communication Skill	Conduct	Initiative and Creativity	Cooperatives and Relationship	Attendance and Punctuality
Age	r	.140	.021	-.037	.082	.223	-.100	-.065
	p	.293	.874	.782	.543	.093	.455	.627
Gender	r	-.081	-.042	.131	-.207	-.133	-.018	.094
	p	.543	.754	.328	.119	.321	.895	.483
Comp_Name	r	-.085	-.025	-.094	-.209	-.111	.082	-.122
	p	.528	.852	.481	.115	.406	.542	.362
Department	r	-.221	-.323*	-.156	.036	-.096	-.006	.015
	p	.096	.013	.241	.788	.473	.965	.910

Seen in Table 8 is the correlation between the respondent's socio-demographic profile and OJT Performance Score and it shown that the Company Name (Comp_Name) displays a negative significant relationship with the Performance Score in terms of Dependability (r=-.323, p=.013) this entails that the students' performance in their chosen company may lead to better performance in terms of Dependability. Further, the correlation shown a negative relationship due to the fact that majority of the companies identified in this study are Non-IT and students themselves are responsible in finding/seeking for their place of internships.

Table 10. Correlation between Socio-demographic Profile and OJT Performance Level

Socio-demographic Profile		OJT Performance
Age	r	.065
	p	.628
Gender	r	-.047
	p	.727
Comp_Name	r	-.117
	p	.383
Department	r	-.171
	P	.200

The correlation between the respondent's socio-demographic profile and Level of Performance in OJT was depicted in Table 10 and it showed that none among the respondent's profile had shown any significant relationship with the overall OJT performance.

Table 11. Correlation between OJT Program Assessment and Performance Score

Assessment		Job Knowledge	Dependability	Communication Skill	Conduct	Initiative and Creativity	Cooperatives and Relationship	Attendance and Punctuality
College	r	-.070	-.150	-.252	.000	.078	.114	-.068
	p	.602	.261	.056	.998	.559	.394	.611
Company	r	.069	-.261*	-.181	-.145	-.004	.011	-.110
	p	.604	.047	.175	.277	.974	.935	.409
Personal	r	.091	.006	.047	.011	-.032	.144	.125
	p	.496	.964	.727	.936	.814	.279	.349
Over-all	r	.003	-.185	-.212	-.046	.042	.113	-.053
	p	.985	.163	.111	.730	.752	.399	.692

Seen in Table 11 is the correlation between the OJT Program Assessment and Performance Score, it revealed that the company (r=-.621, p=.047) shown a negative significant relationship with the performance in terms of dependability. This revealed that the students' performance in terms of Dependability contributed to the better assessment of the College' OJT Program in terms of Company.

Table 12. Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.344a	.118	.103	.808

a. Predictors: (Constant), Personal Assessment

Table 13. Regression Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.462	1.370		.337	.737
	Personal Assessment	.839	.306	.344	2.742	.008

1. Dependent Variable: Level of Effectiveness

Table 12 revealed that 11.8% of Level of Effectiveness of the College' OJT Program were explained by the Personal Assessment (R^2=.118). Regression coefficient shown in Table 13 shows that the coefficient for Personal Assessment is .839 this means that for every unit increase in Personal Assessment, a .839 unit increases in Level of Effectiveness is predicted. In addition, Table 13 also revealed that Personal Assessment singly predicts the Level of Effectiveness of OJT Program of the College of Computer Studies.

Conclusions

1. Majority of the respondents were 20 years old males who completed their On-the-Job Trainings in Non-IT Department of their chosen Company.

2. The over-all performance of BSIT Students in their OJT was at "Very Satisfactory" level.

3. The BSIT Students assigned in the Non-IT Department showed a slight higher mean performance over those entrusted in the IT-Related Departments.

