

Maximizing the Impact of On-the-Job Training (OJT) for BSBA Students: Strengthening University -Business Industry Partnership

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ABSTRACT -This study is to enhance the effectiveness of on-the-job training (OJT) for Bachelor of Science in Business Administration (BSBA) students through the cultivation of robust university-business industry partnerships. As OJT increasingly becomes a vital component of business education, it is imperative to optimize its impact on student learning and career readiness. Through a comprehensive review of literature and analysis of current practices, this study explores key factors influencing the success of OJT programs and identifies areas for improvement.

The findings underscore the critical role of university-business partnerships in tailoring OJT experiences to meet industry needs, enhancing student preparation and engagement, and fostering continuous improvement. Strategies such as stakeholder collaboration, customized training plans, mentorship programs, and integration of theory and practice emerge as essential elements in maximizing the benefits of OJT for BSBA students. Additionally, the study highlights the importance of evaluation to measure program effectiveness and inform ongoing refinement.

By implementing the recommendations outlined in this study, academic institutions can strengthen their partnerships with industry stakeholders, provide students with valuable hands-on experience, and better prepare them for the demands of the modern workforce. Ultimately, the synergy between universities and businesses in the realm of OJT has the potential to drive innovation, enhance employability, and foster sustainable economic growth.

Keywords: On-the-Job Training, industry partners, mentorship program, trainors and stakeholders

I. INTRODUCTION

In today's dynamic and rapidly developing global economy, the demand for a highly skilled

and flexible workforce is greater than ever before. As businesses strive to remain competitive and innovative, they seek employees who not only possess academic knowledge but also practical skills and real-world experience. This imperative has led to the increasing importance of on-the-job training (OJT) as an integral component of higher education. OJT not only bridges the gap between theory and practice but also adopts stronger connections between educational institutions and the business partner industry. The Bachelor of Science in Business Administration (BSBA) program, a foundation of many educational institutions, endeavors to equip students with the knowledge and skills necessary to succeed in the complex and multifaceted world of business. However, the effectiveness of traditional classroom learning, while essential, can be significantly enhanced when complemented by hands-on training experiences within actual business environments. OJT represents a transformative learning opportunity for BSBA students, providing them with practical insights, problem-solving capabilities, and a reflective understanding of industry practices. Identifying the deep benefits of OJT, this research study explores into the critical role of on-the-job training in the education of BSBA students.

II. OBJECTIVES OF THE STUDY

The objective is clear: to maximize the impact of OJT by hardening the University-Business Industry Partnership. We believe that a synergetic relationship between universities and the business sector can improve the quality and relevance of OJT programs, resulting in graduates who are not only academically proficient but also industry-ready.

This study aims to understand the “Maximizing the Impact of On-the-Job Training (OJT) for BSBA Students: Strengthening University -Business Industry Partnership” if the existing OJT programs are aligned with the current demands and trends of the business industry and to what extent are HEIs collaborating with industry partners to facilitate OJT experience and to know the effectiveness of OJT programs currently assessed and the mechanisms in place to collect feedback from the students, Trainor’s, and business industry partners to identify areas for improvement.

Specifically, this study sought to answer the following:

1. Determine the profile of the student-interns in terms;
 - 1.1 age;
 - 1.2 gender;
 - 1.3 income group;
 - 1.4 unit/ department assigned;
2. Determine the level of implementation of internship program of the NEUST;
3. How may the partnership between NEUST and existing OJT partners be describing in terms;
 - 3.1 profile of industry partners;
 - 3.2 level of implementation of internship program in industry partners;
 - 3.3 feedback on industry partner in terms of work ethics;
 - 3.4 interns feedback on industry partner in terms of collaboration and teamwork

III. METHODOLOGY

The survey questionnaire was constructed by the researcher by sampling various documents and studies. The implementation of internship program was taken from the objectives and obligations of HEIs and industry partners outlined in CHED Memorandum Order 23, s. 2009 [16]. Students’ feedback and problems that students encountered were adapted from An and Mauhay while the internship program objectives were taken from the program’s training plan.

Appropriate statistical techniques were used on the results from the survey questionnaire in attempting to differentiate the implementation of internship program between the university and industry partner; the effect of industry profile variables on the perceived effectiveness of implementation of internship programs, the intern’s feedback on the training support provided, and the seriousness of problems encountered; and investigate the relationship of the industry partner’s level of implementation of internship program on the students’ feedback, attainment of internship objectives and seriousness of problems encountered during internship. while the internship program objectives were taken from the program’s training plan. The survey questionnaire was enriched and modified to fit the students of the campus’ Business Administration program.

