

Industry Exposure: It's Influence on On-The-Job Training Performance of Filipino Information Technology Students

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Abstract: *The study primarily focused on the industry exposure and its influence on OJT performance of students as a result of the evaluation by the head or immediate supervisors of the establishments where the CICS interns were deployed. Descriptive method was used to describe profile of the respondents and t-test for determining relationships. Results of the study revealed that interns have very satisfactory level in academic performance. The training and performance of the interns were rated as very satisfactory in terms of knowledge, skills, attitude and personality. There is no significant relationship between the academic performance and training performance. The College of Information and Computing Sciences of Cagayan State University at Aparri may continue to implement other existing activities in preparation for the deployment of interns to different establishments such Personality Development Seminar, Business correspondence seminar, and review the professional subjects and pre-internship and orientation. Findings of the study provided inputs along strengthening instruction, establishment of more industry partnership and linkage, as well as upgrading faculty development.*

Keywords: blended learning, Industry Exposure, On-the-Job Training, academic performance, training performance

1. Introduction

Learning at the workplace is more associated with the practical aspects of a vocation or job. It is so important and, in some cases, so crucial that it is a pre-requisite for licensing or certification. While theory is very important as a basis for proficiency, experience garnered through practice cannot be discounted. In a workplace, theory can be likened to a fulcrum or pivot, while experience is the lever. It is experience that provides that leverage which does not only ensure survival, but also propels organizations forward. This is apparently why is favored by many prospective employers who often indicate it as one of the preferred requirements for employment. On-the-Job Training (OJT) is a worldwide phenomenon that finds application in virtually all work situations whether in the private or the public sector.

The on-the-job training program is an immersion program wherein the students will have the chance and opportunity to be with the IT industry. This program is important because the students will have the chance to apply the skills, knowledge and attitude learned in the school and at the same time the opportunity to experience the corporate environment. Learning expectations in the IT related field should be established between the HEI and the industry in the form of a Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU).

The Cagayan State University offered BS Information Technology (BSIT) program as one of its many undergraduate programs. The curriculum is patterned after the Rules and Standards for the Undergraduate Information Technology Education (CHED Memo Order No.53, s.2006). Such rules and standards are a result of the series of workshops initiated by the professional organization in Information Technology education, PSITE (Philippine Society of IT Educators), where IT educators, practitioners, students and stakeholders in the IT industry are invited as

participants to the workshop with the presence of a technical panel from CHED. The curriculum includes courses that will facilitate the development of the students in the different disciplines of Information Technology. Hence, basic courses in the curriculum will help the student to become knowledgeable in the different academic areas that will mold them to become a better student, professional, citizen and as a person [1]. All of this combined will result in the attainment of the vision and mission of the university as well as the goals of the IT and Computer Education unit. Quality graduates will result to employability and with all the tools they learned in the university, excellence in the chosen field is within reach, thus cementing the university's vision transforming lives for educating for the best

Student's exposure to "on-the-job training" focuses on the acquisition of skills within the work environment generally under normal working conditions. It is the oldest form of training prior to the advent of off-site training classrooms. The only practical way of learning a job was working alongside an experienced worker in a particular trade or profession. Through on-the job training, students acquire both general skills that they can transfer from one job to another and specific skills that are unique to a particular job. The exposure to on-the-job training includes verbal and written instruction, demonstration and observation, and hands-on practice and imitation.

Job performance is the way the student-trainees and employees perform their work. A student-trainee performance is determined during job performance reviews, with a supervisor taking into account factors such as leadership skills, time management, organizational skills and productivity to analyze each student trainee on an individual basis. A study at Cagayan State University also found that on -the-job training performance has been contributory to employment [2]. Job performance reviews are done and can determine raise eligibility, whether a student-trainee is right

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for giving a passing grade or even if a student-trainee should be failed. Performance management is an ongoing, continuous process of communicating and clarifying job responsibilities, priorities and performance expectations in order to ensure mutual understanding between supervisor and student-trainee.

Job performance, on the other hand, consists of the observable behaviors that people do in their jobs that are relevant to the goals of the organization (Campbell, McHenry, & Wise, 1990). Job performance is of interest to organizations because of the importance of high productivity in the workplace (Hunter & Hunter, 1984). Performance definitions should focus on behaviors rather than outcomes (Murphy, 1989), because a focus on outcomes could lead employees to find the easiest way to achieve the desired results, which is likely to be detrimental to the organization because other important behaviors will not be performed. Campbell, McCloy, Oppler, and Sager (1993) explain that performance is not the consequence of behaviors, but rather the behaviors themselves. In other words, performance consists of the behaviors that employees actually engage in which can be observed.

