

Automotive technology students' OJT performance: A reflection of the programme's kind of graduates

Ramil Bontilao Arante*, Caraga State University Cabadbaran Campus, T. Curato Street, 8605, Cabadbaran, Philippines.

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Abstract

The aim of this study is to evaluate the on-the-job training (OJT) performance of the automotive technology students for the years 2016, 2017 and 2018 based on their appraisal ratings from partner industries. The evaluation focused on the students' job knowledge, job attitude and interpersonal relationship as evaluated by their respective supervisors using the standardised appraisal instrument. Research objectives were achieved using the mixed method research design. It combines the quantitative approach and the documentary analysis. There were 74 student trainees involved in this study in which their respective supervisors served as the respondents. Achieving the research objectives was carried out by collecting data from their performance appraisal reports and subjecting them to statistical analysis. The findings revealed that the student trainees performed well in their OJT based on job knowledge, attitude and interpersonal relationship. The study concludes that their consistently good performance in their OJT reflects the kind of graduates they will be.

Keywords: Automotive technology, industry immersion, interpersonal relationship, job attitude, job knowledge, kind of graduates, OJT performance;

* ADDRESS OF CORRESPONDENCE: Ramil Bontilao Arante, Caraga State University Cabadbaran Campus, T. Curato Street, 8605, Cabadbaran, Philippines.

E-mail address: ramilarante69@yahoo.com / Tel.: +63-917-711-0034

1. Introduction

The Philippines' requirement for a well-educated and qualified workforce in industrial technology is seen as a critical aspect of the country's progress. The human resource infrastructure of the nation must be designed with the capability to maximise economic growth, sustainable development and global competitiveness. Therefore, it is of utmost importance that higher education institutions (HEIs) offering industrial technology programmes perform their mandate. They should also perform their crucial role of providing education and skills training for production and manufacturing to enhance the graduates' capability of performing technical, managerial, research and entrepreneurial roles and functions.

Bachelor of Science in Industrial Technology (BSIT) specialised in automotive technology is a four-year degree programme offered by Caraga State University – Cabadbaran Campus. It was designed to prepare a higher industrial workforce equipped with technical, managerial, research and entrepreneurial competencies in the automotive field in industrial technology. Specifically, it expects to produce production and manufacturing technicians and technologists who can work individually or team up with scientists or engineers to advance industrial technology, research, training and production of automobiles. The course consists of automotive lectures and laboratory instruction focusing on state-of-the-art laboratory equipment. This course gives students hands-on experience in automotive production, driving, testing, diagnosing and repair.

Real-world, hands-on experience emphasises both the classroom and the laboratory. Additionally, students will obtain knowledge and abilities on tune-ups, brake systems, electrical systems, lamp adjustments, lubrication service and parts management through this course. A student must finish an on-the-job training (OJT) in a partner industry as a requirement for graduation to apply the theories learned in school and learn more in the real world.

Skills mismatch is a perennial problem that Philippine education has identified that needs to be addressed sooner. Several studies have revealed that skills required in the industry are very different from those acquired by the students from training institutions. Arante (2018a and 2018b) reiterated that the primary purpose of his study is to find ways to shorten the gap of skills between the young graduates and the skills recently needed in the industry.

The gap is very evident when students graduate and find it difficult to land a job due to failure to meet the skills required of the hiring industry. In addressing this gap, there have been urgent calls and proposals for rethinking, re-engineering, redesigning, reinventing and restructuring the curriculum. The said proposal is to adapt the emerging needs and a re-definition and re-conceptualisation of technology education in light of all the challenges and opportunities in education. In order to face this challenge, several curricular reforms and school restructuring activities have been initiated and implemented to pursue an effective delivery of instruction. One of these reforms is the integration of industry immersion, otherwise known as OJT, into the curriculum. The main objective of the OJT programme is to expose student trainees to the actual work setting for them to learn the latest skills requirement of the industry sector and to reduce the skills gap mentioned earlier.

Researchers have found that students would learn more through OJT or internships, but the demand far exceeds the number of available opportunities. This problem is why OJT embeds in almost all curricular programmes offered in the Philippines. Industry immersion or OJT exposes students to

actual, real-time workplace situations where actions have real consequences other than passing or failing grades. Consider then what a well-planned OJT programme would mean. Students who have hands-on, current industry experience in their field of study will undoubtedly gain relevant information and skills. More importantly, a student trainee's extensive industrial exposure will enable them to appropriately describe and show the type of work ethic required in today's workplace.

