

The On-The-Job Training Experiences of Business Administration Students of Philippine Electronics and Communication Institute of Technology Butuan City

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ABSTRACT

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On-the-job training is a crucial component of business administration education that helps students develop practical skills and knowledge in real-world settings. To establish an effective OJT program, it must align with the goals of the business administration curriculum and the industry, while the policies must provide clear guidance on student selection, placement, and evaluation. However, OJT can be adversely affected by many socioeconomic factors. The study used experiential learning theory, a qualitative methodology using semi-structured interviews

to explore the experiences of business administration students at the Philippine Electronics and Communication Institute of Technology in their on-the-job



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training. Study aimed to investigate the opportunity and challenges during the OJT, the coping mechanism of the interns, the monitoring strategies employed to oversee the interns, the assessment of BSBA interns to the Host Agencies/ Industry/Supervisor, the assessment received of BSBA Students from the Host Agencies/Supervisor, and based on the findings of the study, what intervention program may be designed. In the study, the BSBA student interns experienced practical experience and basic office work in their OJT program. However, their experience in their OJT program is not significantly aligned with their course and the internship description. The student interns' coping mechanisms include adaptation mechanisms and motivation. Monitoring strategies such as activity, compliance, and result monitoring were effective in monitoring the performance of student interns based on the feedback on the evaluation sheet provided by the institution to the host agencies. The interns and host agencies' assessments of each other in the OJT program were positive and negative in their general assessment and their observations on attitude and behavior. Intervention programs may also be designed to improve the OJT program. This includes proposing a new curriculum, collaborating with selected host agencies as industry partners, requiring additional compliance from unaccredited host agencies, and ensuring strict compliance with the Commission on Higher Education (CHED) checklist for the OJT program.

INTRODUCTION

On-the-job training (OJT) is an essential component of Business Administration Education, facilitating the development of practical skills and knowledge in real-world settings. OJT is cost-effective and provides learners with a sense of purpose and belonging, enhancing job satisfaction and productivity. Through hands-on experience, OJT improves students' employability by fostering critical competencies such as communication, teamwork, problem-solving, and decision-making skills (Andreev, 2021). It also allows students to apply theoretical concepts in actual business environments, bridging the gap between classroom learning and professional practice (Perry, 2022).

In an increasingly globalized economy, job training varies significantly across professions, yet most students can access international opportunities with the right industry connections. As global markets expand, students can obtain international job training through various avenues such as working for multinational companies, engaging in cross-border research, traveling, and earning internationally recognized certifications. In addition to occupational skills, developing cultural competence, learning new languages, and understanding

local laws and regulations are critical to thriving in international business settings. Furthermore, internships, volunteer positions, and job placements abroad offer invaluable opportunities for students to gain hands-on experience in multinational environments, enhancing their employability in the global market (Deardorff, 2006).

In the national context, on-the-job training (OJT) programs are mandated by law to ensure both the safety of students and the quality of their education, as regulated by the Commission on Higher Education. These programs are designed to complement students' degree curricula, enhance their career counseling, and promote their overall well-being in the workplace. OJT provides an invaluable opportunity for students to apply theoretical knowledge in practical settings, reinforcing the skills necessary for their future careers (CHED CMO 104 series of 2017). Moreover, the completion of OJT programs not only enriches students' learning experiences but bolsters their resumes or CVs, making them more competitive in the job market (CHED CMO 104 series of 2017). Through structured training, students are better equipped to transition into professional roles, ensuring a smoother integration into the workforce.

At the Philippine Electronics and Communication Institute of Technology (PECIT), the Administrative and Academic Affairs department has prioritized the establishment of a coordinatorship for institutional internships. This initiative addresses the lack of comprehensive On-the-Job Training (OJT) programs, policies, manuals, and agreements with industry partners, making previous student OJT experiences inefficient and ineffective. The areas for improvement identified include the formulation of detailed OJT policies, establishing formal agreements between the school and host agencies, and appointing the proper authorities to evaluate and assess the OJT programs (Magnaye, 2022).

Several themes surfaced regarding problems during OJT. Lack of communication skills among students; Students will not get any allowance if they did OJT at a small company; Having a problem in report writing; Lack of discipline; Duration of OJT is not enough; They did OJT at places which are not suitable for their course; Job scope during OJT is not related to their course; Syllabus learned is not available in the industry; Gender differences which complicate them to apply the theoretical knowledge and skills to real-world application; Assessment rubric used is too general which is not specific to the job scope and skills; Allocation of marks for each element in the assessment rubric needs to be reviewed.

Furthermore, Dawaton (2021) identified several common issues faced by students during On-the-Job Training (OJT), including task mismatches with their course program, insufficient supervision by both advisers and supervisors,

limited time allocated for OJT, and inadequate orientation about the work environment. In addition, interns are given only very basic employee rights, that interns are viewed as cheap labor, and that the service business does not contribute to the professional development of interns. Business sector does not provide the necessary attention, compensation, and professional conditions to trainees. Collaboration with Industry and educational institutions is necessary in order to improve the relationship between interns (Kaşlı & İlban, 2013). The study emphasizes the need for universities to establish clear guidelines for selecting host agencies to ensure the training is relevant and high-quality. The effectiveness of the OJT program is significantly influenced by the university's role in supporting students and collaborating with host agencies throughout the deployment process (Article IV, Section 6 of CHED CMO 23 series of 2009). Students benefit from strong support from their advisors and supervisors, particularly through pre-placement activities such as orientations conducted by both the host agency and the university. Furthermore, the host agency plays a crucial role in the OJT program by offering students valuable real-world experience that prepares them for their future careers (Dawaton, 2021).