Job Performance is a behavior. It is something done by the employee. This concept differentiates performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other influences. In other words, there are more factors that determine outcomes than just an employee's behaviors and actions. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioral.

Another key feature of job performance is that it has to be goal relevant. Performance must be directed toward organizational goals that are relevant to the job or role. Therefore, performance does not include activities where effort is expended toward achieving peripheral goals. For example, the effort put toward the goal of getting to work in the shortest amount of time is not performance (except where it is concerned with avoiding lateness). Another key feature of job performance is that it has to be goal relevant. Performance must be directed toward organizational goals that are relevant to the job or role. Therefore, performance does not include activities where effort is expended toward achieving peripheral goals.

Job performance is the way employees perform their work. An employee's performance is determined during job performance reviews, with an employer taking into account factors such as leadership skills, time management, organizational skills and productivity to analyze each employee on an individual basis. Job performance reviews are often done yearly and can determine raise eligibility, whether an employee is right for promotion or even if an employee should be fired. Performance management is an ongoing, continuous process of communicating and clarifying job responsibilities, priorities and performance expectations in order to ensure mutual understanding between supervisor and employee. It is a philosophy which values and encourages employee development through a

style of management which provides frequent feedback and fosters teamwork. It emphasizes communication and focuses on adding value to the organization by promoting improved job performance and encouraging skill development. Performance Management involves clarifying the job duties, defining performance standards, and documenting, evaluating and discussing performance with each employee.

On-the-job training focuses on the acquisition of skills within the work environment generally under normal working conditions. Through on-the-job training, workers acquire both general skills that they can transfer from one job to another and specific skills that are unique to a particular job. On-the-job training, typically includes verbal and written instruction, demonstration and observation, and hands-on practice and imitation. In addition, the on-the-job training process involves one employee—usually a supervisor or an experienced employee—passing knowledge and skills on to a novice employee.

1.1 Objectives of the Study

This study aimed to assess the level of OJT performance of the interns as a result of the evaluation by the manager/supervisors of the different establishment where the CICS interns were deployed.

Toward this main objective, the study sought to answer specifically the following questions:

- 1) What is the profile of the CICS interns in terms of age, sex, academic performance?
- 2) What is the Level of OJT Performance in terms of knowledge, skills, attitude and personality?
- 3) Is there a significant relationship between the academic performance and training performance of the interns?

2. Methodology

The researcher utilized the descriptive method in describing the profile of the CICS interns. Moreover, the study also described the assessment level of OJT Performance in terms of knowledge, skills, attitude and personality. T-test was used to determine if there is a relationship between academic performance and training performance of the interns.

This study was confined to the interns with a total of one hundred twenty-six (126) as respondents involved in the study. They were evaluated by the managers or supervisor of the establishment where the interns deployed. The researcher used the performance evaluation tool to measure and obtains the necessary information that pertained to the evaluation of the work performance of the interns of CICS students. This is divided into four areas: knowledge, skills, attitude and personality.

Documentary analysis of the forms provided to the students by the internship office which were accomplished or rated by the managers or immediate supervisor of the establishments where the interns were deployed. Formal interview, actual visit was undertaken to obtain additional reliable data and secondary sources. The evaluation form was used to determine the academic performance of the CICS students.

3. Results and Discussion

The analysis and interpretation of the data gathered in order to attain the objectives which the study sought to answer. The first part discussed the profile of the respondents and the succeeding part discussed the assessment level of OJT Performance in terms of knowledge, skills, attitude and personality of respondents.

3.1 Profile of CICS interns

Result on the profile of the student-trainees as to sex revealed that female respondents representing the 64 percent and 45 or 36 percent of the male from 126 respondents. This coincides with the distribution of the students in the BS Information Technology program that there are more female students than males.

Table 1: Distribution of the student-trainees according to sex and age

| Profile | f (n=126) | % |
|--------------------|-----------|--------|
| Sex | | |
| Male | 45 | 35.70% |
| Female | 81 | 64.30% |
| Age | | |
| 24-above | 10 | 6.35% |
| 21-23 | 96 | 76.19% |
| 18-20 | 20 | 15.87% |
| OJT Grade | | |
| Excellent (96-100) | 40 | 31.74% |
| Very Good (91-95) | 86 | 68.25% |

Legend: 4.21- 5.00 = Excellent; 3.41- 4.20=Very Good; 2.61-3.80 = Good; 1.81-2.60 = Fair; 1.00-1.80 = Poor

In terms of age, majority of the student-trainees belonged to age bracket ranging from 21 - 23 years with a frequency of 97 or 76 percent. There are twenty (20) student-trainees who have age on the 18 to 20 age brackets. The finding means that majority of the student-trainees have appropriate age for a student who is graduating.

