

**FACTORS AFFECTING THE ON-THE-JOB TRAINING PERFORMANCE OF  
BHRST STUDENTS IN THE NEW NORMAL**

**College of Technology and Allied Sciences  
BOHOL ISLAND STATE UNIVERSITY  
Zamora, Bilar, Bohol**

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**February 2022**

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A Thesis  
Presented to the Faculty of the  
College of Technology and Allied Sciences  
BOHOL ISLAND STATE UNIVERSITY  
Zamora, Bilar, Bohol

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In Partial Fulfillment  
Of the Requirements for the Degree of  
Bachelor of Science in Hospitality Management

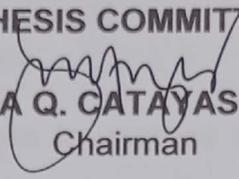
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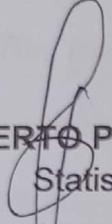
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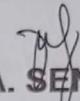
## APPROVAL SHEET

This thesis entitled "FACTORS AFFECTING THE-ON-THE-JOB TRAINING PERFORMANCE OF BHRST STUDENTS IN THE NEW NORMAL", was prepared and submitted by Angelica B. Lamoste, Mechille A. Sarsaba, and Mario T. Serut Jr. in partial fulfillment of the requirements for the degree in Bachelor of Science in Hospitality Management has been examined and recommended for acceptance and approval for oral defense.

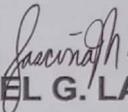
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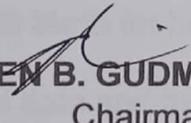
  
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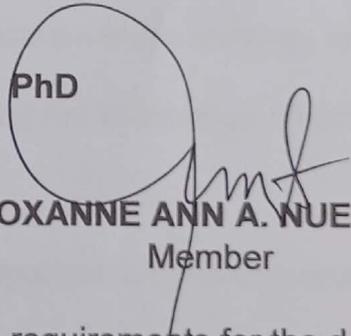
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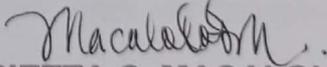
  
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**-The Researchers**

## ABSTRACT

The main concern of this study was to find out the factors affecting the on-the-job training and the extent of effects it has to the performance of BHRST students in the new normal. Specifically, the study sought to answer the following questions: What is the profile of the respondents in terms of: age, gender and civil status; To what extent do the factors affect the OJT in the new normal; What is the impact of OJT to the trainees in the areas of: knowledge, skills and attitude? This study used a questionnaire with the choices that correspond to the factors affecting the OJT's training performance of BHRST students in the new normal. The questionnaire was self-made by the researchers and was pretested to find out if it needs changes. As of the gathering of data, the researchers administered the questionnaires virtually to the respondents utilizing Google Forms. The data were collected, tallied, computed, and interpreted. The simple percentage formula was used to determine the profile of the respondents. Meanwhile, the weighted mean score was used to compute the extent of effects of the factors to the OJT in the new normal and to also determine the factors that impacted their OJT. Based on the findings of the study, majority of the students were 20 to 24 years old, female and single. Majority of the factors manifest moderate effects to the OJT in the new normal in terms of Financial, Time Management and Availability. The results also imply that vast knowledge, skill development and concentration of the BHRST students were impacted by their OJT in the new normal. Based on the findings and conclusions drawn from the study, the researchers offer the following recommendations: The school should allow limited face to face for laboratory activities in order for the students to perform their task with personal guidance from their instructors even once a week. The students should be reminded of their duties as trainees for them to be mentally prepared for any task and challenges the training requires from them. For them also to take responsibility on the course they started. Moreover, this could also encourage them to practice time management and discipline as these two must go together. The students should be reminded of the importance of positive personality and good appearance in the service industry and should start taking care of their holistic health. The students' also need to be very self-disciplined and have the ability to manage their time and prioritize their task while working independently. Lastly, parents should give provision to their children. Since they are the ones who are most likely to be with them all the time and they are still under their supervision after all.

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## Chapter 1

### THE PROBLEM AND ITS SCOPE

#### Rationale

On the job training allows employees to gain experience in working in situations very similar to those they encounter on a daily basis. Employees use the same tools and equipment they need for their job while being guided by an experienced trainer. This allows employees to learn and practice their job while still in training. Other training like online training or seminars, only give employees basic information rather than actual experience.