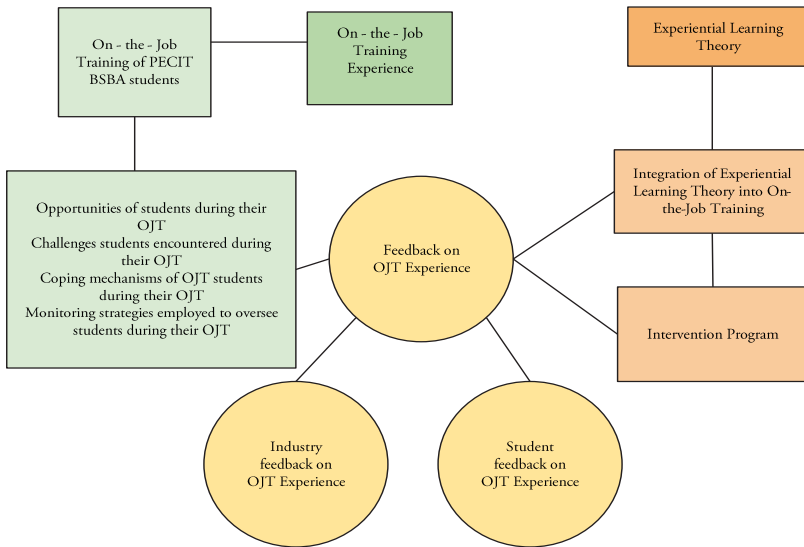
Developing an effective OJT program and policies is essential to base them on thorough research and best practices. These programs must align with the objectives of the business administration curriculum, ensuring that students acquire the relevant skills and knowledge needed for their future careers. Policies should provide clear guidance on student selection, placement, and evaluation (Rosli et al., n.d.). Additionally, incorporating the latest industry trends into the OJT programs helps students remain competitive in the evolving job market. Building strong partnerships with industry stakeholders is crucial to ensure that the OJT program continues to meet current workforce demands (CHED CMO 104 series of 2017).

With this the researcher investigate the Experiences of Business Administration students of Philippine Electronics and Communication Institute of Technology (1) the opportunities and challenges of students during their OJT program, (2) the coping mechanisms of the OJT students during their OJT program, (3) the monitoring strategies employed to oversee the students during their OJT program, (4) the assessment of BSBA Students to the Host Agencies/Industry/Supervisor during the On-the-Job Training, (5) the assessment received of BSBA Students from the Host Agencies/Supervisor, and (6) determine the intervention program may be designed for educational institutions and OJT companies to provide a supportive, robust foundation of OJT program and policies as well as enriching learning experience for students to maximize the benefits of On-the-Job Training.

FRAMEWORK

The study examines the experiences of business administration students during on-the-job training (OJT) at PECIT using Kolb’s Experiential Learning Theory (ELT). The theory suggests that active participation, reflection, theory development, and application of learned concepts enhance the OJT experience. Factors such as the learning environment, business type, supervisor/mentor support, and student engagement are crucial for positive OJT experiences and better learning outcomes. The study also emphasizes the importance of assessing learning outcomes, work environment quality, relationships with supervisors and co-workers, and challenges faced during training. Overcoming challenges is crucial for learning and understanding how OJT influences career aspirations and goals.

Figure 1
Conceptual Framework



The conceptual framework suggests that the quality of the work environment, guidance from supervisors, relationships with co-workers, and strategies to overcome challenges all impact learning outcomes and career aspirations. These

interconnected factors provide a comprehensive understanding of the OJT experience for business administration students at PECIT, aiding in developing effective training programs (Kolb, 2014). The study aims to contribute valuable insights into optimizing OJT experiences and preparing students for successful careers in business administration.

OBJECTIVES OF THE STUDY

This study aimed to investigate the experiences of Business Administration students from the Philippine Electronics and Communication Institute of Technology in their On-the-Job Training. The proponent aimed (1) investigate the opportunities and challenges of students during their OJT program, (2) investigate the coping mechanisms of the OJT students during their OJT program, (3) investigate the monitoring strategies employed to oversee the students during their OJT program, (4) investigate the assessment of BSBA Students to the Host Agencies/Industry/Supervisor during the On-the-Job Training, (5) investigate the assessment received of BSBA Students from the Host Agencies/Supervisor, and (6) determine the intervention program may be designed.

METHODOLOGY

Research Design

A phenomenological design used as research design, which aims to explore and understand the experiences of Business Administration student's in their OJT using ELT. A qualitative study was conducted at the Philippine Electronics and Communication Institute of Technology (PECIT) to understand the experiences of Business Administration students during On-the-job training (OJT) using Experiential Learning Theory (ELT). Qualitative research methods were well-suited for exploring complex and subjective phenomena, such as the experiences of individuals in specific contexts. According to Creswell (2014), phenomenology is a qualitative research approach that "seeks to describe the essence of a phenomenon through the perspectives of those who have experienced it" (p. 55).

In this study, the aim is to explore the experiences of Business Administration students in their OJT using ELT, which is a subjective and complex phenomenon that can be best understood through the perspectives of the students themselves.

The study involved 38 participants pursuing a Bachelor of Science in Business

Administration (BSBA) who completed 300 hours of OJT during the 2nd semester of the academic year 2022-2023. Purposive and Convenience sampling was used, and the interviews were audio-recorded, transcribed, and analyzed using thematic analysis. The study aimed to provide a comprehensive understanding of the experiences, roles, and responsibilities of BSBA students during their OJT, bridging the gap between theoretical knowledge and practical application. The study used qualitative design, thematic analysis, and data collection methods that contributed to the validity and reliability of the findings, ensuring a systematic approach to understanding the OJT experiences of Business Administration students using ELT.

