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RESEARCH ARTICLE

On-The-Job Training Program of the Bachelor of Science in Hotel and Restaurant Management at Nueva Vizcaya State University Bambang Campus: An Assessment

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Abstract

The essential knowledge, skills, and competencies employees need to do specific tasks at work are imparted through on-the-job training. This training program is intended to immerse students in work contexts pertinent to their field of study so they can learn about workplace knowledge, productivity, and workplace values. In essence, an on-the-job training program connects academia and industry. This study sought to assess the on-the-job training program of Nueva Vizcaya State University Bambang Campus to enhance/improve the training program of the institution as perceived by fourth-year BSHRM students at Nueva Vizcaya State University Bambang Campus. The study included 30 On-the-Job Trainees of the BSHRM program for the academic year 2018-2019. The descriptive research method was used in this study and a survey questionnaire based on the study of Karunaratne and Perera (2019) was used to collect data. The data were statistically treated using the frequency distribution, weighted mean, and Friedman test. The findings showed that the respondents are Satisfied with the OJT Program across all indicators and revealed no significant differences. The respondents were also honest and open when asked how the school can improve its on-the-job training program. They suggested that the institution provide free accommodation, improve the OJT's standards and process, and provide international on-the-job training. Such results and student recommendations were suggested to be included in a further review of the current OJT program of the university.

INTRODUCTION

On-the-job training is an experiential method for teaching student-trainees the essential knowledge, skills, and competencies necessary to do particular duties at work. This training takes place inside a particular industry setting. It entails integrating and acquiring industry-specific values, skills, information, and views that fundamentally change a worker's or team's behavior (Nakahara & Matsuo, 2013). The on-the-job training program aims to give students task-specific knowledge and skills in the work area. The most popular types of on-the-job training include work rotation, job instruction, and coaching. The need for training arises to match employee capability and job requirements regarding knowledge, skills, and attitudes. They need to know that employees have not only acquired new knowledge, attitude, and skills from the training but can and do put them into practice on the job. Students can boost their employability and obtain actual work experience through programs like on-the-job training. It is a precisely organized strategy with specified phases and guidelines that must be followed. Those who play a vital role in realizing the

OJT programs include the training coordinator, the school through relevant departments, partner on-the-job training institutions, and the onsite supervisor (Career, n.d.). On-the-job training poses an integral part in the curriculum of all courses. It allows students to put what they have learned about concepts and principles into practice while fostering work ethics and a positive attitude. This helps them become more productive, creative, and globally competitive professionals. This practical experience seeks to put the students' knowledge to use, show them how to use the necessary abilities, improve their attitudes, and develop their character so they may have a comprehensive awareness of the workplace. Here, the learner will be given tasks that gauge their capacity to complete specific duties. They are being observed and examined, and all of their achievements are being assessed according to the standards established by the academic institution. An OJT allows students to practice real-world work processes with authentic tools, equipment, and documentation. A student trainee uses the workplace as a development set to learn more about his chosen subject and put what he has learned in school into reality (Hebron, 2020).

According to the Commission on Higher Education (CHED) Memorandum Order No. 104 series of 2017 on the Student Internship Program in the Philippines, students must have knowledge, guidance, and adopted information to guarantee the quality of their learning and exposure to ensure their safety while participating in internships and considering the program's nature. The purpose of student internships in the Philippines is to give students a chance to become globally and locally competitive, as well as responsible for the needs of the industry in the future, such as those related to the ideals of professionalism and appreciation of hard work.

In Nueva Vizcaya State University Bambang Campus, students must follow the CHED and university requirements regarding On-the-Job training. An On-the-Job Training orientation is conducted before the trainees' deployment. Students are required to undergo both local and national on-the-job training. In the Local On-the-Job Training, students must complete 200 hours of training in the partner establishments within the province of Nueva Vizcaya as per the Bachelor of Science in Hotel and Restaurant Management Curricular offering since School Year 2014. After the local On-the-Job training, students are perceived as well-trained and very competitive by the evaluation that the establishments gave and are thus qualified to undergo the National On-the-Job training in Baguio City, Metro Manila, and Boracay Island.

Research Objectives

The purpose of this study is to assess the on-the-job training program of the institution as perceived by fourth-year BSHRM students at Nueva Vizcaya State University Bambang Campus. The respondents' recommendations will be used as a basis for a more improved training program of the institution tailored to the needs of its students. Specifically, it aimed to answer the following questions: 1. What is the respondents' profile regarding the department assigned to and the placement during their on-the-job?

