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Research Article

On-the-job training of the selected academic programs of the Pangasinan state university

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ABSTRACT

This study dealt with the assessment of On-the-Job Training (OJT) of selected academic programs of the Pangasinan State University. It determined the extent of attainment of OJT objectives and the activities observed and practiced in the Host Training Establishments (HTEs) by OJT students, the extent of provisions of the required competencies the extent of compliance of the requirements of PSU and HTEs in each of the phases of OJT activity, the extent of adequacy and condition of the required facilities of the Host Training Establishment, and the extent of the seriousness of the problems encountered in the implementation of OJT. The descriptive correlation method was used in this study. The OJT Students believed that the extent of adequacy and condition of the required HTEs' facilities significantly affect the effectiveness of provisions of the required OJT competencies.

Keywords: *On-the-Job Training; Assessment; Compliance; OJT Competencies; Host Training Establishment*

1. INTRODUCTION

Education has been regarded as a means toward economic stability and progress. The increased productivity of the workforce is due mainly to the increase in the education and training of the people. The success and development of the country would greatly depend on the productivity of its human resources, which is considered one of the vital assets of the nation.

As required by the CHED Memorandum Order No. 23 (2009) (Guidelines for Student Internship in the Philippines (SIPP) for all Programs with Practicum Subject), graduating students of different courses undergo on-the-job training with the required time. Perhaps this would be a steppingstone for the practicum students to develop themselves to become professionals in their field of specialization and acquire new learning through gained experiences during training. It is a very essential component of the learning process, geared towards preparing students' future careers.

The researcher of this undertaking desires to make a significant contribution to the better improvement and further development of the on-the-job training program. Specifically, this study is deemed significant particularly to the students who are enrolled in their practicum course will have a better understanding and deeper awareness of the different

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factors that would affect their on-the-job training performance. This study also provides baseline information regarding the status of the implementation of the on-the-job training that would encourage them to help the students in giving prompt, specific, and helpful feedback. This study helped cooperating institutions to identify and prioritize the development needs of the OJT students in terms of skills, knowledge, experience, and attitude or emotional maturity which is appropriate to the proper decorum of the company they will serve and become competitive after the training and served as resources among researchers undertaking in a related field.

Students and faculty of the Pangasinan State University need to be addressed by giving attention to the extent of implementation of the On-the-Job Training program. The researcher assessed the extent of implementation and the current trends on OJT operations.

2. LITERATURE REVIEW

2.1. On – the – Job Training

On-the-job training takes place while employees are working. It means that skills can be gained while trainees are carrying out their jobs. This benefits both employees and the business. Employees learn in the real work environment and gain experience dealing with the tasks and challenges that they will meet during a normal working day. The business benefits by ensuring that the training is specific to the job. It also does not have to meet the additional costs of providing off-the-job training or losing working time.

Rapidly changing technologies require that employees continuously hone their knowledge, skills, and abilities (KSAs) to cope with new processes and systems. Jobs that require little skill are rapidly being replaced by jobs that require technical, interpersonal, and problem-solving skills. Other trends toward empowerment, total-quality management, teamwork, and international business make it necessary for managers, as well as employees, to develop the skills that will enable them to handle new and more demanding assignments (Zemke & Zemke, 1999). From the broadest perspective, Goldstein and Ford (2002), believed that the goal of training is to contribute to the organization's overall goals. Training programs should be developed with this in mind. Managers should keep a close eye on organizational goals and strategies and orient training accordingly.

2.2. Structured and Unstructured On-the-Job Training

Two different types of on-the-job training according to Rothwell and Kazanas (1994) are frequently distinguished in the professional literature: structured (planned) and unstructured (unplanned). Unstructured is the most common kind and refers to lose on-the-job training programs that largely involve a novice employee working with an experienced employee, who serves as a guide or mentor in an observe-and-imitate training process. In contrast, structured on-the-job training involves a program designed to teach new workers what they must know and do to complete their tasks successfully.

