



BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION STUDENTS' PERFORMANCE IN THEIR ON-THE-JOB TRAINING FOR ACADEMIC YEAR 2019-2020

Bonifacio Ayco And Monina A. Equina

Faculty, College of Business and Public Administration,
Western Philippines University

Article history:	Abstract:
<p>Received: 10th November 2021 Accepted: 13th December 2021 Published: 30^h January 2022</p>	<p>The purpose of this study was to identify the on-the-job training performance of the Bachelor of Science in Business Administration students batch 2019-2020. The results revealed that the age of the students ranges from 21 to 30 years old, mostly female, almost equal in numbers in terms of specialization. The students conducted their on-the-job training in the government offices, business firms, financial institutions such as banks, insurance and lending companies. The students academic performance from 1st year to 3rd year were also gathered and computed with a general weighted average of 2.0. The on-the-job training performance of the BSBA students were rated by their OJT supervisor coming from the establishment where they conducted their training.</p> <p>The performance rating was divided into four indicators with equal weighted percentage of 25%, namely: attitude, communication, productivity and competence. Numerical ratings ranges from 80% to 100% with an equivalent adjectival ratings from fairly satisfactory to outstanding. Findings of the study shows that the students were rated very satisfactory in attitude and communication skills, and only satisfactory in productivity and competence skills. Almost all of the BSBA students encountered problems during the conduct of their trainings. These are the following: unclear instruction from the OJT supervisors, those who were assigned to entertained customers encountered problems in handling unfriendly and sarcastic clients, some encountered technical problems, others don't know how to operate photocopying machine, how to encode data in the computer, and a few of the students do not know the right manner how to answer phone calls.</p> <p>Students selected profile such specialization and GWA were correlated to their OJT performance. Likewise, the OJT performance ratings between financial management majors and marketing majors were compared and the findings revealed that the difference in their OJT performance were significant</p>

Keywords: *On-the-Job training performance, problems encountered, GWA, field of specialization*

INTRODUCTION

On-the-job training (OJT) is one of the requirements in higher education institutions of which the objective is

to develop the needed competencies of its graduates.

OJT requires the students to demonstrate skills related to their respective field of specialization. Higher institutions strengthen their industry partnerships and collaboration through sending students for internship (Yana, Randolph, & Tucay, 2020). These industries become the training ground of the students to develop and enhance more their communication skills for a particular job and translating the training with a gainful working experience, Ylagan (2013).

On-the-Job training is based on the principle of **"learning by doing"**, i.e. the workers learn the job while performing it within the actual work environment. This type of training is beneficial for both the workers and the organization (businessjargons.com).

In this technology driven era and knowledge-based economy comes the dilemma of the job mismatch and the dire need for academe-industry linkages. The requirement for university to produce graduates who can perform the skills required by the industries is another problem that must be addressed. In the Philippines, job skills mismatch has been identified as a critical concern affecting the country and the growing demand for skills is becoming a big treat for the growth of the economy. Job skills mismatch occurs when education and training institutions teach skills that employers no longer demand or when competencies of graduates do not meet the requirements of the industries, Bernardo (2013).

The Western Philippines University-College of Business and Management offers Bachelor of Science in Business Administration (BSBA) with two programs, the Marketing Management and Financial Management. The college requires a 360 hours of OJT for BSBA students in various business and financial institutions here in Puerto Princesa City. After completing the required number of hours, the students will be rated on their OJT performance by the OJT supervisor of the establishment where they conducted their OJT.

OBJECTIVES OF THE STUDY

1. determine the profile of the Business Administration On the Job Training o students in terms of;
 - A. age,
 - B. sex,
 - C. specialization (major)
2. Determine the level of BSBA On the Job Training performance in terms of;
 - A. Attitude
 - B. Communication
 - C. Productivity
 - D. Competence
3. Determine the problems encountered by the OJT students during their internship.
4. Determine the significant relationship between the students' profile and job performance.
5. Determine between the student's specialization and job performance.