The respondents answered the survey questionnaire were distributed to the graduating class particular BSBA students who undergone their OJT/Intern. The researchers explained the importance of the study to encourage them to answer the questionnaire honestly and objectively. To give the respondents adequate time to answer the questionnaire carefully.

IV. FINDINGS

1. The profile of the students’ trainees:

Table I. Profile of the Students-Trainees

Variables	Categories	Frequency	Percentage
Age	Below Mean	68	63.14
	Above Mean	52	36.86
Gender	Male	32	29.00
	Female	88	71.00
IncomeGroup	Below Mean	72	71.68
	Above Mean	30	28.32
Unit or Department Assigned	Firm/Infrastructure	53	47.43
	HR	5	2.36
	Operation	43	38.50
	Services	13	11.71

Table 1. Shown presents the profile of the student trainee respondents.

The mean age of the respondents is 22.87 with $SD=2.70$. Many students (63.14%) are below the mean age while the rest (36.86%) are above the mean. A quarter of the students (29.00%) are male, and three-quarters (71.00%) are female. The average monthly income for a family of the student intern was found to be at 10,723.16 with $SD = 8010.90$. 71.68.61% of the respondents earn below

the average family income, while 28.32% earn above the mean family income. 7.18% of the students did not provide any response. In terms of the unit or department to which the intern was assigned within the industry partner, 47.43% of the student-trainees were assigned to department whose activities are considered a part of the firm infrastructure. This is followed by Operations with 38.50%, Services with 11.71% and Human Resources with 2.36%.

Table 2. Level of Implementation of Internship Program of NEUST

Indicators	Weighted Mean	Descriptive Equivalent	Rank
1. Provide pre-internship orientation prior to deployment including its requirements and expectations	3.78	Fully Implemented	1
2. Conducts initial and regular visit/inspection to ensure safety of student interns.	3.58	Fully Implemented	9
3. Provides needed services and assistance through the internship instructor such as recommendations in finding industry partners and free medical services and certification prior to deployment	3.72	Fully Implemented	2
4. Forging of MOA / Internship Agreement between the University and the Industry Partner	3.68	Fully Implemented	5
5. Collaborates with Industry Partner to develop Internship Plan for the student interns	3.63	Fully Implemented	6
6. Assigned Internship Instructors are qualified and competent	3.71	Fully Implemented	3
7. Internship instructors regularly conducts monitoring and assist student interns in resolving problem/issues encountered	3.62	Fully Implemented	7
8. Assess students' performance and behavior through appropriate evaluation instrument (Internship Evaluation)	3.69	Fully Implemented	4
9. Conduct of a Post OJT and Exit-Conference at the end of the internship period to validate the result of internship	3.62	Fully Implemented	8
Composite Mean	3.67	Fully Implemented	

Table 2. Shown present the level of implementation of internship program in NEUST

The results in Table 2 indicate that the internship program is fully implemented within the university. This means that all of the necessary processes and deliverables on the part of the university are fulfilled from the perspective of the students. Before the students are deployed, they are given assistance from the internship instructor in finding industry partners and completing requirements needed for deployment and provided pre-internship orientation before being deployed.

The university incurred the highest weighted mean in the area of provision of pre-internship orientation prior to deployment including its requirements and expectations with 3.78. On the other hand, the lowest mean rating was incurred in the area of “conducts initial and regular visit/inspection to ensure safety of student interns” with mean rating of 3.58. This can probably be attributed to the early cancellation of internship of students deployed for the 2nd semester. This study supports the results of the study made by Tindowen et. al., which also showed that the internship program is fully implemented within the university as long as it adheres to the guidelines set by CHED.

Part of the role of industry partners in terms of the internship program is in collaboration with the university in designing and implementing internship plan of the students. As such, the

industry partner is expected to sign and enter into a Memorandum of Agreement formalizing the partnership between the two parties.

Table 3. Partnership between NEUST and existing OJT Partners

Table 3.1 Profile of Industry Partners

Variables	Categories	Frequency	Percentage
Location	Cabanatuan City	8	47.06%
	Sta.Rosa	5	29.41%
	Talavera	1	5.88%
	Gapan	1	5.88%
	Palayan City	1	5.88%
	San Leonardo	1	5.88%
Type of Establishment	Private Agency/ Business/Commercial Establishment	13	76.47%
	Government Institution/LGU	4	23.53%
Years of Operation	Below Mean	9	52.94%
	Above Mean	8	47.06%

Table 3.1 Shown presents of profile of industry partners

As shown in Table 3.1, there are a total of seventeen unique industry partners to which the student trainees have been deployed. Over three quarters of the industry partners are either located in Cabanatuan City (47.06%) and Sta,Rosa (29.41%), while the rest are located in Talavera, Gapan, Palayan City and San Leonardo. Over three quarters are classified as business/commercial establishments government institutions (76.47%), while the rest (23.53%) are government institutions.