2. What is the respondents' assessment of the On-the-Job Training Program regarding Department Support, Pre-placement Support, Post Placement Support, and Host Company Support?
3. When grouped according to profile variables, Is there a significant difference in the respondents' assessment of the On-the-Job Training Program regarding Department Support, Pre-placement Support, Post Placement, and Host Company Support?
4. What are the suggestions or recommendations of the respondents of the On-the-Job Training Program of NVSU Bambang?

METHODOLOGY

The researchers made use of the descriptive research method in conducting the research. This method was used to gather facts about the respondents' profile and their assessment of the On-the-Job Training Program. Quantitative and qualitative methods were used to analyze the data needed in this study. A questionnaire based on the study of Karunaratne and Perera (2019) was administered to 30 former BSHRM On-The-Job trainees of NVSU Bambang Campus during the academic year 2018-2019. The researchers also conducted a structured interview with the respondents to support the quantitative part of the study further. Descriptive statistics were used to analyze and present the demographic profile of the respondents, specifically, the frequency count, and percentages. Moreover, the weighted mean was used to determine the respondents' level of assessment of the on-the-job training program of the Bachelor of Science in Hotel and Restaurant Management in terms of department support, pre-placement support, post-placement, and host company support. In contrast, the Friedman test was used to assess whether there was a significant difference in the respondents' level of assessment of the on-the-job training program. A 4-point Likert scale was adapted to rate the On-the-Job-Training Program.

RESULTS AND DISCUSSION

Profile of the Respondents regarding the Department Assigned to them During the On-The-Job and Placement of On-The-Job Training

As gleaned from Table 1, the respondents did experience working in different areas within the workplace. 19 out of the 30 respondents had hands-on activities in the food and beverage section, 13 out of 30 had experienced doing housekeeping, 12 out of 30 had worked in the kitchen, and only 9 out of 30 had tried doing work in the front office section. The frequency exceeds the total number of respondents because some of the On-the-Job trainees had their duty in two or more departments, as seen in the table. The results further imply that On-the-Job students were allowed to venture into different areas within the workplace.

Table 1. Profile of respondents in terms of the department assigned during on-the-job training

Department	N	Frequency	Percentage
Food and Beverage	30	19	63.30
Front Office	30	9	30.00
Kitchen	30	12	40.00
Housekeeping	30	13	43.00

As gleaned from Table 2, the respondents did experience working in both national or local industries or to both national and local industries as such is a requirement of the BSHRM curriculum of the NVSU Bambang Campus.

Table 2. Profile of respondents in terms of placement of on-the-job training

Placement	N	Frequency	Percentage
Local	30	30	100
National	30	30	100

Respondents' Assessment of the On-The-Job Training Program in terms of Department Support, Pre-Placement Support, Post-Placement Support, and Host Company Support

As Table 3 reflects, the respondents are satisfied with the On-the-Job Program regarding department support as manifested in the overall mean of 3.29. Results further revealed that respondents are satisfied with all indicators. The results indicate that the department provides good rapport, monitoring, and assistance to the student-trainees, however, as the mean scores show, there is still something that the department can do concerning providing support to the student-trainees. In this connection, Chen and Shen (2012) suggested that schools should oversee the planning and organization of internship programs before deciding on a student training program. They should also include students and employers in the planning process. To address the educational needs of students and their communities, the administrator must provide interns with the kinds of experiences and activities that encourage instructional leadership (Caraig, 2018) and satisfaction (Kankaew et al., 2021). Moreover, the findings of this study support the study of Narayanan et al. (2010) that the quality of internship learning heavily depends on the quality of feedback and supervision by both the company and the schools. Moreover, CHED has required all institutions providing student internship programs, to assist student-trainees in handling issues and concerns concerning their deployment, and to provide consistent support and monitoring.

Table 3. Respondents' level of assessment on their on-the-job training program in terms of department support

Indicators	Mean	Qualitative Description
1. Establishment of good rapport between the trainees and the OJT provider.	3.23	Satisfied
2. Periodic monitoring of adviser and other faculty during the training	3.43	Satisfied
3. Prompt action from the OJT adviser or concerned faculty when issues arise.	3.26	Satisfied
4. Assistance provided by the OJT adviser and or concerned faculty during training	3.30	Satisfied
5. Helping the students with some issues in their field of deployment.	3.26	Satisfied
Overall Mean	3.29	Satisfied

As Table 4 reflects, the respondents are satisfied with the On-the-Job Program regarding pre-placement support, as manifested in the overall mean of 3.31. They are satisfied with the deployment/turnover and orientation from employees in the industry (3.43), the sufficiency of orientation given by the school department (3.30), comprehensive guidelines provided by the university before deployment (3.26), and supervision and support from the school to workplace assigned (3.26). The result implies that On-the-Job trainees perceive that before deployment, they were given all necessary training, seminars, and orientations, which helped them in their practicum in different hotel and restaurant establishments based locally or nationally. However, the efficiency of placement procedures has the lowest mean score (3.20). These could imply that the university should improve current OJT placement procedures. CHED CMO No. 104, series of 2017, states that schools should formulate policies and guidelines for selecting, monitoring, and placing student-trainees.