On-the-Job Training provides real-life experiences that could be of immense help towards the accomplishment of greater knowledge, skills, and standards necessary for a job assignment. Training helps the student to improve performance in the workplace. Also, it adds more diversified experience and abilities while enriching the self-acquired proficiencies of the students.

However, with the situation we are facing today, COVID-19 has become a global crisis. Most countries have been asked to stay at home to save lives (UNESCO, 2020). The Philippines mandated to suspend face-to-face activities. Instead, online teaching was implemented as a measure to prevent disease transmission while ensuring the continuity of education. To respond to the needs of the learners, most schools in the country have implemented proactive policies for the continuance of education despite the closure. These policies include

modified forms of online learning that aim to facilitate students learning activities. Online learning might be in terms of synchronous, real-time lecture and time-based outcome assessment, or asynchronous, delayed-time activities, like free-recorded video lectures and time-independent assessment. On the job trainees were just given different tasks to be done at home, there is no longer physical interaction.

To achieve success, universities help the students be prepared, themselves, to learn wholesome experiences that makes them ready for the involving world. The transition from school life to the work-life of a person is a crucial adjustment period. To help in the transition, school-to-work transition programs are provided to students. An example of such a program is the On-the-Job-Training (OJT) program.

With that, the researchers want to know the factors affecting the On-The-Job Training Performance of BHRST students at Bohol Island State University during this new normal.

### **Literature Background**

This chapter presents the legal bases, theories, and related studies after the in-depth search of the researcher to back up this present study.

As part of the curriculum, student internship is one the requirements of the Bachelor in Hotel, Restaurant and Service Technology (BHRST) program. It

broadens the student interns' learning opportunities and acquisition of technical and life skills, practical knowledge, skills and competencies which shall serve as a powerful motivator to strengthen the academe-industry linkage. The university come up with the creative academe plans appropriate to a degree program requirement.

Requirements of the Program list of documents for the student internship/teaching internship as stipulated in the CMOs & BISU Internship Manual, Orientation and Briefing and Delivery of Internship Instruction or Field Study & Teaching Internship Instruction. The program is comprised of activities such as Home Landscaping, Arrangement of Furniture & Fixtures Virtual skills demonstration, Maintenance of cleanliness and orderliness, Laundry Washing, Preparation of hot and cold dishes, Food plating and presentation and Serving.

This study found out its support in CHED MEMORANDUM ORDER NO. 23, S. 2009 or "Guidelines for Students Internship Program in the Philippines (SIPP) for all Programs with Practicum Subject" are hereby adopted for the information, guidance, and compliance of all concerned.

CHED MEMORANDUM ORDER NO. 104, S. 2017 also known as the "Revised Guidelines for Student Internship Program in the Philippines" states that the internship program is meant to provide the students with an opportunity to complement their formal learning with practical knowledge, skills, and desirable attitudes while gaining hands-on experience in recognized Host Training Establishment (refers to the lodging and accommodation establishments).

In addition, the Commission on Higher Education (CHED) said that it is reviewing the possibility of a flexible internship or on-the-job training (OJT) program for college students who need it to complete their studies. In a virtual press briefing, CHED Executive Director Cinderella Filipina Benitez-Jaro said the Commission is studying a combination of offline and online courses for internships for the resumption of classes in August.

CHED MEMORANDUM ORDER NO. 7, S. 2020 states that OJT and internship programs (foreign and local) remain suspended until ECQ, MECQ, GCQ, and MGCQ have been lifted. However, for HEIs in MGCQ areas, in-campus OJT and internship programs can be authorized provided there is strict compliance with physical distancing and other health protocols. Hence the university offer On-the-Job Training for the graduating BHRST students to have it inside the campus.

The study is anchored on some related theories, concepts, and studies. Concerning the study, the Theory of John Dewey, states that “learning by doing states students must interact with their environment to adapt, learn, and other pragmatists are convinced that students or other persons who are learning must experience reality as it is. John Dewey’s educational point of view, this means that students must adapt to their environment to learn.

In addition, David A. Kolb, (1984) mentioned in his theory of “experiential learning” focuses on the idea that the best way to learn things is by actually having experiences.

Another theory bearing this study, Jean Piaget's "theory of cognitive development" focuses not only on understanding how children acquire knowledge but also on understanding the nature of intelligence. These theories, all in all, talk about the importance of learning in a real environment and situations.