Based on the table, majority 86 or 68 percent of the interns are in the academic grade bracket ranging to 96-100 rating and lowest academic grade ranging to 91-92 brackets, 8 or 13 percent. The basis of this academic performance was the total score of the performance evaluation sheet rated by the head of the office or their immediate supervisor.

Job Performance of the Student-Trainees on Knowledge

In terms of knowledge, interns' performance as evaluated by the OJT supervisors as excellent with a mean of 4.62. The interns can comprehend/following instructions easily (4.45); are competitive enough to do their job assignment and has the command of relevant general information and technology (4.67); they are able to organize work and analyze it (4.69); and are able to excellently understand the operating procedures (4.61). This only shows that they have enough knowledge on the course that they have obtained from the school, are able to apply what they have learned from professional subjects.

Table 2: Level of Job Performance of the Student-Trainees along Knowledge

| Knowledge | W. Mean | Desc. Value |
|---|-------------|------------------|
| 1) Comprehend /Follows instruction easily | 4.45 | Excellent |
| 2) Understand the operating procedures and techniques | 4.61 | Excellent |
| 3) Competitive enough to his/ her job assignment | 4.67 | Excellent |
| 4) Able to organize work and analyze it | 4.69 | Excellent |
| 5) Has the command of relevant general information and technology | 4.67 | Excellent |
| Composite Mean | 4.62 | Excellent |

Legend: 4.21- 5.00 = Excellent; 3.41-4.20=Very Good; 2.61-3.80 = Good; 1.81-2.60 = Fair; 1.00-1.80 = Poor

On Skills

Table 3 shows that the interns' performances are also excellent with composite mean of 4.61. The interns delivers the required amount/volume of work output within the allotted time got the highest mean of 4.9 while seeks to improve their skills by taking initiative to learn new paradigms and methodology comfortable in presenting recommendations, suggestions and criticisms to their supervisor/peers and open to accommodate them with objective and positive point of view, accurate and efficient in work and makes productive use of resources (e.g. terminals and workstation assigned to him/her has weighted mean of 4.8. The data prove that skills thought by their instructors were properly absorbed by the students and properly executed their skills during training skills. Skills were developing through seminars held every Saturday of the first semester.

Table 3: Level of Job Performance of the Student-Trainees along Skills

| Skills | W. Mean | Desc. Value |
|--|-------------|------------------|
| 1) Seeks to improve his/her skills by demonstrate initiative to learn new paradigms and methodology | 4.58 | VS |
| 2) Comfortable in presenting recommendations, suggestions and criticisms to his/her supervisor/peers and open to accommodate them with objective and positive point of view. | 4.8 | E |
| 3) Accurate and efficient in work | 4.42 | E |
| 4) Makes productive use of resources (e.g. terminals and workstation assigned to him/her | 4.68 | E |
| 5) Delivers the required amount/volume of work output within the allotted time. | 4.56 | E |
| Composite Mean | 4.61 | Excellent |

Legend: 4.21- 5.00 = Excellent; 3.41- 4.20=Very Good; 2.61-3.80 = Good; 1.81-2.60 = Fair; 1.00-1.80 = Poor

Work Attitude or Habits

Table 4 revealed that attitude of the interns is very satisfactory with a composite mean of 4.8. Interns enjoys comfortable working relationship with their superior or peers, applies the virtues of integrity and honesty in all aspects of their work', positive attitude towards criticism and toward superior with a weighted mean of 4.9, while reports to the Office with regular punctuality and finishes the duty as scheduled and reliable and imbues a sense of

responsibility in handling the tasks assigned to them obtained weighted mean of 4.8 with a descriptive value very satisfactory.

Table 4: Level of Job Performance of the Student-Trainees along Work Attitude or Habits

| Work Attitude or Habits | W. Mean | Desc. Value |
|---|-------------|------------------|
| 1) Reports to the Office with regular punctuality and finishes the duty as scheduled | 4.59 | E |
| 2) Reliable and imbues a sense of responsibility in handling the tasks assigned to him/her. | 4.87 | E |
| 3) Enjoys comfortable working relationship with his /her superior or peers. | 4.8 | E |
| 4) Applies the virtues of integrity and honesty in all aspects of his/her work. | 4.9 | E |
| 5) Positive attitude towards criticism and toward superior. | 4.9 | E |
| Composite Mean | 4.81 | Excellent |

Legend: 4.21- 5.00 = Excellent; 3.41- 4.20=Very Good; 2.61-3.80 = Good; 1.81-2.60 = Fair; 1.00-1.80 = Poor

Personality

Based on table 5, interns were rated excellent reporting in to work in proper attire and following proper personal hygiene, exercising self-confidence and they were comfortable in airing their problems and difficulties with their superior and flexible in work and in dealing with people which obtained the weighted mean of 4.9. his only shows that the students are applying what they have learned and practiced in the university of wearing proper uniform. On the other hand, interns were rated very satisfactory in accepting miscellaneous jobs and tasks with their superior and showing interest and pride with the task assigned to them with a mean score of 4.8.