MATERIALS AND METHODS

This study is a descriptive research type. Likewise, it is comparative and correlational. This research utilized secondary data. Students profile and academic performance were solicited from the college files. Before the end of the training period, the OJT coordinator of the college will ask the OJT supervisor to rate the student using the Performance Rating Form coming from the college. The ratings of the OJT supervisors were then handed to the OJT coordinator and use it as basis for Practicum grades of the students. Selected profile characteristics of students were correlated to their training performance while financial management performance rating were compared to that of the marketing management. On-the-Job training performance were divided into four indicators with equal weighted percentage of 25%: Attitude, communications skills (written and verbal), productivity, and competence. Numerical and adjectival ratings were grouped into: 80 – 84.9 (Fairly satisfactory), 85 – 89.9 (Satisfactory), 90

– 94.9 (Very satisfactory), 95 – 100 (Outstanding). Data gathered were analysed using frequency counts, percentages, Pearson Product Moment Correlation and t – test.

METHODOLOGY

Locale of the study

The Research was conducted in the College of Business and Management, Puerto Princesa City Campus.

Research Design

This research is a descriptive correlational type of study. To gather the data, the researchers administered the self-made survey questionnaire consisting of three parts. A descriptive method research consist of a set of information gathered, analyzed, summarized and interpreted along lines of the study (Lavrakas, 2008).

Respondents of the Study

The respondents are from the Western Philippines University's, third-year students from the College of Business and Management taking BSBA Financial Management and Marketing Management who had taken twelve business major subjects under the said program.

Sampling Procedure

The study used purposive sampling method. It uses the judgement of an expert in selecting cases with a specific purpose in mind (Ames, Glenton, & Lewin, 2019). In addition, the method is focused on particular characteristics of a population that are of interest, which will best enable to answer the research questions (Porter & Umbach, 2006).

Research Instrument

The research instrument is a self-made questionnaire. The first part is about the respondents' demographic profile. The second part are the twelve business subjects taken by the respondents which will be rated using the five point Likert scale (Very Easy, Easy, Average, Difficult and Very Difficult) (Mcleod, Simply Psychology, 2019). Lastly, To ensure that the instrument will meet the demand of the research, it was subjected to Cronbach Alpha to measure and assess the reliability, or internal consistency of a set of scale or test items (Jain & Angural, 2017).

RESULTS AND FINDINGS

Table 1 present the profile of the students which includes the following: age, sex, field of specialization or major, classification of establishment where the students conducted their training, and the students academic performance (GWA) from 1st year up to 3rd year.

The table show that the age of the students ranges from 21 to 30 years old. There are 18 or 32.7% whose age are between 21 – 22 years old, sixteen or 29.1% are between 23 – 24 years old, there are 9 or 16.4% of the students whose age ranges from 25 – 26 years old, there are 5 or 9.1% with an age bracket between 27 – 28 years old and 7 or 12.7% are between 29 – 30 years old. The mean age of students were 24.3 years old. Supposedly, the product of K to 12 students should be in their 22 years of age upon reaching 4th year college of continuous schooling. This is the first batch of students that the school fees in SUCs' during the first year term of Duterte administration were free, Virola (2019). This is the reason why many students who stopped going to college after high school enrolled in Western Philippines University-College of Business and Management.

In terms of sex, there are 18 or 32.7% male students while female are 37 or 62.3% which show that male are outnumbered by female students in the 4th year BSBA program of the college of business and management. Meanwhile, the data show that there is almost equal number of students who decide on their major or field of specialization as there are 27 or 49.1 who chose financial management as their major and 28 or 50.9% chose marketing management as their major. The data on enrollment in higher education during the academic year 2019-2020 in State Colleges and Universities in the Philippines shows that of the total 1,321,773 students enrolled 56.3% were female and 43.7% were male (ched.gov.ph/2020).