Research Site

The study was conducted at the Philippine Electronics and Communication Institute of Technology (PECIT) in Butuan City, Agusan del Norte. The City of Butuan served as the regional center for the Caraga Region and is regarded as a highly urbanized town. The town serves as the area's administrative, commercial, and manufacturing center. The city is divided into 86 barangays, of which 15 are urban and 71 are rural. One of the places that takes pride in its highly effective and well-organized educational system in Agusan del Norte is Butuan City. To uphold the standards and quality of Butuan education, the city's universities and colleges offer impressive academic programs and thorough curricula. The Philippine Electronics and Communication Institute of Technology (PECIT) has a total population of 1,010 students 370 are BSBA Students, and 65 are currently enrolled in Practicum or Internship as of the 2nd semester of the Academic year 2022-2023.

Participants

The participants of the study are students pursuing a Bachelor of Science in Business Administration at the Philippine Electronics and Communication Institute of Technology (PECIT) and completed 300 hours of On-the-Job Training during the 2nd semester of the Academic Year 2022-2023. The study will use purposive sampling to select Business Administration students who have undergone OJT using ELT at the Philippine Electronics and Communication Institute of Technology (PECIT). The sample size depends on the point of saturation, where data collection is no longer providing new information (Mason, 2010).

Table 1*List of Participants*

Participant No.	HTE/Company	Department /Division
1	BIR	Finance
2	PECIT	BEED Department
3	DAR	Finance
4	PECIT	Clinic
5	Jollibee	Production
6	A.C.A Convenience Store	Merchandise inventory In-Charge
7	BIR	Chief, Compliance Section
8	RELX	RELX Specialist
9	DAR	ARBDSF
10	PECIT	Finance
11	DAR	Admin DAR AND
12	BIR	Finance
13	BIR	Collection Section
14	CSWD	GASSD
15	BIR	Basic Education
16	Zenergy	Admin
17	BIR	AHRMD/ PPAFS
18	ZENERGY	Billing Department
19	BIR	One Time Transaction
20	PECIT	OSAS
21	PECIT	HR
22	PECIT	Clinic
23	DAR	LSD, DAR-AND

24	BIR	Regional Investigation Revenue
25	Antrecco	Loan Department
26	BIR	Human Resource
27	BIR	Collection Division/ Tax Clearance
28	ANTRECCO	Loan Department
29	ANTRECCO	ANTRECCO Head Office
30	ANTRECCO	Loan Department
31	ANTRECCO	Loan Department
32	ANTRECCO	Head Office
33	BIR	AHRMD
34	BIR	AHRMD
35	JPL GOLDRUST TRADING CORPORATION	Finance and Accounting Department
36	ZENERGY	Billing Department
37	BIR	Compliant Support Section
38	PECIT	Finance Department

Table 1 shows the outlines of deployment and assignment of BSBA students during their On-the-Job Training (OJT). The participants, identified by participant numbers, are placed in various companies or organizations, each with specific departments or divisions where they are assigned. The OJT participants are exposed to diverse sectors, including finance, education, production, merchandise inventory, compliance, administration, billing, human resources, and more. Thirteen (13) participants are assigned to BIR (Bureau of Internal Revenue), seven (7) at PECIT (Philippine Electronics and Communication Institute of Technology), four (4) DAR (Department of Agrarian Reform), one (1) Jollibee (fast-food chain), one (1) A.C.A Convenience Store, one (1) RELX, one (1) CSWD (City Social Welfare and Development Office), Three (3) ZENERGY, six (6) at ANTRECCO, and one (1) at JPL Goldrust Trading Corporation. The OJT roles encompass responsibilities such as finance, clinic, production, merchandise inventory management, compliance, admin, collection,

basic education, billing, and more. This diverse range of assignments exposes the BSBA students to various aspects of business operations, providing valuable hands-on experience and practical knowledge.

Furthermore, table 1 portrays the comprehensive array of placements and responsibilities undertaken by BSBA students during their On-the-Job Training. Each participant is associated with a distinctive company or entity, and their roles are distributed across diverse departments or divisions, thereby offering an extensive spectrum of learning opportunities.

Instrumentation

The research design of this study is a phenomenological approach aimed at exploring and understanding the experiences of Business Administration students during their On-the-Job Training (OJT) through the lens of Experiential Learning Theory (ELT). To gather in-depth and nuanced data on the participants' experiences, qualitative research methods, specifically semi-structured interviews, were employed. According to Creswell and Poth (2016), phenomenology is a qualitative research method that "describes the essence of a phenomenon by capturing the lived experiences of individuals" (p. 75). This approach is particularly effective for examining complex and subjective experiences, such as those encountered by students in their OJT.

The study will involve audio-recording and transcribing semi-structured interviews to ensure a thorough analysis of the participants' perspectives. Thematic analysis will be utilized to examine the interview data, which entails identifying recurring patterns and themes to gain a comprehensive understanding of the phenomenon being studied (Braun & Clarke, 2021). This method will facilitate a deep exploration of how Business Administration students experience and interpret their OJT within the framework of ELT.

Research Ethics Protocol

Ethical considerations are essential in conducting research involving human participants. These considerations ensure that the participants are protected and that the study meets ethical standards.

The participants must be fully informed of the study's purpose, procedures, and potential risks and benefits. The researcher obtained the participants' informed consent before proceeding with the study. The participants have been informed that their participation is voluntary and that they can withdraw from the study at any time. Informed consent is a fundamental principle of research ethics and is necessary to ensure that participants understand the nature of the study and their role in it (American Psychological Association, 2017). In addition,

the participant's personal information and data will be kept confidential. The researcher assigned a code to each participant to protect their identity. The researcher stored the data in a secure location to prevent unauthorized access. Maintaining confidentiality is essential to protect the participants' privacy and ensure they are not harmed (National Institutes of Health, 2013).

The participants were treated with respect and dignity throughout the study. The researcher ensured that they were not subjected to harm, discomfort, or undue stress. The participants have the right to withdraw from the study without penalty (World Medical Association, 2013).