2.3. Hands – on Experience

Sisson (2001), opined that, by far, the most common method used for training non-managerial employees is on-the-job training (OJT). In fact, one estimate suggests that organizations spend three to six times more on OJT than on classroom training. OJT has the advantage of providing hands-on experience under normal working conditions and an opportunity for the trainer-a manager or senior employee-to build good relationships with new employees. As time becomes a critical resource-and "just-in-time training" is needed most, OJT is viewed by some to be potentially the most effective means of facilitating learning in the workplace.

According to Mager (2007), many opportunities for development can be found on-the-job. Trainees can learn as they contribute to the aims of the enterprise. However, because this approach requires competent higher – level managers who can teach and coach trainees, there are limitations to do on-the-job training. Planned progression is a technique that gives managers a clear idea of their path of development. It may be perceived by trainees as a smooth path to the top, but it really is a step-by-step approach which requires that task to be done well at each level. Trainees learn about different enterprise functions by job rotations. They may rotate through non-supervisory work, observation assignments (observing what managers do, rather than managing themselves) and therefore has positive aspects and should benefit the trainees.

2.4. Dual Training System

In the Philippine setting, one of the more preferred training modalities for enterprise-based training today is the dual training system (DTS) being implemented by TESDA.

The DTS, as its name suggests, is a training modality that combines theoretical and practical training. It is called dual training because learning takes place alternately in two venues: the school or training center and the company or workshop.

In DTS, the school and workplace share the responsibility of providing trainees with well-coordinated learning experiences and opportunities. This close cooperation between the school and the company ensures that the trainees are fully equipped with employable skills, work knowledge, and attitudes at the end of the training.

The general and occupation-related theoretical instruction provided by the school is complemented by on-the-job training in the workplace. Trainees under the DTS spend at least 40 percent of the training/learning time in school and 60 percent for practical training in the company.

The dual approach in education and training has been put to work in such country programs as apprenticeship, on-the-job training, supervised industry training, practicum, and internship.

2.5. Synthesis of the Reviewed Studies

The reviewed studies served as significant instruments in the conceptualization of this study. Moreover, the topics in line to OJT, its practices, requirement compliance and effectiveness by concerned parties involved in the implementation of OJT are the researcher's point of interest.

In the global perspective of on-the-job training, the study conducted by Nightingale et. al., (2007) focused primarily on apprenticeships and internship, which is like the present study that focused on training but differs on the purpose whereby the present study is being conducted for improving programs with on-the-job training offered by the Pangasinan State University. Particularly, it helped the researcher in the drafting of the questionnaire.

The study of Kuzgun, (2010) focused only on the increased employability of graduates or becoming more competitive which is related to the present study, but the difference is the purpose of the study, where the main objective of the present study is to assess the OJT implementation among the SUCs in Region I.

The study of Schmidt (2004) examined the relationship between the satisfaction with employer-provided workplace training and overall job satisfaction, and the study of Sony and Kim (2005) primarily focused on the conceptualization of work ethic with multiple meanings and implications. Also, a case study on on-the-job training conducted by Scribner and Sachs (2001) focused only on knowledge and skills while the present study includes the three important elements of competency, the knowledge, skills, and attitude. Similarly, the related studies mentioned are deemed necessary in formulating the theoretical framework of the present study.

In the local scenario, the studies conducted by Cristobal (2008) and Jaso (2007) generally focused on the knowledge and skills acquired by students in their on-the-job training. Moreover, their studies also included the devices and equipment which are related to the present study, while distinction varies mainly on the statement of the problem, time, significance, and respondents of the study.

The study conducted by Edralin (2007) and Mamadra (2005) centered on technical training or skill which is slightly more than behavioral training, while in the present study, there are three elements of competency being considered. They focused mainly on values development in terms of work attitude, which is only one among the elements of the competencies of the present study.

2.6. Theoretical Framework

The theory of Aristotle which is "Learning by Doing," He said, "The things we have to learn before we do them, we learn by doing them." Experiential learning is through reflection on doing and focuses on the learning process for the individual.