Table 5: Level of Job Performance of the Student-Trainees along Personality

| Work Attitude or Habits | W. Mean | Desc. Value |
|---|-------------|------------------|
| 1) Reports to work in proper attire and follows proper personal hygiene | 4.91 | E |
| 2) Exercise self-confidence and comfortable in airing his/her problems and difficulties with his/her superior | 4.93 | E |
| 3) Flexible in work and in dealing with people | 4.93 | E |
| 4) Accepts miscellaneous jobs and tasks with the proper attitude without complaining | 4.93 | E |
| 5) Shows interest and pride with the task assigned to his her. | 4.93 | E |
| Composite Mean | 4.93 | Excellent |

Legend: 4.21- 5.00 = Excellent; 3.41- 4.20=Very Good; 2.61-3.80 = Good; 1.81-2.60 = Fair; 1.00-1.80 = Poor

Grand Mean of the Level of Job Performance of the Student-Trainees

Table 6 presents the grand mean of the job performance of the student-trainees. It indicates that the grand evaluation of the trainees on their job performance the over-all weighted mean of their job performance is 4.8 with a descriptive value of “Very satisfactory”.

Table 6: Grand Mean of the Job Performance of the Student-Trainees

| Job Performance | W. Mean | Desc. Value |
|------------------------|-------------|-------------|
| Knowledge | 4.62 | E |
| Skills | 4.61 | E |
| Attitudes/ Work Habits | 4.81 | E |
| Personality | 4.93 | E |
| Over-all Mean | 4.74 | E |

Legend: 4.21- 5.00 = Excellent; 3.41-4.20=Very Good; 2.61-3.80 = Good; 1.81-2.60 = Fair; 1.00-1.80 = Poor

Relationship between the Academic Performance and Training Performance of the Interns

On the test of relationship between the academic performance and training performance of the interns the computed R-values indicates that there is almost negligible correlation and the results p-values were all greater than 0.05 level of significance, thus the null hypothesis of no significant relationship between the academic performance and training performance of the interns is accepted. This means that there is no relationship exists and implies that the interns’ training performance is not affected by their academic grades.

Academic performance the interns such as knowledge, skills, attitudes and personality were evaluated as very satisfactory by the supervisors and managers of the establishment where they were deployed. Students obtained either high or low academic performance internship evaluation.

Academic performance does not have relationship or effects in the performance evaluation of the interns because manager or immediate supervisors’ basis for the evaluation was the actual output or performance they possess during the duration of training.

3.2 Discussion

The study revealed a greater number of female interns. The findings coincide with the distribution of the world’s population that there are more female human species than male (PopCom 2014). As reported in the study of [2] were majority of the graduates of BS Information Technology were females, the findings correspond with the number of female interns than its male counterpart.

Since majority of the student-trainees belonged to age bracket ranging from 21 - 23 years with a frequency of 97 or 76 percent, the finding means that majority of the student-trainees were in an appropriate age for a student who is graduating. In like manner, Javier B. S(2013) and Mape, L (2014) reported equally students at the same age brackets were on their graduating years, thus, they entered school at the right age.

The study revealed an excellent job performance of the interns in terms of knowledge with a mean of 4.62. This only shows that they have enough knowledge on the course that they have obtained from the school. They were able to apply what they have learned from professional subjects.

4. Conclusions and Recommendation

4.1. Conclusions

As the findings revealed, the student trainees' level of job performance is very satisfactory. After cautious examination of the findings, the researcher derived on a conclusion that student-trainees demonstrated commendable job performance in aspects of knowledge, skills, attitude or work habit and personality.

4.2. Recommendations

- 1) The College of Information and Computing Sciences of Cagayan State University at Aparri may continue to implement other existing activities in preparation for the deployment of interns to different establishments such Personality Development Seminar, Business correspondence seminar, and review the professional subjects and pre-internship and orientation.
- 2) The college may continue its mission in providing quality education through continually updating the course syllabus by providing training and seminars to Information Technology instructors and implement the outcomes-based curriculum.
- 3) The university may upgrade the quality of facilities and laboratories to continuously enhance knowledge and skills of the students necessary to have future work assignments.
- 4) Linkages to OJT partner offices should be likewise strengthened.
- 5) Immediate supervisors should also be oriented on the target outcome that the trainees should gain on the course of the training.
- 6) Institutions will provide opportunities to expose students' future global demands.
- 7) Practicum coordinator should closely monitor the students and partner industry regarding the performance of-the-job training.

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