The On Job Training in itself is already tough for the students. This is the time when students start to showcase and exercise all the knowledge they have gained. For the students, the internship provides an opportunity for "hands-on" experience as in real-life situations with the difference being the guidance and support received during the internship program. Internship acts as a bridge between theory and practice (Mihail, 2006; Nevett, 1985) and between classroom education and real industry life (Meredith and Burkle, 2008); provides the opportunity for a more valuable learning experience (Hite and Bellizzi, 1986; Karns, 2003; Wasonga and Murphy, 2006; Watson, 1992).

Moreover, a new study led by Harvard, Princeton and Warwick University scientists, states that financial hardship may directly influence a person's cognitive ability, thus affecting a person's focus and critical thinking skills. This study is followed by Professor Valentina Lee as she sees that some students appear tired and have difficulty with time flexibility.

Furthermore, effective time management skills are truly the key to success. Between full-time internships, social and cultural events, professional development workshops and maybe even learning a new language, it can be hard to keep organized. Utilizing effective time management skills, both during your

internship hours and during your free time will ensure a successful experience as a trainee (Allsup, 2020).

According to a blog in Wrike, resources are critical to proper training which leads to effectiveness of employee's success. It addresses employee's weakness as well as improves their performance by increasing their awareness of best practices and procedures. Without proper training resources, either you are left to plan and provide on your own or you are forced to go without it. Either option is costly and ineffective.

Accordingly, students develop communication skills, discipline, time management, commitment to tasks, and other leadership abilities that will enable them to cooperate with others, and engage in group discussions that will lead to meeting industrial (McGuire & Bagher, 2010).

The internship program is meant to provide students with an opportunity to complement their formal learning with practical knowledge, skills, and desirable attitudes and to gain hands-on experience in recognized Host Training.

Establishment (HTE). The internship is also expected to improve students' confidence in the area of working environment, internship reporting, and knowledge transfer across context and organizational participation.

Concurrently the COVID-19 pandemic caused remote and online internships to escalate in popularity in universities across the globe (Kay *et al.* 2020; Briant and Crowther, 2020).

The COVID-19 crisis was instrumental in driving the rapid, experimental pivot, to remote and digital internships in the Summer of 2020 (Dean and Campbell, 2020). However, it is now time for academics, employers, and interns, to reflect on their learning and experiences of this alternative internship model, as part of the ever-changing internship landscape.

Moreover, student employability, encompassing the skills and attributes needed to succeed in the workplace, is an important focus for Higher Education (Minocha *et al.*, 2017).

Research so far has focused primarily on the intern's online learning experience and skill development, with a heavy emphasis on the student perspective. An Australian study examined student perceptions of online internships and found that students were able to identify key skills such as online professionalism and time management, associated with online activities (Gill, 2020).

Additionally, Jeske and Linehan (2020), examined mentoring experiences in e-interns. Findings indicated mentoring increased the interns' skill development while also providing students the opportunity to discuss and address workplace challenges more strategically. Bayerlein and Jeske (2018) investigated student attitudes towards traditional versus online internships. The results indicated that students considered online internships as roughly equivalent to traditional internships, though the social experience was reported as more limited. While the

student perspective has been covered to some extent, what is missing is an examination of other stakeholder attitudes, such as academics and employers.

Research has sought to understand the variables influencing the utility of internships in enhancing employability, for example, a study by Irwin and colleagues (2019) indicated that extracurricular rather than co-curricular internships are viewed more favorably by stakeholders. There is also the suggestion that paid work experience may be more effective than unpaid experience in supporting students to secure graduate employment (Jackson and Collings, 2017). Such research aims to support the higher education sector in formulating effective employability strategies, which are valued by recruiters and employers. It is vital, therefore, that research is undertaken with online internships to understand the factors that may enhance, or adversely impact, the experience.

