

Fostering Excellence: Innovating The On-The-Job Training Program At Bisu-Main Campus College Of Business, Arts, And Sciences

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ABSTRACT

The realm of on-the-job training is complex and multifaceted, necessitating meticulous management and consideration of numerous factors. From curriculum design to real-world implementation, each facet plays an integral role in shaping the effectiveness of the training program. As such, the synthesis of theoretical knowledge and practical application remains paramount, ensuring that students not only meet academic requirements but also emerge as adept professionals poised to excel in their respective career paths.

The objective of the study was to investigate the traits, performance, advantages, and challenges faced by On-The-Job Trainees (OJTs) in the College of Business, Arts, and Sciences at BISU-Main Campus. Specifically, it aimed to ascertain the demographic profile, characteristics, performance, and perceptions of OJTs, focusing on their orientation, benefits, and challenges. Additionally, the study aimed to determine any potential connections between OJTs' characteristics and performance, as well as their training experience and work performance. The research employed a mixed method, utilizing a self-made questionnaire as the data collection instrument. Respondents were OJTs enrolled in Bachelor of Science programs in Psychology, Tourism, and Office System Management. The findings revealed that both in-campus and off-campus OJTs strongly agreed on their work attitude. Both groups strongly agreed on the personality trait of self-confidence, with slightly higher agreement among off-campus OJTs. Perception of training experiences was rated as very good for off-campus OJTs and good

for in-campus OJTs. Both groups rated the training evaluation as good with slight variation between in-campus and off-campus OJTs. Tasks unrelated to the course received positive ratings, with off-campus and in-campus OJTs both indicating good. In terms of benefits, in-campus OJTs rated it as poor while off-campus OJTs rated it as fair. Challenges encountered received poor for in-campus and fair for off-campus OJTs. The overall weighted mean was lower for in-campus than off-campus, both categorized as fair. There is no significant relationship was observed between OJT characteristics and perceptions regarding training experience and OJT performance.

Keywords: traits, performance, on-the-job trainees.

INTRODUCTION

In response to the evolving demands of the modern job market, the Bohol Island State University-Main Campus, College of Business, Arts, and Sciences has undertaken a transformative initiative titled "Fostering Excellence." This pioneering endeavor aims to revolutionize the conventional approach to on-the-job training (OJT) by infusing innovative methods into the existing program. By blending traditional experiential learning with cutting-edge techniques, the college is committed to enhancing the quality and relevance of OJT experiences for its students.

Fostering Excellence seeks to bridge the gap between academic knowledge and practical application, ensuring that graduates are not only well-versed in theory but also equipped with the practical skills demanded by employers. By leveraging the latest advancements in technology, industry partnerships, and pedagogical strategies, the program aspires to create a seamless integration of classroom learning and real-world challenges. This initiative's overarching goal is to cultivate a new generation of professionals who possess a holistic understanding of their chosen fields and can adapt swiftly to dynamic work environments. Through strategic collaborations with businesses and organizations, students will be exposed to authentic scenarios, enabling them to hone problem-solving skills, communication acumen, and a profound grasp of industry practices.

Fostering Excellence represents the BISU-Main Campus College of Business, Arts, and Sciences' commitment to staying at the

forefront of education innovation. By revitalizing the OJT program, the college envisions empowering students not only to excel academically but also to thrive in the intricate landscapes of their future careers. This initiative stands as a testament to the institution's dedication to producing well-rounded, job-ready graduates capable of shaping and leading in their respective fields.

In accordance with the guidelines set forth in the Commission on Higher Education's (CHED) official memorandum, the College of Business, Arts, and Sciences Main Campus mandates that graduating students from various majors participate in an on-the-job training program encompassing a designated number of hours. This program serves as a crucial foundation for the trainees' practical development, acting as a stepping stone towards cultivating professionalism within their chosen fields of expertise. By engaging in experiential learning during this practicum, students gain invaluable insights that contribute to their holistic education. Undoubtedly, this on-the-job training constitutes an indispensable facet of their overall learning journey, significantly influencing their preparedness for future careers.

Nonetheless, the core objective of on-the-job training extends beyond mere participant readiness. The most efficacious approach to nurturing student competence and skills hinges upon the establishment of a meticulously structured On-The-Job Training Program. This meticulously crafted program methodically exposes students to a diverse array of fields, fostering a multifaceted perspective on professional scenarios. In doing so, students are not only exposed to varying training programs but also immersed in the practical intricacies of real-world business operations. It is worth noting that throughout this process, trainees inevitably encounter challenges and uncertainties, which can potentially impact their on-the-job performances. These hurdles underscore the dynamic nature of the training experience, presenting valuable opportunities for growth and adaptation.