Being one of the most competitive universities in the Caraga Region Philippines, Caraga State University – Cabadbaran City (CSUCC) provides OJT for its students. The students will be given job assignments to test their ability to accomplish a specific task for one semester or a particular number of hours. Along with this programme are pieces of training provided by some companies in which the trainee gains knowledge that contributes to the attainment of the organisation's goals and objectives (De Chavez, Lumanglas, Rondilla, Salcedo & Caiga, 2016). Through proper supervision and support, trainees will nurture the knowledge to build up their potentials to be professionals. It is the best practice to improve the performance of each individual and the best way to find the first job for graduates.

1.1. Null hypothesis

There is no significant difference in the automotive students' OJT performance in terms of job knowledge, job attitude and interpersonal relationship when grouped according to the year of evaluation at a 0.05 level of significance.

1.2. Conceptual framework

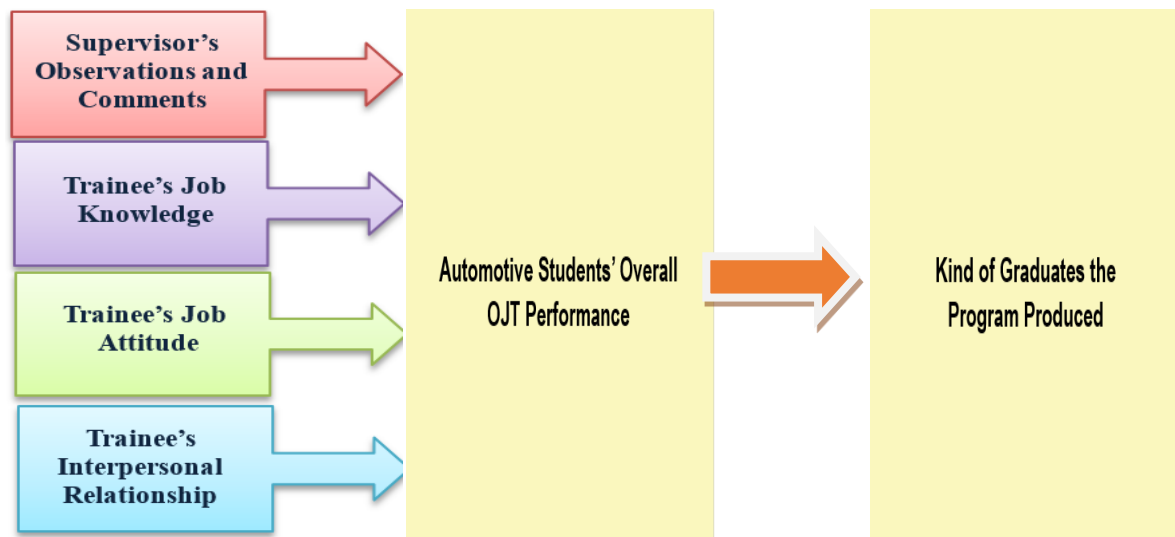


Figure 1. Conceptual flow of the study

The framework (Figure 1) shows the conceptual flow of the study of evaluating the OJT performance of the automotive students from the BSIT programme, which is under the College of Industrial Technology and Teacher Education (CITTE). It contains different parameters such as supervisor's feedback, knowledge of the job at hand, work attitude and its overall relationship with the people within and outside the organisation. These parameters were evaluated and analysed to constitute its overall performance. Consequently, the overall performance indicates the adequacy and effectiveness of the training programme implemented in the curriculum. It is also used to reflect the kind of graduates the programme can produce.

1.3. Related researches

OJT is one of the strategies used by HEIs to advance the required competencies of their graduates in collaboration with the industry. Universities and colleges require their students to complete such training as part of the curriculum within a certain number of hours. Its goals and objectives guided the development of necessary skills for a specific job and the translation of training into helpful work experience (De Chavez et al., 2016).

Furthermore, it requires the students to demonstrate specific skills related to their field of specialisation essential to their future work environment. It also provides ideas and an accurate picture of the corporate world, including the atmosphere of the workplace, the attitude of the workforce and the organisational culture that the new employees might need to adapt and live in (Bernardo, Landicho & Laguador, 2014).

