

## **On-the-job training of BTTE students at UM Digos College**

**<sup>1</sup>Khristel Jeanne A. Eli, <sup>1</sup>Denise E. Manguiat, <sup>1</sup>Dianne A. Ruda,  
<sup>1</sup>Juname S. Molde\***

<sup>1</sup>Department of Teacher Education, UM Digos, Philippines

\*Corresponding author: umdcrpc@gmail.com

### **ABSTRACT**

A quantitative type of this research aimed to investigate the factors that affect the On-the-Job Training of Bachelor of Technical Teacher's Education (BTTE) among 84 college students enrolled in this School Year 2015-2016 at the University of Mindanao Digos College (UMDC). The results scrutinized the level of manifestation of On-the-Job Training factors among BTTE students in UMDC in terms of Work Attitude, Work Habit, Competence, Personality and Appearance Linkage, Cooperating Firm, Benefits and Incentives, Evaluation System and Problems Encountered. The descriptive method was used to analyze the factors that affect on-the-job training. Results of this research study could help to prevent possible problems that stem from school, cooperating firm, and on-the-job trainees' dissatisfaction, which was later revealed that the level of manifestation of the factors of on-the-job training among 3<sup>rd</sup> year and 4<sup>th</sup>-year BTTE students of UMDC is very high which means that the On-the-Job Training performance is always done. Moreover, the researchers found out that the overall remarks of the study are not significant. Therefore, there is no significant difference in the factors when analyzed by profile. Thus, the null hypothesis is accepted.

*Keywords: On-the-job training, evaluation, BTTE, UM Digos College*

## INTRODUCTION

One must learn by doing the thing, for though you think you know it until you try. The great difficulty of education is to get experience out of ideas. It is hard to argue that experience will not lead to learning under the right conditions. However, it will be argued that the resultant learning can be an error unless care is taken to assure that those conditions occur. The purpose of this chapter is to delineate the components of "experiential learning" so that the necessary conditions for "proper" learning can be specified (Taladtad, 2010).

One effective way of expanding classroom learning is to organize students into teams as learners or consultants and link them to public or private establishments. These methods also allow students to be actively involved in their education in ways that motivate and facilitate their ability to connect theory and practice (Billett, 2006).

At the Hong Kong Polytechnic University, when conducting the same study, the results showed that active learning made a valuable contribution to developing independent learning skills and the ability to apply knowledge. It also helped create interest in the curriculum and prepare students for their future careers (Taladtad, 2010).

In the Philippines, the Bachelor of Technical Teacher Education Major in Food in Service Management (BTTE) program is geared towards equipping students with the necessary knowledge, skills, and attitude to provide quality service in the hospitality and education industry (Rodelas, 2010).

Locally, the BTTE students have experiential learning. They underwent On-the-Job Training and had gained more specific learning, which is gaining experience, confidence, initiative, and a high level of responsibility. The school provides practicum activities for the students to become knowledgeable and skillful students for future job performance (Maria et al., 2010).

This study aimed to assess the manifestation level of the factors of on-the-job training of BTTE students regarding work attitude, work habit, competence, personality and appearance, linkage, cooperating firm, benefits and incentives, evaluation system, and problems encountered. Moreover, this determines the difference in the level of this manifestation when analyzed by profile.

## METHOD

This study used a descriptive-comparative research design. According to Calmorin (2007), descriptive research is relevant in presenting facts on which scientific judgment may be based; presenting practices, behavior, methods, and procedures; playing a big part in the development of instruments to measure lots of things. This study is designed to evaluate the factors that affect the on-the-job training of the Third Year BTTE Practicumers of the University of Mindanao Digos College. This study focused on the respondents from Bachelor of Technical Teacher Education Major in Food and Service Management who currently enrolled in their practicum course for 2015-2016. Further, to address the study's objective, frequency, mean, t-test for independent sample, and analysis of variance were utilized.

## RESULTS AND DISCUSSION

### *Profile of the Respondents in Terms of Sex, Age, and Type of Venue*

Table 1 presented the Respondents' Profile in terms of sex, age, and type of venue. This describes the third year and fourth-year BTTE students of UMDC who were the respondents of this study. By sex, female prevails (77%); 43% of the respondents are 19 years old and below, and a total of 70 students from 3<sup>rd</sup> year and 4<sup>th</sup> year are in the privately-owned OJT venue.

Table 1. *Distribution of the respondents by profile*

<b>PROFILE</b>	<b><i>f</i></b>	<b>%</b>
SEX		
Male	16	19.51
Female	66	80.49
YEAR LEVEL		
3 <sup>rd</sup>	42	51.22
4 <sup>th</sup>	40	48.78
TOTAL	82	100.0

According to Colin, 2004 in more recent times that considerations of workplaces as learning environments in their own right have commenced, for instance, theoretical and procedural considerations of the pedagogic qualities of different kinds of work, learning through errors at work (Bauer & Mulder, 2007), the active role of the learner (Billett, 2006), including their subjectivity and sense of self-awareness (Somerville & Abrahamsson, 2003), and the complex entanglements

between personal interests and capacities and those of the workplace (Hodkinson, 2004).