The symbiotic relationship between classroom learning and on-the-job training, with a focus on students' growth and development. The school plays a vital role in imparting instructions and skill development, while the establishment hosting the training provides necessary guidance and skills enhancement to elevate trainees' performance and expertise in their respective fields.

Thompson's Attribution Theory highlights how individuals strive for positive self-image, attributing success to personal efforts and failures to external factors. Decierdo's (2009) study underscores the school's role as a platform for knowledge and skill acquisition, preparing students for further education or the workforce. The environment's impact on human potential is acknowledged, and the teacher's responsibility in fostering students' autonomy is emphasized through Thorndike's Law of Readiness, which delves into psychological readiness as a motivational factor for learning and task engagement.

METHODOLOGY

This study employed a mixed method research design to comprehensively examine the characteristics, performance, competence, and challenges encountered by On-The-Job Trainees (OJT) in BISU-Main Campus' College of Business Arts and Sciences. The research encompassed a modified survey questionnaire consisting of two parts. Part I collected demographic data directly from the OJT trainees, including age, gender, civil status, course, venue, and prior experiences. Part II focused on OJT performance characteristics, as assessed through rating sheets provided to the trainees' immediate supervisors. Additionally, face-to-face interviews were conducted with selected trainees from departments such as BS Psychology, BS Tourism, and BS OSM. These interviews, conducted in an unstructured manner, aimed to capture nuanced insights regarding trainees' experiences. Ethical considerations, including obtaining necessary approvals and informed consent, were upheld. Data analysis involved both quantitative profiling through descriptive statistics and qualitative exploration through thematic analysis. The mixed-methods approach allowed for a comprehensive understanding of the OJT experience, thereby informing potential program enhancements. However, the study's scope was confined to specific departments, potentially impacting generalizability, and the informal interview style might have introduced variations in data quality.

RESULTS AND DISCUSSION

OJT Performance Rating

OJT Performance	Qualitative Description	Frequency	Percent	Rank
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1.0	Excellent	7	5%	4
1.1	Excellent	11	7%	3
1.2	Excellent	94	63%	1
1.3	Very Satisfactory	33	22%	2
1.4	Very Satisfactory	0	0	
1.5	Very Satisfactory	5	3%	5
Total		150	100%	

The provided data in the above table highlights the performance rankings of students during their On-The-Job Training (OJT) evaluations. Notably, 94 students (63%) achieved the highest rank of 1.2, followed by 33 students (22.8%) at rank 1.3, and five students (3.8%) with a rank of 1.5. This suggests that the employers awarded higher ratings to students who met or exceeded company standards and expectations in fulfilling their roles and responsibilities. The commendable OJT performance is attributed to the students' diligent execution of their tasks, aligning with their respective companies' requirements. Conversely, the performance rating of 1.4 held the lowest rank at 6th place. While effective lecturing remains important, the faculty's involvement of students in discussions, group activities, and practical applications beyond the classroom contributes to their preparedness for future work. The combination of in-campus and off-campus activities challenges students to excel and learn from their employers, ultimately contributing to their high-performance grades. This success underscores the readiness of students for the On-the-Job Training Program. Echoing the sentiment, philosopher John Locke emphasized the influential role of environment in individual growth and development. Accordingly, a nation's progress hinges on the productivity of its human resources, a critical determinant of overall success.

CONCLUSION

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RECOMMENDATIONS

To further enhance the effectiveness of the On-The-Job Training (OJT) program, it is recommended that educational institutions prioritize an integrated approach to teaching that extends beyond traditional lectures. Faculty members should engage students in dynamic discussions, group activities, and real-world applications, fostering their readiness for professional challenges. Balancing in-campus and off-campus activities allows students to face authentic situations, learn from employers, and cultivate adaptability and problem-solving skills. Additionally, recognizing the influence of the environment on individual growth, institutions should continue to create supportive and enriching learning environments. By cultivating a holistic learning atmosphere and emphasizing practical engagement, institutions can ensure that students are well-prepared not only for the rigors of the OJT program but also for their future careers, contributing to the nation's overall progress through a skilled and productive workforce.

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