The goal of the OJT session is to provide learners with task-specific and work area abilities. OJT provides knowledge and skills that are directly relevant to employment requirements. OJT methods include job instruction, work rotation, coaching and apprenticeship training (Alipour, 2009).

The effect of the OJT programme on the abilities and qualities advancement of the students relies on the methodologies of the gifted tutors or mentors to enhance the student learners' skills in the classroom. The skills gap problem might be reduced or shortened by this kind of training to produce graduates who possess the skills required by the hiring industry. Furthermore, the idea that both the school and partner industries worked hand in hand in preparing future workers increases the need to conduct this kind of research. There is a need to evaluate the OJT performance of the students. By doing so, the delivering institution will fully grasp the training programme's effectiveness within the curriculum and what enhancement it may need if this training programme becomes less effective.

1.4. Objectives of the study

The primary research goal is to evaluate the OJT performance of the automotive technology students of Caraga State University – Cabadbaran City for the years 2016, 2017 and 2018 based on their appraisal ratings from partner industries. The results will be used to indicate the kind of graduates the programme will produce.

Specifically, it sought the attainment of the following objectives:

1. Determine the job performance ratings of the automotive students as evaluated by their respective supervisors in terms of:

1.1 Job knowledge

1.2 Job attitude; and

1.3 Interpersonal relationship.

2. Identify the automotive students' overall OJT performance for the year covered based on job performance ratings.

3. Determine if there is a significant difference in the automotive students' OJT performance in terms of job knowledge, job attitude and interpersonal relationship per year of evaluation.

4. Explain how their OJT performance reflects the kind of graduates the programme can produce.

2. Method and materials

2.1. Research model

This study used the mixed method. It combines the quantitative approach and the documentary analysis. The quantitative process involves statistical analysis of the automotive students' OJT performance based on the ratings given by their respective supervisors. On the other hand, documentary analysis is an in-depth examination of the performance appraisal report of the automotive students in their OJT, particularly the supervisor's observations and comments for the calendar years 2016, 2017 and 2018. The analysis results will determine their overall performance and reflect the kind of graduates the programme can produce.

2.2. Locale of the study

This study was conducted at CSUCC, located at T. Curato Street, Cabadbaran City. CSUCC, situated in one of the provinces of Mindanao, Philippines, is a government-run institution that offers technical–vocational courses. This study focused on the OJT performance of the BSIT major in Automotive Technology under the CITTE. It is a programme that wants to produce well-rounded automotive mechanics.

2.3. Participants

The participants of this study comprised 74 automotive on-the-job trainees from partner industries. They were rated by their respective supervisors based on their job knowledge, job attitude and interpersonal relationship. Table 1 presents the participants' data.

Table 1. Distribution of research participants per year

Year	No. of participants
2016	25
2017	23
2018	26
TOTAL	74

2.4. Data collection tools

This study utilised the OJT Performance Appraisal Form developed by Caraga State University to evaluate the student trainees' performance. OJT coordinators distributed the appraisal form to the trainees' respective supervisors at their establishments or companies where they underwent OJT. The appraisal form is composed of the student trainees' profiles, including their names, inclusive date of activity, name of host establishment/company and the address of the establishment/ company. It is also composed of the parameters where the supervisors give their ratings towards their trainees. The parameters are grouped into three categories: trainee's job performance, job attitude and interpersonal relationship. Each item in the appraisal form is rated using a 5-point scale with 5 as the highest rating and 1 as the lowest rating, and the mean is used to compute the overall rating of the student trainees' performance. Under it is the comment and observation part, also to be filled up by the supervisor.

2.5. Data collection process

The data for this study came from the OJT programme of the College of Industrial Technology and Teacher Education, one of the colleges of the Caraga State University – Cabadbaran City, Philippines. The researcher sent a request letter to the college addressed to the Department of Industrial Technology Chairperson to access the OJT appraisal report and the programme's background. This OJT appraisal report is the primary source of data. This is the appraisal form used by the OJT partner industries to evaluate the trainees' performance in terms of job knowledge, job attitude and interpersonal relationship.

In addition, the researcher studied this programme to determine the adequacy and effectiveness of the training implemented in the automotive technology curriculum. The college also has a rich history of executing extensive internships/OJT programmes in its higher education curriculum. Thus, these data might be a good indicator of how adequate and practical is the implemented training for automotive technology after subjecting it to statistical analysis. The results are also a good reflection of the kind of graduates that the programme can produce.