Data Collection

Identification of participants: The researcher identified thirty-eight participants who meet the inclusion criteria, which will include Business Administration students who have undergone their training in Government Agencies, Private Organization/Institution and Non-Government Organization/Associations who completed their OJT using Experiential Learning Theory (ELT) at the Philippine Electronics and Communication Institute of Technology (PECIT).

The researcher approached the identified participants and invited them to participate in the study. The researcher explained the study's purpose, procedures, and potential risks and benefits to the participants. The participants were informed that their participation was voluntary and that they could withdraw from the study at any time. The researcher obtained their informed consent before proceeding with the study. Afterward, the researcher conducted semi-structured interviews with the participants to explore their experiences in their OJT using ELT.

The interviews were audio-recorded and transcribed verbatim for analysis. The researcher also took detailed notes during the interviews to capture nonverbal communication and contextual information. The researcher also collected documents and artifacts related to the participants' OJT experiences. Then, the researcher used thematic analysis to identify patterns and themes in the data. Thematic analysis is a widely used approach to qualitative data analysis that involves identifying patterns and themes across the data set (Braun & Clarke, 2006).

The researcher established trustworthiness by using various strategies, such as prolonged engagement with participants, member checking, and peer review, to ensure the rigor and credibility of the study (Lincoln, 1980; Guba, 1985). Overall, the data-gathering procedure in this study involved a rigorous and systematic approach to ensure the validity and reliability of the data collected.

Statistical Techniques

Since this study employs a qualitative research design, data will be analyzed using thematic analysis, a widely recognized method for identifying patterns and themes within qualitative data (Braun & Clarke, 2021). Thematic analysis involves several key steps: familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report (Braun & Clarke, 2021).

To ensure accuracy, the interviews will be transcribed verbatim. The researcher will then read and re-read the transcribed data to gain a deep understanding and identify initial codes. Initial coding will highlight and label data segments that address the research questions. These codes will be grouped to form themes, allowing for identifying patterns within the data.

Themes will be reviewed to confirm they accurately represent the data and are relevant to the research questions. Each theme will be named to provide clarity and structure to the analysis. Thematic analysis is known for its rigor and systematic approach, making it a robust choice for qualitative data analysis (Braun & Clarke, 2021).

RESULTS AND DISCUSSION

BSBA students' responses in their experience during their OJT program. For the student feedback, two major themes emerged based on the data collected. The two major themes are opportunity and challenges. The expectations of the students, which are sub-themed into two parts - learning and development of skill and difficulty in OJT- were met. During On-the-Job Training (OJT), Business Administration students at the Philippine Electronics and Communication Institute of Technology (PECIT) demonstrated notable improvements in their administrative and technical skills. They reported enhanced proficiency in tasks such as encoding taxpayers' payments and using Excel efficiently, highlighting the success of the OJT program in providing practical knowledge relevant to administrative roles. However, some students involved in financial tasks and HR-related responsibilities expressed concerns about the misalignment with their major, Marketing Management. This misalignment can lead to challenges such as decreased motivation, engagement, and perceived value of the training, as students may feel that the tasks are not directly applicable to their career goals (Pascua et al., 2022).

Challenges during On-the-Job Training (OJT) faced by BSBA students include difficulty in tasks and adaptability in the working environment, so several

actions can be implemented. First Clear Task Assignment and Expectations. Including difficulties with computer applications, technical assessments, and basic office operations and procedures. Adaptability challenges were multifaceted, encompassing issues with time management, organizational behavior, working environment, and communication. To address these challenges, several actions were recommended: providing clear task assignments and expectations, implementing thorough orientation and workplace integration processes, ensuring regular feedback and evaluations, and conducting pre-OJT workshops or training. Specific interventions proposed include time management training, offering office productivity tools, and incorporating a business correspondence course into the curriculum to improve communication skills (Lee, 2023).

The common responses of students to their coping mechanisms in their on-the-job training experience. The major theme emphasized in this problem is the coping mechanisms of interns in dealing with their OJT program. It is subdivided into two themes, which are the intern's adaptation mechanism and their motivation. In the adaptation mechanism, all of the interns have a common understanding or answer to their ways of adapting to their on-the-job training. These are the following: time management, listening to instructions, asking questions, asking for assistance from a supervisor, doing their research, taking notes, etc. BSBA students undergoing OJT utilize adaptive learning and professional growth as their primary coping mechanisms, adopting a proactive approach to overcome challenges and promote continuous development. This approach is reflected in a major theme that includes subthemes such as Adaptation and Flexibility, Effective Communication and Active Listening, and Establishing Support Networks. These subthemes highlight students' commitment to adjusting to diverse work environments, embracing new experiences, and actively engaging in self-reflection and self-regulation. Research suggests that students who focus on adaptability and professional development are better equipped to navigate the complexities of real-world work settings and enhance their long-term career prospects (Qubati et al., 2021).

The monitoring strategies employed to oversee the students during their OJT program in regard to student and industry feedback have coincided, thereby having three themes emphasized for the monitoring strategies employed. The themes emphasized are activity monitoring, compliance monitoring, and result monitoring. Activity monitoring is subdivided into three categories: attendance, supervisory monitoring, and absence monitoring. For attendance, the monitoring strategies commonly employed by host agencies are logbooks, time-in/time-out, and biometrics. This is employed to oversee the attendance of student interns, whether they are present, late, on time, or absent.