The data also revealed that the students conducted their trainings in different establishments in Puerto Princesa City. There are 9 or 16.3% were assigned in the government office, ten or 18.2% were assigned in lending company, another 10 or 18.2% were assigned in tourism industry, there are 6 or 10.9% that were assigned in insur-

ance company, there are 5 or 9.1% that were assigned in power service provider, there are 10 or 18.2% in Yuho Dynasty group of company and 5 or 9.1% were assigned in an appliance store.

As to the academic performance of the BSBA students (GWA) from 1st year to 3rd year, there are 5 or 9.1% are having a GWA between 1.44 – 1.70, there are 14 or 25.4% with a GWA between 1.71 – 1.96, most of them, 26 or 47.3% are between 1.97 – 2.23 and there are 10 or 18.2% are between 2.24 – 2.50. Overall, the mean (GWA) rating of students were 2.03

Table 1. Profile of On-the-Job Training BSBA Students Batch 2019-2020

Characteristics	Frequency	Percentage
Age		
21 – 22	18	32.7
23 – 24	16	29.1
25 – 26	9	16.4
27 – 28	5	9.1
29 – 30	7	12.7
Mean = 24.3		
Gender		
Male	18	32.7
Female	37	62.3
Specialization (Major)		
Financial Management 27		49.1
Marketing Management 28		50.9
Classification of Establishments where the OJT was conducted		
Government Office	9	16.3
Lending Company	10	18.2
Tourism Industry	10	18.2
Insurance Company 6		10.9
Power Service Provider	5	9.1
Yuho Dynasty Group of Company	10	18.2
Appliance Store	5	9.1
General Weighted Average		
1.44 - 1.70	5	9.1
1.71 - 1.96	14	25.4
1.97 - 2.23	26	47.3
2.24 - 2.50	10	18.2
Mean = 2.03		

Table 2 showing the level of on-the-job training performance of BSBA students considering 4 indicators: attitude, communications skills, productivity and competence. It is shown in the table that in terms of attitude, there are 21 or 38.2% rated outstanding, 17 or 30.9% were rated very satisfactory, 12 or 21.8% were rated satisfactory and only 5 or 9.1% were rated fairly satisfactory.

The mean rating for attitude is 92.4% which is very satisfactory. For communication skills both verbal and written, 17 or 30.9% were rated outstanding, 16 or 29.1% were rated very satisfactory, 17 or 30.9% were rated satisfactory and only 5 or 9.1% were rated fairly satisfactory in communication skills. The mean rating for communication skills was 91.5% which is also very satisfactory. On the productivity indicator, only 6 or 10.9% were rated outstanding, 11 or 20% were rated very satisfactory, 19 or 34.5% were rated satisfactory and 19 or 34.5% were also rated fairly satisfactory. The mean rating for productivity of the students were 87.8% which is satisfactory. Lastly, in terms of competence, only 3 or 5.4% were rated outstanding, 14 or 25.4% were rated very satisfactory, 21 or 38.2% were rated satisfactory and 17 or 30.9% were rated fairly satisfactory. The mean rating for the students' competence was 87.7% which is interpreted as satisfactory.

Table 2. Level of On-the-Job Training Performance of Bachelor of Science in Business Administration Students Batch 2019-2020.

Indicator/OJT Supervisors Rating	Descriptive Rating	Frequency	Percentage
Attitude			
95 – 99.9	Outstanding	21	38.2
90 - 94.9	Very satisfactory	17	30.9
85 - 89.9	Satisfactory	12	21.8
80 - 84.9	Fairly satisfactory	5	9.1
Mean = 92.4			
Communication			
95 – 99.9	Outstanding	17	30.9
90 - 94.9	Very satisfactory	16	29.1
85 - 89.9	Satisfactory	17	30.9
80 - 84.9	Fairly satisfactory	5	9.1
Mean = 91.5			
Productivity			
95 – 99.9	Outstanding	6	10.9
90 - 94.9	Very satisfactory	11	20.0
85 - 89.9	Satisfactory	19	34.5
80 - 84.9	Fairly satisfactory	19	34.5
Mean = 87.8			
Competence			
95 – 99.9	Outstanding	3	5.4
90 - 94.9	Very satisfactory	14	25.4
85 - 89.9	Satisfactory	21	38.2
80 - 84.9	Fairly satisfactory	17	30.9
Mean = 87.7			