American educational philosopher, John Dewey was the most famous proponent of hands-on learning, and one of the first to formally define and advocate experiential education. In his classic book, Experience and Education, first published in 1938, he regards experience

as an essential component of the educational process. Dewey notes, “I assume that amid all uncertainties there is one permanent frame of reference: namely the organic connection between education and personal experience.” Dewey’s model of experiential learning consists of a logical sequence which involves perceiving a problem, followed by its articulation, the formation of a hypothesis for finding a solution, experimentation to test the hypothesis, and finally considering the consequences for society. Dewey believed that the meaning of a given experience is the result of the interaction between what the learner brings to the given situation and what happens there. For Dewey, continuity and interaction are the two fundamental criteria for determining the quality of experience and its implications for education. The learner should be able to connect aspects of the new experience to what he/she already knows, in addition to actively interact with his/her environment, testing out lessons developed in that environment.

Experiential learning, as outlined by Kolb (1984), emphasizes reflection on direct, concrete experience. During an experience there should be opportunities for reflection, allowing making connections between the actual experience and the knowledge drawn from the experience. According to Georgiou, “the heart of experiential learning lies in reflectively observing concrete experience and actively experimenting with abstract conceptualizations.”

Anderson, et. al., (1988) note that individuals do not learn from abstract instruction, instead, learning result from the challenge of solving a problem and combines prior areas of expertise including pattern recognition, memory, problem solving, decision making, and learning emphasizes the same point, "The educational process is based on the human experience of movement from difficulty to resolution. After resolution comes reflection on the movement so that what is learned may be generalized and used again."

Kirkpatrick and Kirkpatrick (2006) also believed that most training takes place in an organizational setting also called as on-the-job, typically in support of skill and knowledge requirements originating in the workplace. This relationship between training and the workplace is illustrated in Figure 1. Using the diagram in Figure 1 as a structural framework, basic on-the-job training competencies are identified at which take measurements, determine, or reach judgment applicable for Information Technology Education and Business Management programs. These three basic competencies are: (1) knowledge, (2) skills, and (3) attitude.

Applying these competencies in OJT, the three elements of competency framework are clearly defined in the CHED Memo Nos. 39 and 53, Series of 2006, which shown in Fig. 1:

2.6.1. Knowledge.

This refers to the learning of theory and its application for Information Technology Education and Business Administration programs based on its area of discipline or job description and adopted during the on-the-job training.

2.6.2. Skills.

It involves the application of both knowledge and experience toward a level of competency in both Information Technology Education and Business Administration programs and being developed during the on-the job training.

2.6.3. Attitude.

It is an area of competency which generally developed over time, because of exposure to and assimilation of behaviors and displaying skills to work with others from diverse backgrounds during the on-the-job training.

The figure below shows the structure of the OJT competency model.

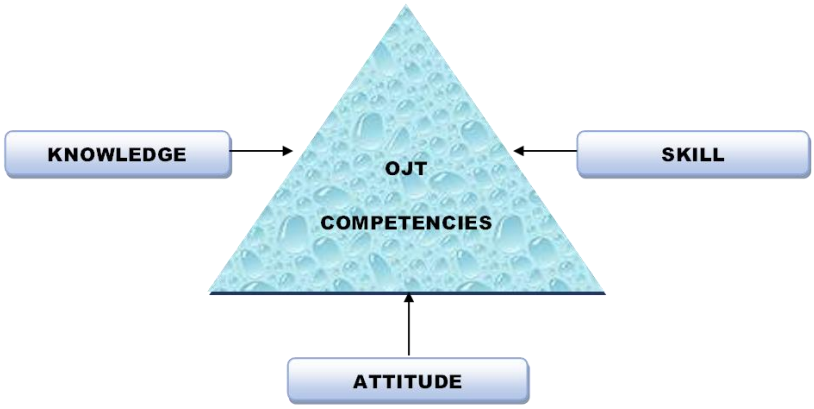

Fig. 1. The structure of the OJT Competency Model

2.7. Conceptual Framework

Considering the insights from the review of related literature, synthesis of related studies and its theoretical framework, this study was conceptualized to determine the extent of implementation of On-The-Job Training of the selected academic programs of the Pangasinan State University as perceived by the On-the-Job Training (OJT) students, advisers, and coordinators. This includes the assessment of the actual performance of the On-the-Job Training (OJT) Advisers/Coordinators, host training establishment and student trainees based on: (1) extent of attainment of OJT objectives; (2) the attainment of the activities observed and practiced by the OJT Students in the HTEs; (3) the extent of effectiveness of provisions of the required competencies to the OJT Trainees; (4) the extent of compliance to the requirements of PSU and HTEs; and (5) the extent of adequacy and condition of the required facilities of the Host Training Establishment.