2.6. Data analysis

For the analysis of the data, mean and standard deviation was conducted first depending on the years. The following arbitrary guides are listed in order to determine the level of performance: 4.50–5.00 = Outstanding (O); 3.50–4.49 = Very Satisfactory (VS); 2.50–3.49 = Satisfactory (S); 1.50–2.49 = Fair (F); and 1.00–1.49 = Needs Improvement (NI).

3. Results

This section contains the results of the OJT performance of the automotive students based on job knowledge, job attitude and relationship with co-workers. The researcher looked into the overall OJT

performance for the years 2016, 2017 and 2018. The researcher also noted the everyday observations and comments of the supervisors as part of the evaluation.

Table 2. Trainees' performance based on job knowledge

Trainees' job knowledge	2016		2017		2018	
	Mean	VD	Mean	VD	Mean	VD
1. Possesses knowledge and skills needed to perform assigned job	3.73	VS	3.48	S	4.13	VS
2. Performs assigned job according to instructions given	3.77	VS	3.76	VS	4.00	VS
3. Adopts a system in doing the assigned job	4.00	VS	3.67	VS	4.00	VS
4. Exhibits creativity and efficiency in performing the job	3.77	VS	3.43	S	3.69	VS
5. Applies in work concepts and theories learned	3.82	VS	3.43	S	3.94	VS
6. Works with quality output in mind	4.00	VS	3.52	VS	3.94	VS
Grand mean	3.85	VS	3.55	VS	3.95	VS

The data presented in Table 2 contains the means of the OJT performance rating obtained by the automotive students based on their job knowledge for the years 2016, 2017 and 2018. For 2016 and 2018, the student trainees performed very satisfactorily (VS), while in 2017, items 1, 4 and 5 obtained only a satisfactory rating, although the grand mean was still very acceptable. If we look at the data as a whole, the student trainees generally performed very satisfactorily for all the years evaluated in this study as indicated by their grand means of 3.85, 3.55 and 3.95, respectively.

The researcher also noted that in 2018, item 1 got the highest mean rating of 4.13, which says that the trainees possess the knowledge and skills needed to perform assigned jobs. It entails that their respective supervisor observed that the trainees already have an auto mechanic's proper knowledge and skills. They only need more exposure to actual job settings to harness the knowledge and skills they learned in school. It further implies that the automotive training programme implemented in the curriculum is very effective as the student trainees showed the correct knowledge and skills needed to perform various tasks relative to automotive technology.

3.1. Adequate job knowledge

Based on the performance of the automotive students in their OJT, we can reflect that when they graduate, they already possess the necessary knowledge and skills needed in the industry. Job knowledge is essential to land a job after graduation. Job knowledge leads to better work decisions. Employees who do not have a good understanding of how their occupations fit into their organisation's overall work picture are more likely to show carelessness and an inability to distinguish between the most critical components of their professions. According to a study undertaken by two industrial-

organisational psychologists from DePaul University, this is the case. 'This study reveals that employees' understanding of the critical purpose of their employment varies substantially', said Erich C. Dierdorff and Robert S. Rubin, both professors at DePaul's Kellstadt Graduate School of Business.

Human resource practitioners can gain valuable insight into how people perceive the demands of their employment and the value of fulfilling those tasks. Job redesign, job evaluation, training needs and performance management are just a few human resource tasks that can benefit from such knowledge. 'This is data that can aid in the analysis of job openings so that employers can hire the right people to fill them'. 'Job information is critical not just for recruiting and hiring, but also for determining compensation rates and conducting performance reviews', Dierdorff explained. He noted that the organisation's responsibility is to ensure that employment and personnel-related decisions are based on high-quality data. Human resource managers benefit from an awareness of work role needs. Still, the clarity of one's function and responsibilities can significantly impact individual worker motivation, contentment and performance. 'We looked at how people felt about their occupations rather than how well they did them'. 'It's fine if two people with the same job have a clear grasp of their roles and responsibilities but perform them slightly differently as long as they both know what is expected of them'.