For supervisory monitoring, the monitoring strategies employed are giving instructions and providing supervisory assistance. This is to oversee the tasks delegated to student interns and to make sure the job given is accomplished efficiently and effectively. For absence monitoring, the student interns usually either provide a formal excuse letter for absences or directly message their corresponding supervisors with the reason why they are absent. Furthermore, compliance monitoring is sub-themed into two parts: orientation and company regulation. For the orientation, the student interns would be oriented before the start of their OJT program and attend any other orientation or seminar that can be converted into OJT hours or is part of their OJT program in their respective host agencies. This monitoring strategy oversees the student interns to ensure that they meet the policies and procedures in their OJT program. Moreover, the company regulation is in regard to the company policy commonly employed by host agencies, which is that no visitation is allowed.

Lastly, the result monitoring is sub-themed into supervisor/host agency assessment, which is the OJT performance rating sheet and the OJT performance appraisal report. This monitoring strategy is employed to assess the performance of student interns in their on-the-job training.

Monitoring strategies for overseeing BSBA students during On-the-Job Training (OJT) programs include a combination of supervisory, compliance, result, and program monitoring. Supervisory monitoring involves tools such as Daily Time Records, Logbooks, and Biometrics to ensure accurate tracking of attendance and punctuality. Compliance monitoring includes orientation sessions and preliminary requirements that set clear expectations and standards for students before the OJT begins. Result monitoring tools are utilized to provide structured frameworks for objective assessment and feedback, helping to evaluate students' performance and progress effectively. Additionally, program monitoring is achieved through regular visitations and consultations with both trainees and supervisors, fostering a collaborative approach to addressing challenges and enhancing the overall OJT experience (Rodriguez & Walters, 2017).

The assessments of BSBA student interns in their respective host agencies in their OJT program. It is emphasized in three sub-themes: General assessment, attitude, and conduct. The following responses have been summarized based on the majority of the responses and the redundancy of the information collected. For the general assessment of BSBA student interns in the host agency, the student interns responded positively, citing excellence and having a good working environment during their OJT experience. This implies that despite the challenges and the gap between the tasks given and the expected work alignment of the course observed during their OJT program, the student interns had a

general sense of satisfaction with their OJT experience. The On-the-Job Training (OJT) program at the Philippine Electronics and Communication Institute of Technology (PECIT) has been evaluated by BSBA student interns, with a focus on three key sub-themes: Work Environment, Learning and Development, and Mentorship and Guidance. A positive work environment, characterized by approachable trainers and supervisors, was deemed essential for fostering effective learning and professional growth. Although behavioral expectations varied across departments, students consistently demonstrated adaptability and professionalism. Host agencies' strict yet approachable attitudes exposed students to real-world business regulations, enhancing their critical thinking and decision-making skills (Pandey & Sharma, 2022).

Participants in the On-the-Job Training (OJT) program expressed satisfaction with the diverse learning opportunities offered, such as involvement in inventory management and budget proposal preparation. The emphasis on active listening and learning from mistakes highlighted a growth-oriented mindset among students, fostering continuous improvement. Hands-on engagement with host training agencies enabled extensive practical skill development, reinforcing the application of theoretical knowledge in real-world scenarios. The multifaceted nature of the OJT experience, which includes a positive work environment, rich learning opportunities, and effective mentorship, collectively contributes to a transformative learning journey for BSBA students (Wangchuk, 2023).

The assessments received by BSBA student interns from their host agencies in their OJT program. The following information has been summarized based on the common assessments of host agencies of student interns' OJT performance. The comments of each host agency are not discussed directly due to the wide range of information, some of which is redundant and some of which is too broad to be specified in accordance with the purpose of the research.

For the industry assessment, two major sub-themes are emphasized: positive and negative feedback. For the positive feedback, the responses of the host agencies towards student interns' performance in their OJT experience are the following: they perform well in their tasks; they can easily understand their tasks; they can finish their tasks on time; they have good relationships with peers; etc. This indicates a positive outlook on the learning process and experiences of student interns in their OJT program.

For the negative feedback, the responses of the host agencies are the following: intern is not on time—always late. Time Management and Prioritization Issues result in BSBA students struggling to manage their time effectively, leading to tardiness and a lack of focus on work during OJT. The host agencies' assessment of students' performance during their On-the-Job Training (OJT) provided

valuable insights across several dimensions, including proficiency in task execution, work habits, and communication skills. Positive feedback emphasized participants' strong grasp of their responsibilities and competence in handling tasks, particularly in technical areas. However, the assessment also identified areas where some participants required improvement, underscoring the need for ongoing technical training and mentorship to address skill gaps and enhance overall performance (Nzimakwe & Utete, 2024).

This exposure helps students develop a deeper understanding of the legal and ethical aspects of business practices. Working within a policy-driven environment challenges students to make decisions that align with established guidelines and principles. This fosters the development of critical thinking and decision-making skills; they are hands-on with interns, which offers BSBA students extensive opportunities to develop practical skills. Engaging in real-world tasks allows students to apply theoretical knowledge and build competence in various business functions. Facing real challenges in hands-on settings encourages students to develop problem-solving abilities and think critically to find practical solutions (Pervin, 2023).

Hands-on training exposes students to dynamic work environments, fostering adaptability and versatility in their approach to different business situations. Hands-on programs often involve working closely with professionals in the field, providing BSBA students with networking opportunities and exposure to diverse business practices, and they provide relevant tasks to maximize potential (Hosen et al., 2024).

This indicates how company policies have also been applied to student interns and how host agencies have direct involvement and participation in the OJT experience of student interns. Also, the observation of students pertaining to host agencies providing relevant tasks to maximize potential implies that students still see relevance in basic office work but have failed to recognize the significance of internship descriptions matching the actual work experience that is in alignment with their course.