Along the process of OJT, problems are expected to be met and recommendations can be proposed to enhance the implementation of OJT.

The results will also give way for the relationships of the different aspects of OJT which are included in the study of its implementation and recommendations which will help the University in the improvement or development of more effective on-the-job training system based on the knowledge, skills and attitude competencies expounded for actual

training. This will also include the CHED Memorandum Orders No.23 (2009) on OJT that cover both local and international training.

Based on the related lietrature and studies, a paradigm on the succeeding page has guided the researcher in the conduct of this study.

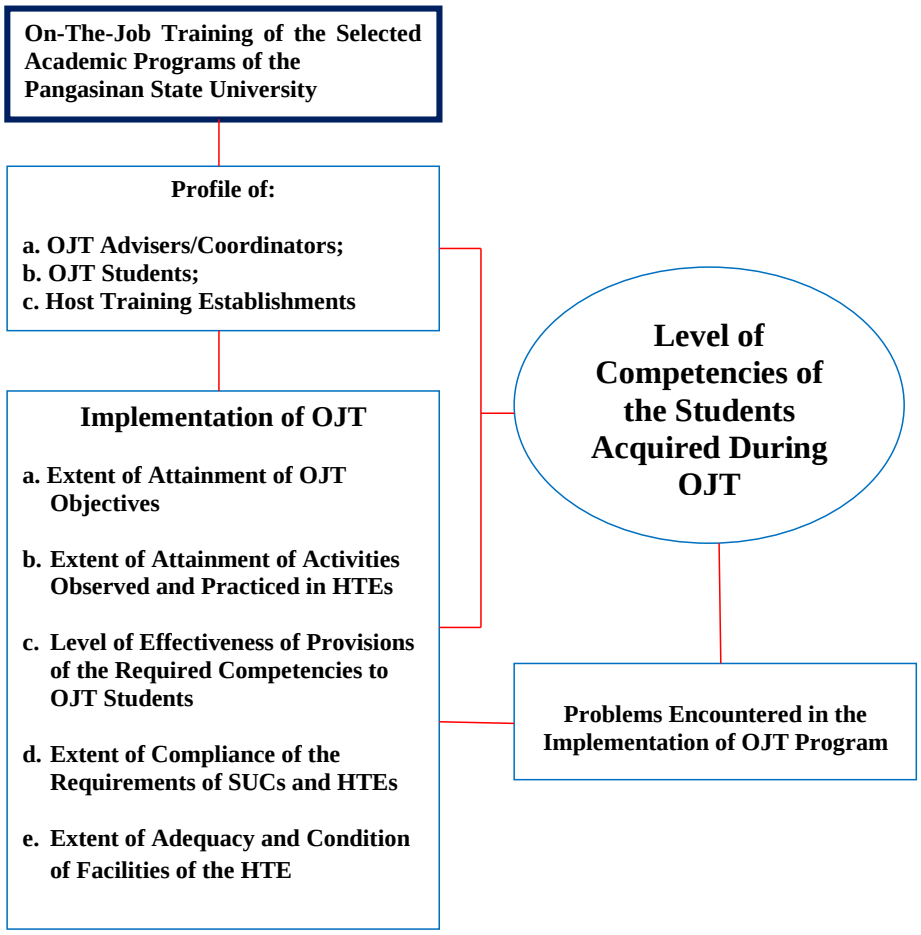

Fig. 2. A research paradigm of the study depicting the relationship between and among variables

3. MATERIALS AND METHODS

This study employs a descriptive research design. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collected (Glass & Hopkins, 2008). It also utilizes the descriptive survey with the questionnaire as the main tool in gathering data of the study. Good and Scates (1972) stressed that descriptive normative surveys frequently made ascertain the normal or typical condition or compare local results with a state of the national norm. Along this line, co-relational research will be used. Co-relational research involves collecting data to determine the degree to which relationships exist between two or more variables.