4. The students were "Very Satisfied" on their assessment of the College' OJT Program.

5. The students perceived the College' OJT Program to be at "Effective" level.

6. There is a significant relationship between socio-demographic profile in terms of Department and OJT Program Assessment in terms of Company, Personal, and Over-all Assessment. Hence, the hypothesis was partially upheld.

7. There is a significant relationship between socio-demographic profile in terms of Company Name and Performance Score in terms of Dependability. Hence, the hypothesis was slightly upheld.

8. There is no significant relationship between the respondents' profile and the mean assessment of the OJT Program of CCS.

9. There is a significant relationship between the OJT mean assessment in terms of Company and Performance Score in terms of Dependability. Hence, the hypothesis was slightly upheld.

10. The OJT Assessment in terms of Personal singly predicts the Level of Effectiveness of the OJT Program of the College of Computer Studies. Hence the hypothesis was partially upheld.

Recommendations

1. All students who successfully completed their On-the-Job Training for the last three (3) Academic Years may be included.

2. The students had shown "Very Satisfactory" performance level in their OJT, however, effective monitoring (e.g. Regular Visits) should be employed by the assigned OJT Instructor/Professor to retain and/or elevate the OJT Performance of Students.

3. Since majority of the identified Company-Departments were those of Non-ITs, student-trainees be assigned and/or deployed in the Company's IT-Related Department as much as possible.

4. The College (CCS) may consider appointment and/or designation of the College' OJT Coordinator whose major function is to supervise the efficient and effective delivery of the College' OJT Program.

5. The students perceived the College' OJT Program to be "Effective." Hence, the College may consider the Development of College's Policies and Guidelines regarding On-the-Job Training that may serve as the student-trainees' term of reference.

6. Since the study revealed that the Student's profile Department exhibited significant relationship on the Assessment of OJT Program, the College may consider establishment of Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU) with the identified Companies that may serve as student's choices for his/her future OJT.

7. For the last two (2) years, the implementation of Service Management Program (SMP) in the BSIT Curriculum created a venue of opportunity for students to experience a good working environment for their OJT. However, the study recommends that establishment of strong partnerships and linkages with other IT-Industries outside SMP may be taking into considerations.

8. The conduct of Company Benchmarking within the nearby cities/municipalities that accommodates student-trainees may be considered for recommendations to students during their Pre-Course (OJT) Orientations.

9. Since the students themselves selected their respective Companies, they would tend to be more dependable on their work assignments and other activities during span of their OJT. Though they were dependable, the study

recommends that the College thru its OJT Coordinator and/or Instructor/Professor In-Charge should be responsible in providing company recommendations and suggestions to their students.

10. The student's assessment of OJT Program in terms of Company and Performance in OJT in terms of Dependability revealed a significant relationship; the study recommends that student-trainee be deployed to their preferred company provided that it is recommended by the College. Hence, it attributes to effectiveness of the College' OJT Program.

11. The College should create a diversified OJT Assessment Instrument to regularly monitor the effectiveness of its On-the-Job Training Program.

12. The College should conduct student's OJT Assessment immediately after they completed their training.

13. Consideration of the conduct of the same study to better determine and analyze the progress, performance, and effectiveness of the College' OJT Program.

References

Alipour, M., Salehi, M., & Shahnavaz, A. (2009). A Study of on the Job Training Effectiveness: Empirical Evidence of Iran. International Journal of Business and Management, 4(11). doi:10.5539/ijbm.v4n11p63

Bernardo, A. C. (2015). Students' On-the-Job-Training Performance of AB Paralegal Studies. Multilingual Academic Journal of Education and Social Sciences, 2(2). doi:10.6007/majess/v2-i2/1388

Heathfield, S. M. (2016). Is On-the-Job Training Really Effective? Retrieved May 15, 2017, from https://www.thebalance.com/how-on-the-job-training-brings-you-value-1917941

Micheal, R. K. (n.d.). Job Training Effectiveness. Retrieved May 15, 2017, from https://www.scribd.com/document/214569677/Job-Training-Effectiveness