Table 3 revealed the problems encountered by the BSBA students during the conduct of their OJT trainings. There are 12 or 21.8% who mentioned that instructions given by the OJT supervisor is not clear resulting to errors in performing their task. Some, 10 or 18.2% said that they encountered difficulty in handling unfriendly customers, another 10 or 18.2% encountered technical problems, a few of them about 9 or 16.6% mentioned that the time is limited for them to adjust in the workplace, there are 8 or 14.5% experienced no knowledge on how to use or operate photocopying machine, encoding data in the computer, and even the right manner in answering phone calls. Others, 7 or 12.7% mentioned that they were not properly informed or oriented about the product specifications particularly the appliances whenever the customers were asking about the details of the product. Others, 4 or 7.3% commit mistake

in filing of documents resulting to difficulty in the retrieval of some documents whenever needed. Another 4 or 7.3% mentioned that they encountered errors in encoding customers information. This implies that the students were lack of exposures in using office equipment especially computer. The cited problems also conform to the research study of Asia Pacific Journal of Education (2016) that interns consider the following as a problem in the workplace: the trainer does not have enough time to teach and supervise; lacking good working relationship; and having instructions not clearly defined. Moreover, Hebron (2020) mentioned that the number of hours required for student-trainees were considered inappropriate to enrich and update their competencies and be more prepared to embrace the challenges of the corporate world.

Table 3. Problems Encountered by the BSBA Students During the Conduct of their On-the-Job Training.

Statements	Frequency	Percentage
a. Unclear instruction from the OJT supervisor	12	21.8
b. Handling of unfriendly client	10	18.2
c. Technical problems	10	18.2
d. Limited time to adjust.	9	16.6
e. Don't know how to use/operate some office equipment such as photocopying machine, computer and answering phone calls.	8	14.5
f. Not properly informed about the product specifications that the OJT students are dealing with the customers.	7	12.7
g. Commit mistake in filing of documents	4	7.3
h. Errors in encoding customers information.	4	7.3

The relationship between the students profile and their on-the-job training performance is shown in table 4. Age and sex are not significantly correlated to the OJT performance as revealed by the p – values of .320 and .579 which are greater than 0.05 level of significance. However, specialization and GWA were found to be significantly correlated with the OJT performance as manifested by the p – values of .005 and .003 respectively. These implies that the financial management majors were given higher performance rating than the marketing majors as well as those students with high academic performance also got high performance rating in their OJT.

Table 4. Relationship between the students Profile and their On-the-Job Training Performance

Characteristics	Coefficient r	p-value	Remarks
Age	.137	.320	Not significant
Gender	.076	.579	Not significant
Specialization	.373	.005	Significant at 0.01 level
General weighted average	.392	.003	Significant at 0.01 level

Table 5 present the difference between the OJT performance among financial management and marketing management as rated by the OJT supervisors. It is shown in the table that the mean ratings of financial management was 93.56 and the mean ratings of marketing management was 90.3. The t – value of 2.72 which is higher than the

critical value of 2.006 revealed that the difference is significant. Ylagan, et.al. (2013), in the findings of their study that the OJT students performed well and adhered to the company policies as student-ojt in their work exposures. Though problems were encountered on the area of specialization where they are placed, still students confirmed that OJT is a meaningful work-related learning exposures.