Table 4. Respondents' level of assessment on their on-the-job training program in terms of pre-placement support

Indicators	Mean	Qualitative Description
1. Comprehensive guidelines provided by the University before deployment.	3.36	Satisfied
2. Efficiency of placement procedures	3.20	Satisfied
3. Sufficiency of orientation given by the school department.	3.30	Satisfied
4. Proper deployment/turnover and orientation from employees in the industry	3.43	Satisfied
5. Focus on supervision and support from the school to the work assigned.	3.26	Satisfied
Overall Mean	3.31	Satisfied

Regarding host company support, the results revealed that the respondents are satisfied, as manifested in the overall mean of 3.38. They are satisfied with the treatment of the supervisor during the training (3.46), the structure of the training program (3.43), the relevance of training provided to the course degree (3.40), the provision of relevant work experience (3.40), and assistance of the industry in the training program of the University (3.23). The results imply that, in general, the host

companies provide relevant training and assistance to trainees, and treat trainees well during the training.

Collins (2002) asserted that, in contrast to the findings, in the tourism and hospitality industry, where student-trainees are frequently given positions that involve routine tasks with little responsibility, thus, student-trainees complain that there are no useful practical training options available to prepare them for their future careers. They also complain that their training is insufficient due to the brief internship period. Student trainees typically express dissatisfaction with the quality of the internship program that they receive.

Table 5. Respondents' level of assessment on their on-the-job training program in terms of host company support

Indicators	Mean	Qualitative Description
1. Relevance of Training provided to course degree.	3.40	Satisfied
2. Structure of training program.	3.43	Satisfied
3. Assistance of the industry in the training program of the University.	3.23	Satisfied
4. Provision of relevant work experience.	3.40	Satisfied
5. Treatment of supervisor during the training.	3.46	Satisfied
Overall Mean	3.38	Satisfied

Regarding post-placement support, the results revealed that the respondents are satisfied, as manifested in the overall mean of 3.38. They are satisfied with developing the needed competencies to employ in the field (3.50). At the same time, the respondents are only satisfied with acquiring relevant experience in the field (3.46), development of knowledge, skills, and values in the workplace (3.46), attainment of the objectives of the On-the-Job program (3.36), and in development of social skills and collaboration with the personnel in the industry (3.36). These show that the On-the-Job Program developed the trainees' necessary competencies in hotel and restaurant management, relevant knowledge and skills, and values in the workplace. Overall, the trainees were satisfied with their On-the-Job Training, which was successful. Thus, these trainees are more likely to consider future employment in the tourism and hospitality industry. The study of Hebron (2020) contradicts the results where the majority of student-trainees described their training as unsuccessful because it did not help them monitor and enhance their skills and capabilities to be more competitive, it did not significantly help to increase the trainees' confidence, competency, and commitment, and it did not fully maximize and strengthen the student trainees' potential.

Table 6. Respondents' level of satisfaction with their on-the-job training program in terms of post-placement support

Indicators	Mean	Qualitative Description
1. Attainment of the objectives of the OJT program.	3.36	Satisfied
2. Development of social skills and collaboration with the personnel in the industry.	3.36	Satisfied
3. Development of the needed competencies to employ in the field.	3.50	Much Satisfied
4. Development of knowledge, skills, and values in the workplace.	3.46	Satisfied
5. Acquire relevant experience in the field.	3.46	Satisfied
Overall Mean	3.38	Satisfied

Difference between the Respondents' Assessment of On-The-Job Training Programs regarding Department Support, Pre-placement Support, Post Placement Support, and Host Company Support

It was apparent in Table 7 that the computed p-value of .093 indicated no significant difference when compared across the domains. This could mean that the respondents do not vary in terms of their level of satisfaction with the different on-the-job training indicators. In descending order, they rated post-placement as the highest (mean=3.43), followed by host/ company support (3.38), pre-placement support (mean=3.31), and department or college support (mean=3.30). The results indicate that no significant differences occurred in the mean responses of the respondents'

assessment of the On-the-Job Training Program. Thus, the null hypothesis is supported and accepted in this study.