In the absence of an official Student Internship Coordinator at the Philippine Electronics and Communication Institute of Technology (PECIT), the responsibilities typically assigned to this role are managed by the College Deans, particularly within the Business Administration Program. This arrangement contradicts the requirements outlined in the Commission on Higher Education (CHED) Memorandum Order No. 104, series of 2017, which mandates the appointment of a Student Internship Program (SIPP) Coordinator to ensure effective management and oversight of internship programs. The lack of a dedicated SIPP Coordinator may hinder the proper implementation and

monitoring of internships, as outlined by CHED (Commission on Higher Education, 2017).

For the industry assessment, two major sub-themes are emphasized: positive and negative feedback. For the positive feedback, the responses of the host agencies towards student interns' performance in their OJT experience are the following: they perform well in their tasks; they can easily understand their tasks; they can finish their tasks on time; they have good relationships with peers; etc. This indicates a positive outlook on the learning process and experiences of student interns in their OJT program.

For the negative feedback, the responses of the host agencies are the following: intern is not on time—always late. Time Management and Prioritization Issues result in BSBA students struggling to manage their time effectively, leading to tardiness and a lack of focus on work during OJT. Poor time management skills can also impact their ability to prioritize tasks (Abduljabbr et al., 2012). Second, there is a need to improve computer literacy because Students who have not received adequate computer literacy training before their OJT may face challenges in using digital tools and software effectively in the workplace. Third will be a lack of communication skills because a lack of exposure to professional communication settings might result in students having limited or ineffective communication skills when interacting with colleagues, supervisors, and clients during OJT. Lastly, the intern is not able to focus on tasks because of using a mobile phone. Some BSBA students may tend to be overly reliant on their mobile phones, leading to distractions and reduced focus on their OJT tasks, lack of versatility, lack of initiative, and so on (Kuznekoff & Titsworth, 2013).

This indicates a negative outlook, which is crucial and significant in the OJT experience of BSBA student interns as it corresponds to the learning outcomes and experiences of the students in their OJT program. Tardiness and poor work focus can negatively affect students' professional reputations, leading to possible limitations in future opportunities. Additionally, Poor computer skills and lack of focus on work may result in reduced productivity and a decline in the quality of the tasks completed by the students during OJT.

Moreover, Students lacking effective communication skills may face challenges in conveying ideas, understanding instructions, and collaborating with colleagues and superiors during OJT. Lastly distractions caused by mobile phone use can lead to missed learning opportunities and hinder students' ability to fully engage with the OJT experience. It implies a negative outlook in the academy by generating students who are not efficient and effective.

To address the negative feedback and performance gap, the Philippine Electronics and Communication Institute of Technology, Business

Administration Department will conduct time management workshops during Internship Orientation to help students develop effective time management skills and prioritize tasks during OJT. Also, prior to OJT, The BSBA Program should provide comprehensive computer literacy training incorporated in the Office Productivity Tools Course to ensure that students are proficient in using essential digital tools (Fraillon, 2014).

Moreover, Adding Business Correspondence and Implement communication skills development programs that focus on professional communication, active listening, and effective interpersonal interactions. Finally, clear guidelines on mobile phone usage during OJT should be established, encouraging students to limit distractions and use their devices appropriately (Detlor et al., 2011)

The landscape of business education is continually evolving, necessitating a dynamic approach to curriculum design and program delivery. To prepare Business Administration (BSBA) students for the competitive professional world, it is essential to align academic offerings with industry demands and equip students with practical skills and experiences that facilitate successful workforce integration. Key interventions such as integrating an Internship Coordinator, curriculum enhancements, industry collaboration, and developing robust OJT manuals and plans are critical in addressing these needs (Plewa et al., 2015).

The complex nature of internships demands a dedicated professional who can bridge the gap between theoretical knowledge and practical application. The role of an Internship Coordinator, as mandated by CHED CMO No. 104 series of 2017, serves as a crucial intervention in enhancing the BSBA On-the-Job Training (OJT) Program. This Coordinator ensures effective student placement, ongoing support, and proper monitoring throughout the internship process, aligning student learning opportunities with industry standards and fostering strong relationships with industry partners.

Moreover, the evolving business landscape requires graduates to possess not only theoretical knowledge but also practical skills relevant to the modern workplace. Incorporating courses like Business Correspondence and Office Productivity Tools into the curriculum directly addresses contemporary industry needs. Proficiency in written and oral communication is essential for effective collaboration and client interactions. Similarly, the mastery of office productivity tools enhances workplace efficiency and enables data-driven decision-making.

Strategic collaboration with industries is another critical intervention that ensures students gain exposure to real-world scenarios and emerging trends. Partnerships with industry leaders provide immersive experiences that align with current business expectations, ensuring that student's skills and competencies evolve with industry demands. This collaboration cultivates a workforce that is

agile and prepared for the future (Bridgstock et al., 2019).

Strengthening OJT manuals and plans with workshops and seminars, such as Workplace Integration, Organizational Behavior, and Communication and Computer Literacy, is a direct response to research findings on student needs. An Organizational Behavior Seminar equips students with essential insights into workplace dynamics, improving their adaptability and collaboration skills. Communication and computer literacy workshops address identified deficiencies, ensuring that students possess the technical and soft skills required by the industry (Andreev, 2021).

CONCLUSIONS

In the lens of BSBA Students, the study reveals that On-the-Job Training (OJT) significantly impacts Business Administration (BSBA) students' Experiential learning (Kolb, D. A. 2014), work integrated learning, development of management functions, enhancing their proficiency in key areas such as administration, marketing, operations, finance, and human resources (Govender & Wait, 2017). This suggests a need for better alignment between OJT tasks and students' specializations to create a more tailored and relevant learning experience. Additionally, the study underscores the growth in desirable attitudes and values among BSBA students, highlighting attributes such as punctuality, cooperation, initiative, and ethical integrity as key outcomes of their training (Tolentino, 2023).