The average length of operation of the industry partners is 55.59 years. The majority of them (52.94%) have been around for more than the average length of operation while eight (47.06%) have been operating for less than the average.

The table above shown that the profile of the industry partners is majority found in the Cabanatuan City which also in the field of business/commercial establishments, the table also shown the highest percentage with the years of operation is above mean more than the length of operation as industry partners of the university.

Table 3.2 Implementation of internship Program in Industry Partners

Indicators	Weighted Mean	Descriptive Equivalent	Rank
1. Collaborate with the University to design and implement the Internship Plan	3.68	Fully Implemented	6.5
2. Facilitates the processing of the documents of the student intern in coordination with the University	3.68	Fully Implemented	6.5
3. Enters into MOA/Internship Agreement with the students and University	3.72	Fully Implemented	3
4. Orients the student intern on the standard rules and regulations of the establishment	3.75	Fully Implemented	2
5. Designs and implements the Internship schedule of activities in partnership with the University	3.62	Fully Implemented	10
6. Provides necessary resources/facilities needed to achieve the objectives of the student internship program	3.63	Fully Implemented	9
7. Provides necessary incentives to the	3.36	Implemented	12

student interns when necessary.			
8. The assigned Industry Partner Supervisors are qualified and competent to handle student- interns.	3.75	Fully Implemented	1
9. Industry partner supervisors oversee students’ work and in the implementation of all phases of the internship	3.68	Fully Implemented	5
10. Accepts request for dialogue and interaction as needed	3.61	Fully Implemented	11
11. Provide feedback and coaching or monitoring activities to further improve performance of student-interns.	3.70	Fully Implemented	4
12.Issues certificates of completion for the student interns	3.66	Fully Implemented	8
CompositeMean	3.65	Fully Implemented	

Table 3.2 Shown present the level of implementation of internship program in industry partners

Based on the ratings provided by the interns shown in Table 3.2, the level of implementation of the internship program among industry partners was rated as fully implemented garnering an average weighted mean of 3.65. The students rated the indicator of “The assigned Industry Partner Supervisors are qualified and competent to handle student- interns” with a weighted mean of 3.75 which is interpreted as Fully Implemented.

This means that the agency sees to it that the most competent personnel are assigned to supervise and guide the student-intern in the duration of their stint for on-the-job training. On the other hand, the indicator of “Provides incentives to the student interns when necessary.” The lowest average weighted mean with 3.36 is interpreted as implemented.

There are instances when the industry partner provides incentives for the students to do extra work, such as provision of free meals and allowances. The level of implementation among industry partners aligns with the findings on level of implementation among partners.

Table 3.3 Feedback on Industry Partner in Terms of Work Ethics

Indicators	Weighted Mean	Descriptive Equivalent	Rank
1. The people with whom I worked acted with integrity.	3.90	Agree	2
2. The people with whom I worked take ownership for outcomes and results.	3.68	Agree	4
3. The people with whom I worked care about their work.	3.86	Agree	3
4. The company values employee satisfaction.	3.94	Agree	1
Composite Mean	3.84	Agree	

Table 3.3 Shown present the feedback on industry partners in terms of work ethics

The table present the students agree that the industry partners manifested a high level of work ethics with a weighted mean of 3.84. The students agree that the industry partner values employee satisfaction with a mean rating of 3.94. However, despite agreeing with a mean rating of 3.68, it is less likely that the people working with the intern will take ownership for the outcomes and

results. Integrity means the quality of being honest and fair; one value employers look into among their employee by showing an agreeable level of work ethics to the interns, the host training establishments become credible partners in instilling the value of having a high degree of work ethics and integrity to the interns.

This means that some of the industry partners valued the ethical attitude of their employee and OJT intern on how the industry

partners treat the students to be more care what they do, how they perform each responsibility. centeredness, leadership, integrity and nationalism.

NEUST in coordination with industry partners both know this is critical for the success of internships because it builds trust and transparency

between NEUST and the industry partners. Integrity means the quality of being honest and fair; one virtue which employers also firstly look into among their employees. Thus, they need to show this also by example in the workplace.