Table 3. Trainees' performance based on job attitude

Trainees' job attitude	2016		2017		2018	
	Mean	VD	Mean	VD	Mean	VD
1. Reports to work regularly and on time	3.91	VS	4.00	VS	4.69	O
2. Performs the job with interest and initiative	4.50	O	3.90	VS	3.94	VS
3. Shows commitment in doing the assigned job	4.00	VS	3.95	VS	3.94	VS
4. Dependable and honest	4.23	VS	4.24	VS	4.56	O
5. Helps maintain safety and security in a work environment	3.82	VS	4.10	VS	4.25	VS
6. Willing to work beyond the required time when given additional tasks.	3.95	VS	3.95	VS	4.06	VS
Grand mean	4.07	VS	4.02	VS	4.25	VS

Table 3 shows that the automotive students' performance in the years 2016, 2017 and 2018 based on work attitudes. The student trainees' performance for the years covered in the evaluation is very satisfactory, as indicated by the grand means of 4.07, 4.02 and 4.25 for 2016, 2017 and 2018, respectively. It implies that during their OJT, the trainees showed a delightful and remarkable work attitude while accomplishing all the tasks assigned by their supervisor. It is worth noting that in 2016

item 2, which states that the trainee 'performs the job with interest and initiative', obtained the highest mean of 4.50 with a verbal description of Outstanding (O).

Data suggest that the student trainees perform their work with the highest interest. The data also indicates another outstanding performance in the year 2018 where item 1, 'Reports to work regularly and on time', and item 4, 'Dependable and honest', obtained a mean of 4.69 and 4.56, respectively, with a verbal description of Outstanding (O). It means that the student trainees in 2018 were not delinquent in their attendance and were also dependable and honest. These worth emulating attitudes are essential aspects of the character formation training that the curriculum implements to produce a well-rounded automotive technician. The above findings also entail the adequacy and effectiveness of the university's automotive training programme, which emphasises the students' character formation aside from equipping them with the necessary knowledge and skills for the world of work.

3.2. Desirable work attitudes

Organisational commitment refers to employees' emotional ties to the firm for which they work. Companies feel that this attitude is crucial to monitor because they are frequently linked to critical outcomes, including performance, helping others, absenteeism and turnover. How strong is the link between attitude and behaviour? First and foremost, it is contingent on the mindset in question. One's feelings for his/her co-workers may influence whether or not he/she assists them on a project, but they may not be a strong predictor of whether or not he/she will leave your employment. Second, attitudes are more closely linked to intentions to behave in a certain way than actual behaviours. One may contemplate quitting if he/she is dissatisfied with his/her employment. It is up to them whether or not they will genuinely depart. Many factors will influence one's decision to leave, including the availability of other positions in the market, one's employability at a new firm and the sacrifices one must make while changing jobs. In other words, while attitudes might provide insight into how a person can act, it is crucial to note that behaviour is also heavily influenced by circumstances.

Table 4. Trainees' performance based on their interpersonal relationship

Trainees' job personal relationship	2016		2017		2018	
	Mean	VD	Mean	VD	Mean	VD
1. Shows respect to superiors, peers and subordinates	4.32	VS	4.38	VS	4.13	VS
2. Establishes rapport with co-trainees and employees	4.45	VS	4.10	VS	3.94	VS
3. Exhibits charitable acts even in small gestures	3.82	VS	3.76	VS	4.13	VS
4. Opens to suggestions and feedback	4.41	VS	3.95	VS	3.81	VS
Grand mean	4.25	VS	4.05	VS	4.00	VS

Table 4 shows the performance of the OJT automotive students based on their relationship with co-workers. In the years 2016, 2017 and 2018, the student trainees' performance in interpersonal relationships is Very Satisfactory (VS), with grand means of 4.25, 4.05 and 4.00, respectively. These

findings indicate that the trainees have a good relationship with their supervisors, co-workers and co-trainees. During their OJT, they showed respect not only to supervisors but also to other co-workers.

The concern that they showed contributes to the establishment of a good rapport between them and their co-workers. What is essential in the findings is that the trainees are very open to suggestions and feedback that may improve their work performance. This further implies that the automotive students' training within the curriculum that emphasises establishing a good relationship with co-workers is also evident. The students understand the value of having a good relationship with co-workers as it affects the workforce's productivity if it is not established.

3.3. Good relationships at work

The ratings presented in Table 4 indicate the trainees' good relationship with co-workers and superiors. When these trainees graduate, they will possess the needed interpersonal skills that hiring industries want. These interpersonal skills are manifested by the trainees' willingness to accept suggestions and feedback that may help improve their work performance. Good relationships with co-workers and supervisors are two strong determinants of an employee's pleasure at work and dedication to the firm.