Table 5. Difference between the Students Specialization and their On-the-Job Training Performance

Specialization/Major	Mean	df	t-value	Critical Value	Remarks
Financial Management	93.56	52	2.72	2.006	Significant
Marketing Management	SS 90.30				

CONCLUSION

The On-the-Job training performance of the BSBA students were found to be very satisfactory in terms of attitude and communication skills and satisfactory in productivity and competence indicators. The top 5 common problems met by the practicum students are: not clear instructions from the OJT supervisor; handling unfriendly clients; technical problems; don't know how to use office equipment; and not oriented about the products they are selling. The profile characteristics that significantly correlates to on-the-job training performances are specialization and academic performance (GWA) from 1st year to 3rd year college. Moreover, the OJT performance of Financial Management majors where found to be significantly different from that of the Marketing Management majors.

RECOMMENDATIONS

Future OJT students:

Be attentive and don't hesitate to ask questions whenever the OJT supervisors are giving instructions on how to perform the task assigned.

OJT College Coordinator:

- Include in the Memorandum of Agreement/Understanding with the establishments that there should be an orientation/briefing to be given to the students trainee about their assigned task.
- Before dispatching the students to the establishment that they will be assigned to, there should be a hands on orientation on how to use/operate any office equipment.

BSBA Department:

- Review/Updates the BSBA department practicum manual
- Review the BSBA curriculum if there is a need to add computer literacy subject for the course.

REFERENCES:

1. Asia Pacific Journal of Education, Arts and Sciences Research and Statistics Center (2016). Interns' Feedback on Industry Partners: Inputs for an Enhanced Internship Program.
2. Bernardo, A., Landicho, A., Laguardo, J. On-the-Job Training Performance of Students from AB Paralegal Studies for SY 2013-2014. Research Academy of Social Sciences.
3. Baccay, R., Fabro, M., Fernando, J.M., Manzano, M.S., Pagulayan, H., Tumbali, J. The Common Problems Encountered by Hospitality Industry Management Students During their On-the- Job Training. College of Hospitality and Tourism Management-Taguig City University.
4. Buted, D.R., Felicen, S.S., Manzano, A.I. (2014). A Correlation Study Between Student Performance in Food and Beverage Services Course and Internship in F&B Department of Hospitality Business, International Journal of Academic Research in Business and Social Sciences.
5. De Chavez, Kenneth Jay
6. Hebron, Daniel E. (2020). On-the-Job Training Practices of Selected Colleges and Universities in Quezon City,

Philippines: An Assessment.

7. Sasila, I.F., Mahmood, A.S. (2018). The Problem Faced by UniKL MIAT Students During On-the-Job Training: Students and Industrial Perspectives. University of Kuala Lumpur-Malaysian Institute of Aviation Technology.
8. Serrano Jr, E.A., Cabalza, M.A., Biler, M.X. (2017) Academic and On-the-Job Training Performance Among Business Administration Students AY 2015 – 2016. International Review of Management and Business Research, Vol. 6 Issue 2.
9. Taladtad, S.G., Bala, M.K., Rodelas, M., Teope, R.J. (2010). Factors that Affect the On-the-Job Training of BSBA Practicumers of the University of Manila: An Assessment. Slideshare.Net
10. Ylagan, A.P. (2013). Intensifying the OJT Program of the College of Business Administration, Lyceum of the Philippines University-Batangas, E-International Scientific Research Journal, 5(1): 220-220
11. Ylaga, A.P., Apritado, J.M., Mendoza, A.I., Tamayo, M.R.B. (2013). Effectiveness of Practicum Program of Tourism Students in Lyceum of the Philippines University-Batangas. Journal of Tourism and Hospitality Research, 10(1), 10-18.

WEBSITES:

1. Acadeia.edu/42792202/Interns_Feedback_on_Industry_Partners_Inputs_for_an_Enhanced_Internship_Program
mbusinessjargons.com/on-the-job-training.html
worldresearchlibrary.org/up_proc/pdf/631-148732284155-58.pdf
2. Ched.gov.ph/2020_higher_education_facts_and_figures .Commission on Higher Education 2020 Facts and Figures.