*The level of manifestation of the factors of on-the-job training among BTTE students in UM Digos*

Presented in Table 2 is the Overall level of Manifestation of On-the-Job Training factors among BTTE students in UMDC. The following factors: work attitude, competence, personality and appearance, linkages, cooperating firm, and evaluation system earned a very high description, so most of the factors are always

Table 2. *Level of Manifestation of the factors of On-the-Job Training among BTTE students in UMDC*

<b>Factors of On-the-Job Training</b>	<b>MEAN</b>
<b>Work Attitude</b>	3.74
1. Interest and enthusiasm in performing the task assigned.	3.84
2. Patience and diligence in performing the assigned task.	3.71
3. Open to constructive criticism.	3.66
4. Deal with supervisors and others with courtesy.	3.76
5. Work harmoniously with the officemates or staff.	3.73
6. Always taking the initiative.	3.76
<b>Work Habit</b>	3.35
1. Always came on time.	3.13
2. Observe the proper break period.	3.17
3. Utilize office hours to do assignments, reports, projects, etc.	3.36
4. Always see to it that the works and reports are neat, presentable, and correct.	3.51
5. Performed assigned tasks at the assigned time.	3.56
<b>Competence</b>	3.65
1. Readily understands instructions.	3.74
2. Perform the task even when the supervisor is not around.	3.56
3. Usually, come up with sound suggestions.	3.51
4. Showing strength and stability.	3.66
5. Cooperate with other members of the organizations.	3.77
<b>Personality and Appearance</b>	3.76
1. Report to the office neatly and well-groomed.	3.87
2. Report to the office properly attired.	3.69
3. Always possess emotional maturity.	3.71
4. Showing self-confidence.	3.79
5. Know the job assigned.	3.74

Table 2. *Level of Manifestation of the factors of On-the-Job Training among BTTE students in UMDC (cont)*

<b>Factors of On-the-Job Training</b>	<b>MEAN</b>
<b>Linkages</b>	<b>3.60</b>
1. There is a direct linkage between the school and the office or industries where you conduct practicum.	3.57
2. The OJT program of the school is open to the industry or company.	3.60
3. There is an orientation of the practicum to the cooperating firm.	3.61
<b>Cooperating Firm</b>	<b>3.54</b>
1. The facilities and equipment used in place of OJT are modernized.	3.66
2. The training method is efficient.	3.43
3. The trainer sets a positive example to follow.	3.51
4. The practicum is free to ask questions to the trainer whenever it is necessary.	3.56
5. The firm environment is conducive to learning.	3.53
<b>Benefits and Incentives</b>	<b>3.01</b>
1. The firm provides allowance.	2.91
2. The firm provides free snacks.	3.01
3. They pay extra service rendered by the practicumers.	2.94
4. They offer part-time jobs to deserving practicumers.	3.16
5. The practicumers are welcome to any firm events.	3.00
<b>Evaluation System</b>	<b>3.65</b>
1. The system of grading used for the OJT.	3.69
2. The practicumer should be aware of the different aspects to be evaluated by the immediate boss.	3.61
<b>Problems Encountered</b>	<b>2.60</b>
1. Lack of self-confidence.	2.64
2. Time conflicts between classes and on-the-job training schedule.	2.61
3. The distance of the cooperating firm is too far from school or my home.	2.86
4. Inadequate knowledge regarding the task assigned to me.	2.50
5. There is a risk of an accident in the place.	2.40
<b>OVERALL</b>	<b>3.43</b>

practiced by the practicumers. In contrast, work habits, benefits and incentives, and the problem encountered got a high description, which means that the respondents sometimes perform these factors.

The first factor considered in the on-the-job training assessment is work attitude. The survey conducted shows that BTTE students in UMDC perceive their Work Attitude as very high. This implies that the students have an overall mean of 3.74, which is interpreted that the On-the-Job Training performance is always done or at times. In the second factor, the students have a high level of manifestation towards Work Habit, with a mean of 3.35. For the third factor, which is Competence, the results perceive that the BTTE students in UMDC show that the students have a very high level of readiness in understanding instructions. It has a mean and overall mean of 3.65, which is Very High, interpreted that the on-the-job training performance is always done or at times. Personality and Appearance have an overall mean of 3.76, which means that the students have a very high level of manifestation, which means that the on-the-job training performance is always done or at times. The fifth factor is Linkages with an overall mean of 3.60 with the very high description, interpreted that the on-the-job training performance is always done or at times. It shows that there is a very high linkage between the school and the cooperating firm. Cooperating