Table 3.4 Interns’ Feedback on Industry Partner in Terms of Collaboration and Teamwork

Indicators	Weighted Mean	Descriptive Equivalent	Rank
1. The people with whom I worked are an effective team.	4.01	Agree	1
2. The people with whom I worked made themselves available to others to provide assistance.	3.88	Agree	3
3. The person to whom I reported helped me solve problems.	3.99	Agree	2
4. My team took time to have fun together.	3.73	Agree	4
Composite Mean	3.90	Agree	

Table 3.4 Shown present the feedback on industry partners in terms of collaboration and teamwork

The table shown that the overall composite means garnered by the industry partners in terms of the area of collaboration and teamwork was 3.90. This means that the student interns provided positive feedback in terms of the industry partner’s ability to foster a collaboration and teamwork within their organization. The interns agree that the people that they have worked with are an effective team with an average weighted mean of 4.01. On the other hand, despite agreeing that the team they work with have fun together, it garnered the lowest average weighted mean of 3.73. This means that despite having an agreeable sense of collaboration and teamwork, the team more focused more on achieving and completing work than having fun with each other. Though the high rating is not a cause for concern, this supports the findings made by An and Mauhay on interns in terms of collaboration and teamwork. By effective, they said that the competencies expected of them in the courses they learned inside the classroom were given experiential exposure. They were asked to write their articles or news sourced from their field work. Thus, their writing for print is really honed.

V. CONCLUSION

This study aimed to examine the “Maximizing the Impact of On-the-Job Training (OJT) for BSBA Students: Strengthening University-Business Industry Partnership”. the findings underscore the critical role of university-business partnerships in maximizing the impact of OJT for

BSBA students, emphasizing the importance of aligning OJT programs with industry needs, enhancing student preparation and engagement, and fostering continuous improvement for long-term sustainability. In this section, summary of findings, conclusion of study obtained from the data conducted and recommendation are demonstrated in detail, the researchers arrived with the following conclusions:

1. The industry partners are all located in the south area and most of them are government institutions. The level of implementation of the internship program within NEUST is fully implemented. It is also the same within the industry partner. However, in terms of providing incentives, it was found that it is not at the same level as the other indicators of implementation.
2. It emphasized the importance of orientation programs, as it is intended to assist students in making a successful transition to the work environment from the classroom and formal education setting; further, it sets the tone for student expectations and begins the process of integrating students into the work and professional culture. Part of the role of industry partners in terms of the internship program is in collaboration with the university in designing and implementing internship plan of the students.
3. The industry partners support the interns in terms of collaboration and teamwork, and work ethics. The students found to be on the fence in terms of decision making and empowerment

within industry partners which show that industry partners are somewhat cautious about giving interns the full discretion when it comes to deciding on important work matters. From the perspective of the interns, the objectives of the internship program are very highly attained by the time of their completion.

4. The level of implementation of internship program within the industry partner is related to the students' feedback on industry partners, attainment of internship objectives and problems encountered. A stronger implementation of the internship program also contributes to the realization of internship objectives as well as minimization of the problems encountered.
5. Interns consider the following as a problem in the workplace: trainer not having enough time to teach and supervise, lacking good working relationship and having instructions that are not clearly defined. The interns' program affects his feedback on his industry partner's performance.
6. The industry profile variables such as industry name, type of business, types of establishments and length of operation are related with the problems encountered by the interns during their internship.

VI. RECOMMENDATIONS

Based on the findings, the researchers arrived with the following recommendations:

1. The internship office may review the current memorandum of agreement (MOA/MOU) may be necessary to improve the role of the industry partner the internship office also may consider the students' evaluation of the companies in selecting and sustaining memorandum of agreement among industry partners that could really provide extensive and related training and experience of the interns, NEUST interns specifically by program and their partners to address the problem regarding extent of supervision and training.
2. The institution may also consult with industry partners in discussing the expansion of autonomy offered to students to improve their competency in terms of work ethics and establish formal agreements between academic institutions and industry partners to solidify commitments and expectations.
3. The internship office also provides pre-OJT orientation sessions to familiarize students with workplace expectations, professional etiquette, and industry-specific protocols. The

coordinator responsible for each program and the practicum course professor may study very carefully the deployment of student interns with the proposed industry partners.

4. The program can formally identify the students who have issues with regards to distance of industry partner and ensure that they are deployed to nearer companies. Also, as part of the orientation, personality development courses can be introduced during the pre-internship training to boost the student interns' self-confidence. Team building activities can also be conducted to strengthen the relationship between interns and later minimize the conflicts arising between them during the internship period.
5. To expand the study, future researchers may include other programs which offer practicum courses for more robust study findings. Researchers may conduct future study specifically on the relationship between feedback of the industry partners and their profile variables.
6. The proposed plan of action to enhance the NEUST internship program may be considered for implementation and evaluation. The researcher also may emphasize the potential benefits for students, academic institutions, and businesses in fostering collaborative learning environments and preparing future-ready graduates and highlight the importance of ongoing commitment and collaboration in driving continuous improvement and innovation in OJT programs.

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