3.1. RESPONDENTS OF THE STUDY

The respondents of the study were the OJT Advisers/Coordinators of the Business Management/Administration (BM/A), Information Technology Education (ITE) of the 5

campuses of the Pangasinan State University, and the students who finished or presently conducting their OJT.

The 5 campuses included are: Lingayen Campus, Bayambang Campus, San Carlos City Campus, Alaminos City Campus, and Urdaneta City Campus, these five Campuses of PSU are offering Business Administration/Management and Information Technology Education programs. From the five Campuses, nine (9) OJT Advisers/Coordinators from the Business Administration/Management Program and six (6) from the Information Technology Education Program were taken as samples with 290 OJT students from the program mentioned.

3.2. Sampling Design

One of the best ways to achieve unbiased results in a study is through sampling, whether the study is descriptive or experimental.

In this study, a random sampling research design using stratified random sampling was used. The population was divided into several strata and each stratum, the samples are drawn at random. Random sampling consistently provides valid results, making it easy for researchers to conclude large populations. Slovin's formula (Sevilla etal., 1992) was adopted in randomly drawing the sample.

3.3. Data Gathering Instrument

The study used a questionnaire in the generation of data that assesses the implementation of the On-the-Job Training Program at the Pangasinan State University.

Two sets of the questionnaire are prepared in this study. The first set is intended for the OJT Advisers while the other set is prepared for the OJT Students of the Business Administration/Management and Information Technology Education (ITE) Programs. The target respondents are the OJT Advisors/Coordinators and OJT Students of both programs.

3.4. Data Gathering Procedure

A letter of request was prepared and was personally given to the President of the University, requesting their support and approval to allow the researcher to conduct his study in the five Campuses of PSU. The researcher was referred by the President to the respective Campus Executive Directors and Deans of the College of Business Management and Information Technology so that they will be informed about the objectives of the study and how the questionnaire will be administered.

After the approval, the questionnaire was reproduced and finalized. The two sets of questionnaires were properly given to the OJT Advisers/ Coordinators of the Business Management and Information Technology Education programs and were administered to the students who have already taken or presently taking their OJT in the second semester of AY 2013-2014. Retrieval of the questionnaire was done after a month with the help of the OJT Adviser/Coordinator of each program.

3.5. Statistical Treatment of Data

To elicit significant results and findings, appropriate statistical tools were employed in the analysis of the data. This also ensured that the results depict the true picture of the situation or condition under study.

The profile of advisers/coordinators and OJT students were described with the use of frequency and percentages.

Average weighted mean was computed to describe the extent of attainment of specific OJT objectives interpreted using the scale below:

Points	Mean Scale Range	Qualitative Interpretation
5	4.51 – 5.00	Very Highly Attained
4	3.51 – 4.50	Highly Attained
3	2.51 – 3.50	Moderately Attained
2	1.51 – 2.50	Slightly Attained
1	1.0 – 1.50	Not Attained

Average weighted mean was computed to describe the extent of attainment of specific activities observed and practiced by the OJT students, interpreted using the scale below:

Points	Mean Scale Range	Qualitative Interpretation
5	4.51 – 5.00	Very Highly Attained
4	3.51 – 4.50	Highly Attained
3	2.51 – 3.50	Moderately Attained
2	1.51 – 2.50	Slightly Attained
1	1.0 – 1.50	Not Attained

On the extent of effectiveness of provisions of the required competencies to OJT Students, the weighted mean was computed and interpreted following the mean range scale below:

Points	Mean Scale Range	Qualitative Interpretation
5	4.51 – 5.00	Highly Effective
4	3.51 – 4.50	Effective
3	2.51 – 3.50	Moderately Effective
2	1.51 – 2.50	Slightly Effective
1	1.0 – 1.50	Not Effective