Table 5. Overall performance of the OJT programme trainees

	2016		2017		2018	
	Mean	VD	Mean	VD	Mean	VD
1. Trainees' job knowledge	3.85	VS	3.55	VS	3.95	VS
2. Trainees' job attitude	4.07	VS	4.02	VS	4.24	VS
3. Trainees' interpersonal relationship	4.25	VS	4.05	VS	4.00	VS
Grand mean	4.06	VS	3.87	VS	4.06	VS

The data shown in Table 5 is the overall performance of the on-the-job student trainees in the years 2016, 2017 and 2018. The trainees' job knowledge, attitude and interpersonal relationship obtained a Very Satisfactory (VS) performance rating. Data indicates that the students performed very well in their OJT. The years 2016 and 2018 have an identical grand mean rating of 4.06, while 2017 has a grand mean rating of 3.87. All ratings have a verbal description of very satisfactory. The result entails that the instruction and skills training implemented in the BSIT major in Automotive Technology is adequate and effective. As shown in their OJT performance, the automotive students are trained well by their university instructors and professors. Since their OJT is in the last year of their curriculum, the performance also reflects the kind of graduates that the programme can produce. It shows the overall knowledge, skills and abilities of the graduating students.

Table 6. Significant difference in OJT performance when grouped according to year

Variables	SS Effect	MS Effect	F-value	p-value	Decision	Interpretation
Knowledge	1.68	0.84	1.12	0.33	Do not Reject H0	Not significant
Attitudes	0.52	0.26	0.76	0.47	Do not Reject H0	Not significant
Interpersonal relationship	0.71	0.35	0.69	0.51	Do not Reject H0	Not significant
Mean	0.48	0.24	0.55	0.58	Do not Reject H0	Not significant

There is no significant difference in the OJT performance of the automotive students when grouped according to year, as indicated by the *p*-value of 0.58, which is greater than the 0.05 level of significance as presented in Table 6. The result implies that the automotive students' performance in their OJT is very consistent throughout the years covered in this study. Based on the data gathered, the students performed very satisfactorily in the three aspects of evaluation: job knowledge, job attitude and interpersonal relationship. These three aspects of assessment are good indicators of the kind of graduates that the programme can produce. This is because these automotive students are soon to graduate, and they will be bringing all these work values that their mentors had taught them.

3.4. Supervisor's comments and observation feedback in their appraisal report

During the documentary analysis, the researcher noted the typical comments that appear in their appraisal report. They are as follows: hardworking and obedient; performing and observing cleanliness within the work area; ready to be hired as an employee; showing commitment and courage; and working quickly and diligently. All of these are positive feedback coming from their respective supervisors to their trainees. Most of the supervisors' recommendations are that the students are qualified to work in any company or establishment. The recommendation further ascertains that our graduates are more likely to possess the necessary attributes which are essential in the industry. This is the kind of graduates that this programme will likely produce.

3.5. OJT performance as a reflection of the kind of graduates of the programme

Caraga State University highly values and respects all individuals' dignity, integrity and personal worth, including diversity and multiculturalism. The university advocates the fundamental truth that education is essential to individual and national development. The role of an educational institution is to offer individuals the opportunities to actualise their potentials, as well as to contribute to the development and sustainability of the country and the welfare of humanity.

Through transformative educational programmes, the university advocates its core values: competence, service and uprightness. Each programme offered in the university endeavours to produce graduates possessing these core values. The performance of the automotive students in their OJT on three aspects: job knowledge, job attitude and interpersonal relationship will be used to reflect the kind of graduates that the programme and the university, in general, can produce.

The findings in this study further reveal the ability of automotive students to communicate and interact with co-workers and superiors. The data shows that the students consistently respect their

superiors and peers. They establish a good rapport with co-trainees and employees, exhibits charitable acts and are very open to suggestions and feedback that can help them improve their work performance. The findings further manifest that the students already possess some interpersonal skills needed for a productive workplace. One of the most important factors that prospective employers consider when it comes to hiring is interpersonal skills. It is necessary to get along with co-workers, bosses, customers and others, regardless of the type of job. These skills are sometimes called employability skills. Employers will not want to hire a person if he/she appears to be a nightmare to work with, even if he/she excels at the technical aspects of his/her profession.