Table 7. Significant difference between the respondents' assessment of the on-the-job training program in terms of department support, pre-placement support, post-placement support, and host company support

Domains	Mean	SD	QD	Mean Rank	Chi sq.	df	Sig.	Decision
Department/College Support	3.30	.64	Satisfied	2.18	6.415	3	.093	Not Significant
Pre-placement Support	3.31	.72	Satisfied	2.48				
Host Company Support	3.38	.70	Satisfied	2.48				
Post Placement Support	3.43	.67	Satisfied	2.85				

Suggestions of the Respondents for the on-The-Job Training Program of NVSU Bambang

When the respondents were asked about their suggestions or recommendations for improving the On-the-Job Training Program of NVSU Bambang, most mentioned that the university should provide accessible, comfortable, and safe accommodation. The following were their actual responses: "House of the student during On-the-Job Training", "free accommodation for the student to save money", and "the university needs to make sure that the students to be deployed should have a secured, comfortable and affordable yet clean apartment before they deploy the On-the-job, for the assurance of their safety."

Some respondents also voiced their concerns about improving the standards of the On-the-Job Training Program of NVSU Bambang Campus. The following were their responses. "There should be regular monitoring by the adviser and school officials to all students for them to know the student's status during their training". "Keep on improving the standards of On-the-Job program for our future hoteliers and restaurateurs." "It would be better if even the school official would monitor the On-the-Job Trainees in their training areas so that even them would be aware of their student's welfare and status." "Focus on skills development." "Try a different domain and consider other things. such as On-Board/Ship-board training, and overseas training to maximize the growth, knowledge, and experience in our industry.", "If possible, the manager/owner of an establishment where students will conduct their On-the-Job Training should inform the trainee about the Dos and Don'ts of how they operate, even if it is a small matter that can affect the entire operation. Giving a trainee just a few pages of house rules is not enough. If both the school and the establishment would compromise, I suggest letting the trainees observe the operation flow 5-10 days before they start their training. Some establishments do enforce this but most do not. The trainees usually take the fall for it." "Provide financial assistance to students who cannot afford the expenses entailed in doing OJT out of the province." "More training facilities, modern technology, and equipment that can help BSHRM students to practice the reality of their course.", "There must be a nice facility wherein On-the-Job could perform well and could see the actual routines for their on the job training", "I hope students will be allowed to do their On-the-Job in their desired department not like me who likes to work in the kitchen department but unfortunately, was assigned in food and beverage department.", "Job rotation" and "to improve their on-the-job training programs by having seminars regarding on this matter."

Most respondents' responses focus on the necessity for economical, secure, and clean accommodation for trainees. Furthermore, providing more options for training establishments and shipboard and out-of-the-country training was also highly suggested.

CONCLUSION

The respondents did experience working in different areas within the workplace, namely, the food and beverage department, housekeeping department, kitchen, and front office department. The results further imply that On-the-Job students were allowed to venture into different areas within the workplace at industries located locally and/or nationally. The fourth-year BSHRM trainees are very satisfied with the On-the-Job Program of the Department of Hotel and Restaurant Management in terms of department support, pre-placement support, host company support, and post-placement support.

No significant differences occurred in the mean responses of the respondents' assessment of the On-the-Job Training Program in terms of Department Support, Pre-placement Support, Post Placement Support, and Host Company Support. This indicates that the mean responses of the On-the-Job students are the same as those to the different support systems of On-the-Job. Based on the results, the respondents highly suggest that the university or the training establishment shall aid in finding economical, secure, and clean trainees' accommodation. Free lodging is preferred as well. They also look forward that the school should be able to establish global On-the-Job programs for future on-the-job trainees.

RECOMMENDATION

It is recommended for the schools and industry partners rotate them to different areas where they can maximize their skills and develop competencies in the different learning areas relevant to their on-the-job training. Additionally, it is recommended that the institution publish program standards, perform frequent visits and consultations, have clear internship program objectives, and provide students with timely support. Before establishing a training program for students, the university should take the lead in planning and coordinating internship programs. It should also involve students and employers in the planning process. For students to find the internship program challenging and encouraging, schools must advise industry partners to give interns autonomy along with job rotation.

Since most of the respondents gave a satisfied evaluation across the on-the-job training indicators, it can still be concluded that there are areas that need to be improved to get a rating of "most satisfied" from the On-the-Job students. The university should work alongside industry partners and students to create a well-planned internship program where information about the requirements and interests of both students and employers is considered during the planning stage. Moreover, more precise terms of reference are required regarding the function of the supervisors. Therefore, the university or the department should collaborate closely with intern supervisors and meet with them frequently.

Managers or industry supervisors should schedule formal or informal meetings with student trainees to review various topics relating to their observations, training progress, or concerns. Possible implementation of the trainees' recommendations can be included in further improvement of the On-the-Job Training Program of the university and assure that the student-trainees, the university, and industry partners benefit from the training.

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