On the extent of compliance to the requirements of PSU and HTEs, the weighted mean was computed and interpreted following the mean range scale below:

Points	Mean Scale Range	Qualitative Interpretation
5	4.51 – 5.00	Very Highly Complied
4	3.51 – 4.50	Highly Complied
3	2.51 – 3.50	Moderately Complied
2	1.51 – 2.50	Slightly Complied
1	1.0 – 1.50	Not Complied

The extent of adequacy and condition of the required HTE facilities was computed and interpreted following the mean range scale below:

3.5.1. Adequacy of Facilities

Points	Mean Scale Range	Qualitative Interpretation
5	4.51 – 5.00	Very Adequate
4	3.51 – 4.50	Adequate
3	2.51 – 3.50	Moderately Adequate
2	1.51 – 2.50	Slightly Inadequate
1	1.0 – 1.50	Inadequate

3.5.2. Condition of Facilities

Points	Mean Scale Range	Qualitative Interpretation
5	4.51 – 5.00	Ideal Condition
4	3.51 – 4.50	Very Good Condition
3	2.51 – 3.50	Good Condition
2	1.51 – 2.50	Poor Condition
1	1.0 – 1.50	Unusable Condition

The extent of seriousness of problem encountered, the weighted was computed and interpreted following the mean range scale below:

Points	Mean Scale Range	Qualitative Interpretation
5	4.51 – 5.00	Not Serious
4	3.51 – 4.50	Slightly Serious
3	2.51 – 3.50	Moderately Serious
2	1.51 – 2.50	Serious
1	1.0 – 1.500	Very Serious

The coefficient of correlation between the extent of adequacy and condition of the HTEs facilities and effectiveness of provisions of the required OJT competencies was determined by the use of the Pearson Product Moment Coefficient of Correlation.

4. RESULTS AND FINDINGS

4.1. Attainment of OJT Objectives

Table 1. Attainment of OJT objectives based on the 3 competencies

Competencies	AWM	Descriptive Rating
1. Knowledge-based competencies	3.460	Moderately Attained
2. Skill-based competencies	3.340	Moderately Attained
3. Attitude–based competencies	3.280	Moderately Attained
Overall Mean	3.360	Moderately Attained

From the data on the table, it is reflected that most objectives set were moderately attained by the OJT students. It is also evident that most of the set objectives met the average weighted mean value for the category "moderately attained." The overall mean of 3.36 described as moderately attained served as further evidence that PSU has implemented OJT within the set objectives based on knowledge was moderately attained.

The overall mean of 3.34 that all the set objectives based on skills are moderately attained, which means that PSU and HTEs should cooperate to further improve the skills of the OJT students to achieve its full attainment.

Based on the result of the study, it could be noted that most of the objectives were rated as “moderately attained.” (The overall mean of 3.28 attests to this claim.

On-the-job training is of theoretical significance because it represents a form of education that stands in sharp contrast to schooling. Learning in school is divorced from practice. On-the-job training programs offer an array of formats for relating learning to practice that may be useful in settings other than the workplace.

4.2. Attainment of the Activities

Table 2. Attainment of the activities observed and practiced by the OJT students in the HTEs

Competencies	AWM	Descriptive Rating
1. Company service assistants	3.220	Moderately Attained
2. Operations management trainees	3.320	Moderately Attained
Overall Mean	3.270	Moderately Attained

The activities performed by the OJT students as company service assistants have an average weighted mean of 3.22 or moderately attained. The findings of the study based on the data of the activities of the OJT students as company service assistants revealed that the students acquired knowledge more on collecting data to use in the analysis, such as information on direct and indirect labor costs, quality of goods, or services, absenteeism, and turnover. The OJT students as operations management trainees obtained an overall mean of 3.32 or moderately attained. The overall mean of 3.27 indicates that HTE managers or trainers should keep a close eye on the importance of the organizational goal, strategies, and actual operations to link students' activities and enhance the competency of the OJT students of PSU in the real world of companies’ activities.