The firm, this factor has an overall mean of 3.54, which is very high. This means that the facilities and equipment used in OJT are at a very high level of modernization. The factor Benefits and incentives have an overall mean of 3.01, which is resulted as high. This means that the on-the-job performance is sometimes done. An evaluation has an overall mean of 3.65, which resulted in a very high. This means that the on-the-job training performance is always done or at the time. The last factor is Problems Encountered with an overall mean of 2.60 resulted as high. This means that the on-the-job training performance is sometimes done. The overall mean of all factors is 3.34, and the result is very high. Thus, this means that the on-the-job training performance of BTTE students in UMDC is always done or at times. Applying a positive attitude towards the tasks at hand can influence other people around you as well. The evidence for the job characteristics theory of work attitudes and performance (Hackman & Oldham, 1975, 1980) was reviewed.

*Test of difference on the level of manifestation of the factors of on-the-job training among BTTE students in UMDC when analyzed by age*

Shown in Table 3 is the Test of Difference on the Level of Manifestation of the Factors of on-the Job Training among BTTE students in UMDC when analyzed by age. It revealed no significant difference in all the factors of on-the-job training among BTTE students when analyzed by age. This means that age does not interfere in the performance of those factors. Table 3 showed no significant difference among the factors when analyzed by gender as an overall result. Thus, the gender of the respondents cannot affect while carrying out those factors of on-the-job training among BTTE students. However, a significant difference was noted in the factor competence. The test statistics and P-Value ( $T=6.205$ ,  $P\text{-Value}=0.015$ ) led to the rejection of the null hypothesis at a 0.05 level of significance. This means that the male and female practicumers differ in their competence.

Table 3. *Comparison of Factors of On-the-Job Training among BTTE students in UMDC in terms of Age*

Factors of On-the-Job Training	Age		Sex		Remarks
	<i>t</i>	<i>p</i>	<i>t</i>	<i>p</i>	
Work Attitude	0.780	0.424	2.832	0.097	NS
Work Habit	0.494	0.612	0.504	0.480	NS
Competence	0.035	0.966	6.205	0.015	NS
Personality and Appearance	0.507	0.605	3.087	0.083	NS
Linkages	0.354	0.703	0.226	0.636	NS
Cooperating Firm	1.207	0.305	0.211	0.647	NS
Benefits and Incentives	0.608	0.548	0.877	0.352	NS
Evaluation Systems	0.386	0.681	0.065	0.800	NS
Problems Encountered	2.348	0.103	0.101	0.751	NS
OVERALL	0.667	0.517	1.489	0.227	NS

Sex differences in abilities, achievement, and performance in different areas have been of long-standing interest in developmental and educational psychology. Their classic volume on sex differences (Maccoby and Jacklin, 1974) concluded that there are gender differences favoring girls in verbal abilities and performance, favoring boys in problem-solving performance and partial abilities. Gender differences in physical skill also have been observed (McGillicuddy-De Lisi). Gender differences in abilities and performance remain. Especially concerning various abilities, however, gender differences appear to have decreased over the

last 25 years (Martin, 1998). Girls continue to outperform boys in school if grades are the indicator of performance.

### **CONCLUSIONS AND RECOMMENDATIONS**

This study focused on the Factors that affect the On-the-Job Training of Bachelor of Technical Teachers Education major in Food and Service Management who were officially enrolled in 2015 – 2016 in University of Mindanao Digos Campus. The researchers used cluster sampling in selecting their respondents in the study. Particularly, this study aimed to determine the level of manifestation on the factors of on-the-job training among BTTE students and significant differences in the factors when analyzed by profile. This study used the descriptive-correlation approach. Furthermore, data were obtained using standardized testing instruments administered by the researchers to the respondents.

Based on the findings of the study, it was described that the factors that affect the On-the-Job Training of Bachelor of Technical Teachers Education (Food and Service Management) are very high. On the other hand, there is no statistical evidence showing a significant difference to this manifestation level when analyzed by profile.

Further, based on the findings and conclusions of the study, the researchers recommended that the continuation of On-the-Job Training program in UMDC is highly recommended by the researchers for it help each practicum to gain experiences that will lead them to become a more productive individual in the school, community and to their future careers. Moreover, a good collaboration between the UMDC and cooperating firms is well done, so we suggest collaboration with bigger cooperating firms situated outside Digos City. Additionally, assigned professors of the practicumers should constantly equip them with etiquette in the workplace and monitor them as well above all. UMDC truly produces well-prepared on-the-job trainees to the cooperating firms. That is why each establishment's management is well pleased with the on-the-job trainees that leads them to the advantages of an employee having benefits and incentives provided by the cooperating firms. As a recommendation, we researchers referred the UMDC to all high school graduates to enroll in this school.

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