4. Discussion

As indicated by the performance of the automotive students in their OJT, we can also conclude that when they graduate, they will possess a desirable work attitude. This prediction is based on their outstanding performance in this aspect. Let us remember that job conduct is frequently influenced by how we feel about being there. As a result, understanding people's work attitudes is necessary for understanding how they behave. Our attitudes, ideas and sentiments regarding many aspects of our surroundings refer to as attitudes. Two job attitudes, in particular, have the most significant potential to impact how we behave at work. Job happiness and organisational commitment are the two factors. Job satisfaction relates to how people feel about their jobs. What makes employees happy? According to Sandberg (2008), a dream job for many employees that is not a nightmare makes them happy.

According to research studies, employees' relationship with the management, how caring the manager is and whether they create a trust-based relationship with their manager are essential factors in job satisfaction and organisational commitment (Bauer, Bodner, Erdogan, Truxillo & Tucker, 2007). Employees tend to feel happy at work when their manager and senior management listen to them, care about them and value their thoughts. Generally, job happiness is an offshoot of a good work relationship, which influences productivity.

According to Fletcher (2022), work knowledge is the ability to grasp a set of tasks related to a job and the ability to keep up with changes in job functions over time. The cumulative job knowledge of an organisation's or company's employees is a human resource asset with enormous market worth. OJT addresses the issue of a worker's knowledge of a particular job, which is sometimes referred to as 'intellectual capital'. A worker's knowledge of a given position should closely match the actual job performance required. The study data reveals that automotive students possess the knowledge and skills needed to perform assigned jobs. This is a good indication of what kind of graduates they will be. This is a good manifestation that our future graduates already have competence as one of the university's core values.

The data shows that the OJT performance of the automotive students concerning work attitudes is very commendable. It implies that these students already possess work attitudes worth emulating, and work ethic is what the hiring industry is looking for. The findings are also a good indication that these future graduates already possess another core value of the university: service and uprightness. When it comes to our workplaces, attitudes cover the entire work environment, culture and job tasks. They will impact how we see our occupations and how successfully or poorly we perform them (Wengrzyn, 2021).

According to McFarlin (2019), many full-time employees spend more time with their co-workers than with their spouses and families during the day. As a result, it is critical to give employees the chance to form meaningful relationships with their co-workers. Employers who allow and nurture healthy relationships in the workplace might gain a variety of rewards. These are as follows:

- **Increased Collaboration and Teamwork.** People who are well acquainted with one another are far more likely to collaborate effectively. If we throw a group of people together on a project who have scarcely spoken to each other, it will take some time for them to break the ice and start working successfully together. Team members who know, like and respect each other, on the other hand, maybe more eager to work together for the project's benefit.
- **Employee Morale's Improvement.** Given how much time employees spend in one other's company, developing positive working relationships can boost employee morale. Co-workers grow friends and enjoy spending time with one another while performing their duties. It may also make work more enjoyable, resulting in a more positive environment and higher overall morale.
- **High Employee Retention Rates.** Employees who feel linked to a firm, whether they share the same goal as the company leaders or feel that their co-workers have become like family, are significantly less inclined to seek employment elsewhere. Friendships take time to form, especially quality friendships, and the possibility of having to start from scratch may persuade some employees to stay put.
- **Increased Employee Productivity.** Combining all these factors produce one common outcome: contented employees who are naturally more productive. While some employees may become overly friendly and waste time together, a happy and well-adjusted workforce is productive. Workers who feel more attached to their place of employment are more likely to try harder to keep the company running and growing.

5. Conclusion

The overall performance of the students from the BSIT specialised in Automotive Technology are very satisfactory in their OJT for the years 2016, 2017, 2018. The said performance is an indication that the technology training implemented in the curriculum is adequate and effective as the students gained enough knowledge, skills, and attitude to perform well during their OJT. The superiors also notice that they maintain their good habits in their work and are ready to be employed. In general, the finding of this study is an exemplary manifestation of achieving the programme goal of producing globally competitive and upright technologists. It is a good indication of the kind of graduates produced by this programme.

6. Recommendations

According to the findings of the study, the following are recommended:

- Based on the findings and conclusion mentioned earlier, the researcher recommends continuing the college's OJT programme as a result of this.
- It further suggests that a study involving the student trainees' OJT experience using a qualitative approach be conducted to ascertain the results of this study.

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