4.3. Effectiveness of Provisions of the Required Competencies

Table 3. Effectiveness of provisions of the required competencies by the HTEs

Competencies	AWM	Descriptive Rating
1. Knowledge-based competencies	3.190	Moderately Effective
2. Skill-based competencies	3.580	Moderately Effective
3. Attitude–based competencies	3.450	Moderately Effective
Overall Mean	3.410	Moderately Effective

It is revealed in Table 3 the observation of the OJT students to the HTEs in providing moderately effective performance in sharing their expertise on professional and technical concepts based on knowledge competency with a mean of 3.19, moderately effective (3.58) under skill-based competency, and moderately effective (3.45) under attitude competency with an overall mean of 3.41 respectively.

In follow up, Mager (2007), recommend that many development opportunities can be found on the job. Trainees can learn as they contribute to the aims of the enterprise. However, because this approach requires competent higher-level managers who can

teach and coach trainees, there are limitations to do on-the-job training. Planned progression is a technique that gives managers a clear idea of their path of development.

Concerning the enumerated premise, the findings of the study of Cristobal (2008) claimed that the OJT program is a good program for augmenting knowledge, skills, and attitude competencies. Included in the OJT are routines that do not require the application of the higher knowledge, skills and competencies learned in the classroom.

4.4. The Extent of Compliance to the Requirements of PSU and HTEs

Table 4. The extent of compliance with the requirements of SUCs and HTEs

Competencies	AWM	Descriptive Rating
1. Pre-deployment	3.920	Highly Complied
2. On-site deployment	4.320	Highly Complied
3. Post-deployment	4.160	Highly Complied
Overall Mean	4.130	Highly Complied

It could be seen from Table 4, that all requirements set for the pre-deployment were highly complied by PSU before deployment of the OJT students, with an overall mean of 3.92. On the compliance of the requirements during on-site deployment of the OJT students, one could observe that the requirements were all highly complied by the University with an overall mean of 4.32 or highly complied. Specifically, during post-deployment, OJT report is a requirement for completion of OJT Students and OJT evaluation form as part of documentation were very complied by OJT students with the same average weighted mean of 4.16. All requirements have highly complied with an average weighted mean of 4.13.

Requirements of compliance for HTEs are very beneficial, which are ways in determining the quality of training that are offering to OJT students and at the same time, the conceptualization of work ethics about a variety of aspects related to work, including work commitment, work value, attitude towards work, occupational value, organizational commitment, perception of career development and work achievement if OJT is properly implemented.

4.5 The Extent of Adequacy and Condition of the Equipment and Technical/Physical Infrastructure

Table 5. The extent of adequacy and condition of the equipment in the HTEs

Equipment	Adequacy (AWM)	Descriptive Rating	Condition (AWM)	Descriptive Rating
1. Equipment	2.680	Moderately Adequate	3.020	Good Condition
2. Infrastructure	2.160	Moderately Adequate	3.400	Good Condition
Overall Mean	2.420	Moderately Adequate	3.210	Good Condition

From the data presented in the table, it could be noted that OJT Advisors/Coordinators and students rated HTEs' equipment as moderately adequate (2.68) and in good condition (3.02), while the infrastructures were moderately adequate (2.16) and in good condition (3.40). Generally, the equipment and infrastructure in the HTEs were moderately adequate (2.42) and in good condition (3.21) respectively.

This indicates that most of the business establishments are financial and communication institutions, and they need to maintain their amenities especially their comfort and accessibility for the benefit of their client and the employees. Concerning this, PSU always considers that on-the-job training always takes place in a normal working situation, using the tools, equipment, documents, or materials that trainees need to know and use while in the HTEs.