Challenges faced by BSBA students during OJT are categorized into two main areas: Difficulty and Adaptability. Difficulty refers to challenges related to computer applications, technical assignments, and basic office operations, while Adaptability challenges encompass time management, organizational behavior, and communication skills. The study also stresses the importance of developing a versatile skill set and practical familiarity with day-to-day office operations (Khalil, 2015).

BSBA students engaged in OJT demonstrate adaptive learning, focusing on adaptability, flexibility, self-reflection, and self-regulation. Effective communication and active listening emerge as key coping mechanisms, contributing to job satisfaction and a positive and enriching learning experience during the OJT period (Urquía-Grande& Perez, 2020).

In the Lens of Institution/BSBA Department/Internship Coordinator:

The On-the-Job Training (OJT) program for Business Administration students adopts a comprehensive and structured monitoring approach to ensure the effectiveness and accountability of the training process. Supervisory

tools such as Daily Time Records, Logbooks, and Biometrics are employed to track punctuality and attendance, fostering a sense of responsibility among students. Compliance monitoring, through orientation sessions and fulfillment of preliminary requirements, establishes clear expectations from the outset. Performance monitoring tools, including Performance Rating Sheets and Appraisal Reports, are used to objectively assess students' progress and skill development throughout the training period (Haddad-Adaimi et al., 2022).

However, regular site visits to OJT workplaces could provide faculty and administrators with a more in-depth understanding of student's learning experiences and challenges in real-time, thus offering opportunities for timely intervention and support. Additionally, the implementation of feedback mechanisms and encouraging students to maintain reflective journals would allow for ongoing self-assessment and personal development, making the learning process more student-centered and reflective. By incorporating these enhancements, the OJT program can offer a more holistic understanding of students' experiences, ultimately contributing to the program's continued success and alignment with academic and industry expectations (Breiner, 2022).

In the lens of Host Training Agencies/Companies/Government Offices

The reflections of BSBA students on their On-the-Job Training (OJT) experiences offer valuable insights into their professional growth and the factors contributing to their development. The "Student Experience" theme, comprising sub-themes such as Work Environment, Learning and Development, and Mentorship and Guidance, underscores the significance of a supportive and conducive work environment for fostering productivity and engagement. Within the Learning and Development sub-theme, hands-on experiences are shown to effectively reinforce the theoretical knowledge students gained in the classroom, further bridging the gap between academia and real-world application (Bernido et al., 2024).

The Mentorship and Guidance sub-theme emphasizes the pivotal role of supervisors and mentors in shaping students' OJT experiences. Effective mentorship guides students through their tasks and enhances their professional outlook and work habits. Host agencies provide comprehensive assessments of BSBA student interns, highlighting strengths in skills application, job attitudes, and interpersonal relations while identifying areas for improvement. A notable commendation from the Regional Director at BIR RR17, Butuan City, praises the students for their dedication, enthusiasm, and effective application of theoretical knowledge, demonstrating the value and impact of OJT programs in equipping students for successful careers (Vocal et al., 2023).

In the lens of a Business Administration Program/ Internship Program:

The proposed intervention programs are designed to enhance the On-the-Job Training (OJT) program and improve the overall experiences of Business Administration (BSBA) student interns. A key recommendation is the appointment of a dedicated BSBA Internship Coordinator, whose role is to guide students, ensure appropriate placements, and align the OJT training with students' academic and career goals. This position is crucial for streamlining the internship process and maximizing the relevance and effectiveness of the training (Jawabri, 2017).

In addition, the intervention includes revisions to the BSBA curriculum to better prepare students for the professional world. This involves incorporating courses such as Business Correspondence and Office Productivity, which are essential for developing practical skills required in the workplace (Weber & Englehart, 2011). Furthermore, the revised Internship Manual and Plan will integrate elements such as Organizational Culture and Behavior Orientation, Computer Literacy Workshops, Business Communication, and Workplace Integration Workshops. These components are aimed at enhancing the quality of the internship experience by addressing both technical skills and soft skills necessary for successful career integration (Dunne & Rawlins, 2000).

Additionally, collaboration with host agencies and adherence to CHED checklist standards will ensure that the OJT program remains compliant with national educational requirements and industry standards. This comprehensive approach aims to create a more robust and effective OJT experience that supports the professional development of BSBA students (Chen & Shen, 2012).

RECOMMENDATIONS

The study presents a comprehensive set of recommendations aimed at enhancing the On-the-Job Training (OJT) program for Business Administration (BSBA) students at the Philippine Electronics and Communication Institute of Technology (PECIT). Key recommendations include fostering collaboration between the institution and industry partners to ensure that internship descriptions and curricula are well-aligned with students' academic courses and career aspirations. This alignment is crucial for making the OJT experience more relevant and impactful (Qubati et al., 2021).

The study also proposes the establishment of an Institutional Internship Committee responsible for the ongoing evaluation and refinement of the OJT program's curriculum. This committee would play a pivotal role in adapting the

program to evolving industry needs and ensuring that it remains effective in preparing students for the workforce (Magnaye, 2022).

Furthermore, the study highlights the importance of proactive engagement in the OJT program, advocating for a focus on practical skill development and effective communication (Urquía-Grande & Perez, 2020). It also encourages parents to actively support their children's participation in the program, as their involvement can positively influence students' commitment and performance. Host training agencies are advised to create a positive learning environment, which is essential for maximizing the benefits of the OJT experience and fostering a supportive atmosphere for student growth (Utami, 2022).

TRANSLATIONAL RESEARCH

The program was designed to significantly enhance the On-the-Job Training (OJT) experience for Business Administration (BSBA) students at the Philippine Electronics and Communication Institute of Technology (PECIT) through several key initiatives.