4.6 Problems Encountered

Table 6. Summary of the extent of the seriousness of the problems encountered in the implementation of OJT

Competencies	AWM	Descriptive Rating
1. Problems encountered by the University	3.940	Slightly Serious
2. Problems encountered by the HTEs	3.880	Slightly Serious
3. Problems encountered by the OJT students	4.060	Slightly Serious
Overall Mean	3.960	Slightly Serious

According to the OJT Advisers/Coordinators, the University experienced slightly serious problems (3.94). On the part of the HTEs, they claimed that they encountered slightly serious problems (3.88) from the OJT Students while the OJT students also revealed that they experienced slightly serious problems (4.06) while having their OJT in the HTEs. In the overall perspective, the 3 parties involved during the whole duration of the OJT, experienced slightly serious problems with an overall mean of 3.96.

4.7 Test of Relationship

Table 7. Relationship: Adequacy and Condition of HTEs' Facilities and Effectiveness of Provisions of the Required OJT Competencies

Adequacy of Equipment vs:	r	Significance	Description
Knowledge-Based	0.541	0.000	Significant
Skill-Based	0.407	0.002	Significant
Attitude-Based	0.388	0.012	Significant
Adequacy of Technical/Physical Infrastructure vs:			
Knowledge-Based	0.278	0.316	Not Significant
Skill-Based	0.070	0.805	Not Significant
Attitude-Based	0.073	0.795	Not Significant
Condition of Equipment vs:			
Knowledge-Based	0.095	0.735	Not Significant
Skill-Based	0.209	0.454	Not Significant
Attitude-Based	0.074	0.794	Not Significant
Condition of Technical/Physical Infrastructure vs:			
Knowledge-Based	0.006	0.984	Not Significant
Skill-Based	0.120	0.671	Not Significant
Attitude-Based	0.202	0.470	Not Significant

It could be gleaned from the table that the adequacy of equipment has a strong relationship with the knowledge-based competency as reflected on the r-value (0.541, 0.000) and showed a significant relationship. As reflected from the r-value (0.407, 0.002) on the relationship of the adequacy of equipment and skill-based competency showed a

significant relationship. The adequacy of equipment and attitude-based competency with the r-value (0.388, 0.012) also showed a significant relationship. As presented in the table the adequacy of technical/physical infrastructure with the knowledge-based competency has the r-value of (0.278, 0.316) and revealed no significant relationship. The adequacy of technical/physical infrastructure and the skill-based competency has the r-value of (0.070, 0.805) and showed no significant relationship, also with the attitude-based competency with the r-value of (0.073, 0.795).

On the condition of equipment, showed no significant relationship with the knowledge-based, skill-based, and attitude-based competencies with the r-value of (0.095, 0.735), (0.209, 0.454) and (0.074, 0.794) respectively. In terms of the condition of technical/physical infrastructure also showed no significant relationship with the knowledge-based, skill-based, and attitude-based with the r-value of (0.006, 0.984), (0.120, 0.671), and (0.202, 0.470) respectively.

The OJT Advisers/Coordinators perceived that the adequacy and condition of the required facilities of HTEs significantly affect the effectiveness of provisions of the required competencies during on-the-job training in some areas.

5. CONCLUSION

Based on the findings of the study, the following conclusions are formulated:

1. The profile of the OJT Advisers/Coordinators, OJT students, and HTEs vary in terms of variables included in this study.
2. The extent of implementation of on-the-job training conforms to the different area components included and used in this study.
3. HTEs and OJT students have not experienced serious problems in the implementation of OJT.
4. The academic degree earned by the OJT Advisers/Coordinators is the only one among the profile variables that influenced the preparation of the set requirements during the post-deployment of the OJT students.
5. The OJT Advisers/Coordinators perceived that the adequacy and condition of the required facilities of HTEs are not influenced by the extent of compliance of the requirements for OJT and the effectiveness of provisions of the required competencies, while the OJT Students believed that the extent of adequacy and condition of the required HTEs' facilities significantly affect the effectiveness of provisions of the required competencies during on-the-job training.

6. RECOMMENDATION

The Pangasinan State University through the OJT Advisers/Coordinators should religiously monitor the OJT students while deployed in the different HTEs to assure the effectiveness of provisions of the required competencies and should always aim for full compliance of the requirements during pre-deployment, on-site deployment, and post-deployment to be free from any liability and for the safety of the OJT students.

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