Firstly, an Internship Coordinator was appointed to ensure adherence to the CHED Memorandum Order No. 104 series of 2017, which mandates the assignment of a Student Internship Program (SIPP) Coordinator. This role was instrumental in refining the Internship Manual, Plan, and Policies and overseeing the implementation of application, deployment monitoring, and coordination with industries to meet CHED requirements. The appointment commenced on October 11, 2023, with a monthly functional rate of PHP 3,000, funded through the OJT fee. The expected outcomes included refining and approving the internship documents and improved coordination with industry partners.

A new curriculum alignment was approved, and contents were noted by the Commission on Higher Education Caraga Region to better address the practical skills development needs of BSBA students through the OJT program and related courses. This initiative, starting on July 5, 2023, aimed to enhance communication skills and professionalism among students by offering Business Correspondence, Office Productivity Tools, and an allotted Practicum Course with 600 hours of 2nd semester at the 4th-year level, thereby increasing their attractiveness to employers. The program is coordinated by the PECIT President, Academic Affairs Director, BSBA Dean, and Program Head.

Collaboration with selected industry partners was intended to align OJT experiences with course requirements and standards. From October 11, 2023, to January 15, 2024. The Philippine Electronics and Communication Institute of Technology signed a Memorandum of Agreement with new industry

partners, namely Toyota Motors Butuan, Mitsubishi Motors Butuan, and Geely Butuan. This collaboration aimed to facilitate effective monitoring of student performance and ensure an efficient OJT program. The collaboration, which cost PHP 23,000, was managed by the PECIT President, Academic Affairs Director, Dean, Program Head, and host training executives and was expected to result in a structured OJT program with fair evaluations. The revision of the OJT Manual and Internship Plan included the addition of pre-internship trainings, Computer and Communication workshops, and Workplace Integration activities to ensure students were well-prepared for their internships. Running from November 11, 2023, to January 5, 2024, this program, budgeted at PHP 25,000, aimed to enhance students' readiness and competence in real-world working environments. This initiative was overseen by the PECIT President, Academic Affairs Director, Dean, Program Head, and Internship Coordinator, focusing on various training aspects such as workplace integration and professionalism.

Additionally, compliance with the CHED checklist for OJT programs was mandatory to ensure PECIT's adherence to national standards. This compliance, required by January 15, 2023, did not incur additional costs and confirmed that PECIT met all CHED requirements for a structured and effective OJT program. This effort was managed by the PECIT President, Academic Affairs Director, Dean, Program Head, and Internship Coordinator, ensuring full adherence to the CHED checklist.

Program	Rationale	Objective	Persons Involved	Timeline	Budget	Source of Fund	Expected Output
Appointment for Internship Coordinator	In accordance with Section 14.2.1.i of the CHED Memorandum Order No. 104 series of 2017, Revised Guidelines for the Student Internship Program in the Philippines for all Programs, it is stipulated that a SIPP Coordinator must be assigned for	he primary objective of appointing an Internship Coordinator in Business Administration is to enhance the learning experience of students during their internships.	School President Academic Affairs Director Administrative Director Deans	October 11, 2023 – January 15, 2023	Monthly Functional Rate – P3,000	OJT Fee	Revised and Refinement of the Internship Manual, Internship Plan and Internship Policies and Procedure duly approved by the Academic Council Implementation of Application, Deployment Monitoring and

	the Student Internship Program (SIPP).						Coordination towards Industries with compliance to CHED CMO on Internship and CHED requirements
New Curriculum	A proposed new curriculum alignment that will focus on and put emphasis on the practical skills development and mastery of practical skills through the OJT program and other relevant courses.	To address the needs of student interns in the development and mastery of practical skills and communication skills and professionalism, BSBA students become more attractive to employers.	PECIT President, Academic Affairs Director, Dean, Program Head	July 5, 2023	None	None	Communication, Computer and Technological Literacy Curriculum Isolated Practicum in Single Semester – 4th year 2nd Second Sem.
Collaboration with Selected Industry Partners for the OJT Program	A proposed collaboration with selected host agencies and PECIT will allow BSBA student interns to perform their OJT in alignment with their course, the internship description, and the required standards to be met for an effective and efficient OJT program.	To ensure an effective and efficient OJT Program by having Industry Partners for Student Interns to carry out their OJT To effectively monitor the performance of student interns in their OJT program.	PECIT President, Academic Affairs Director, Dean, Program Head, HTEs	October 11, 2023 – January 15, 2024	P23,000	Admin	Structured OJT program, Effective monitoring and fair evaluation on the performance of student interns in their OJT Program Program goal-oriented and aligned internship program to the profession

Revised OJT Manual and Internship Plan	A proposed additional requirements stipulated in the OJT Manual and Internship Plan that provide Pre-Internship Training and Workshop prior to deployment, School and Workplace Integration Workshop	To ensure readiness, competent, and confident interns toward the real working environment.	PECIT President, Academic Affairs Director, Program Head Internship Coordinator	November 11, 2023 – January 5, 2023	P25,000 OJT Fee	Several Trainings and workshops for workplace integration, computer literacy, professionalism, Organization Culture, and Practices.
Compliance Checklist for OJT Program	A mandatory compliance by PECIT of the checklist provided by CHED on the requirements for OJT programs.	To establish the compliance of PECIT on the CHED checklist for a structured and adequate OJT program.	PECIT President, Academic Affairs Director, Dean, Program Head Internship Coordinator	January 15, 2023	None	Full compliance on CHED checklist for OJT program.

CONFLICTS OF INTEREST AND FUNDING

The authors declare that they have no conflicts of interest, financial or otherwise, that could influence or bias the content of this article. This study was conducted independently without any external funding from organizations or individuals that could have a vested interest in the findings.

The data supporting the findings of this study are available upon request to ensure transparency and facilitate independent verification of the results. AI was utilized ethically solely to enhance readability, with due diligence and mindfulness applied to ensure that it did not contribute to the analysis or interpretation of the content.

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