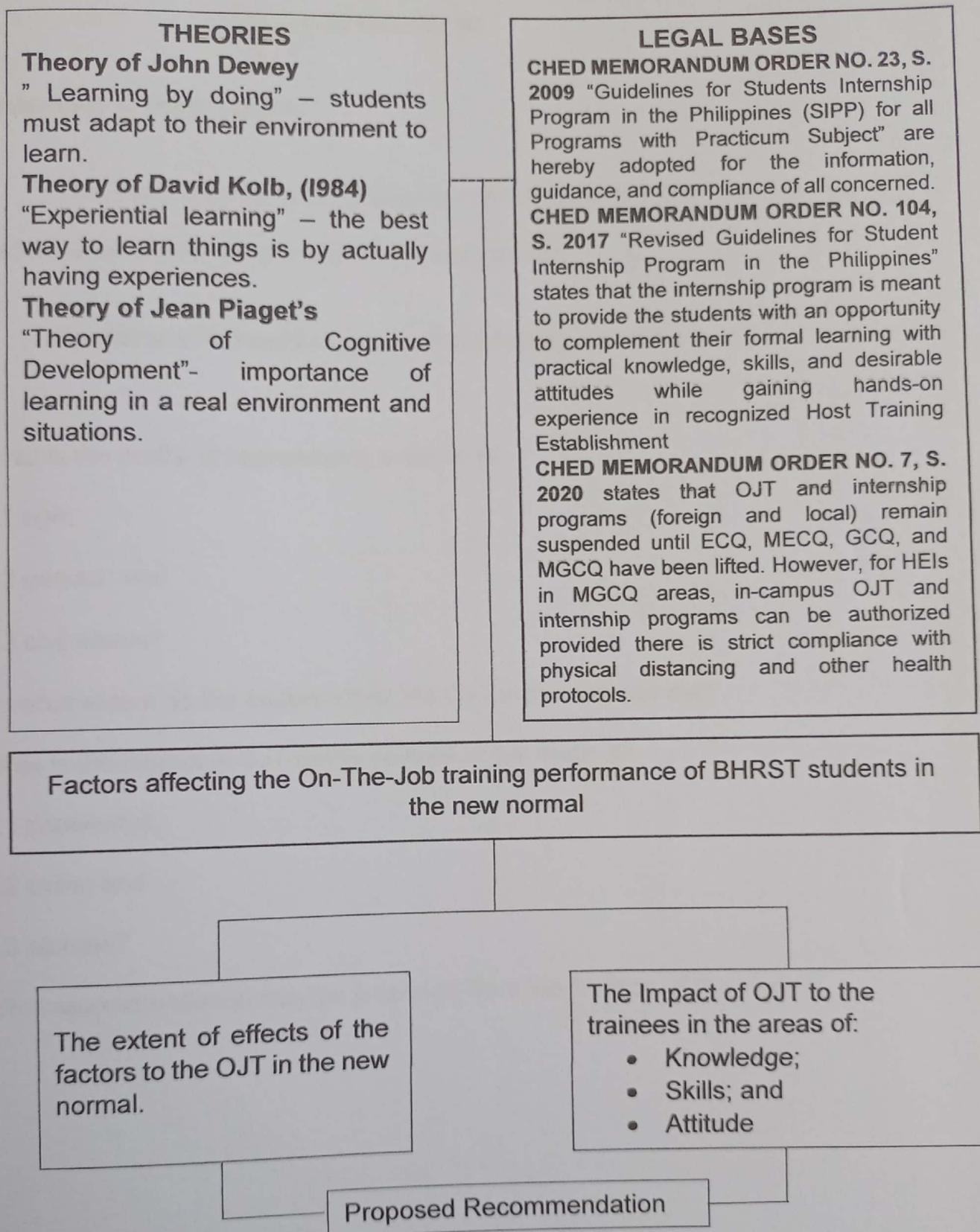
On the other hand, Bayerlein and Jeske (2018) investigated student attitudes towards traditional versus online internships. The results indicated that students considered online internships as roughly equivalent to traditional internships, though the social experience was reported as more limited.

Further, some universities began to promote "micro internship", where interns work on small tasks on their schedule rather than committing to the schedule, term length, and responsibilities of a traditional internship (Lumpkin, 2020).

Furthermore, OJT provides individualized attention and mentoring. When

new employee begins work, more time and attention is required to coach and guide the employee's development of skills with each task.

Through internships, undergraduate students take their first steps into a profession and begin to apply the theoretical knowledge acquired during their education to real-life situations. The skills taught at school do not go beyond theories unless they are practiced. However, students may not know how to use the knowledge gained from a specific subject, and knowledge that is not used is forgotten. Internships provide students with opportunities to practice what they have learned in the classroom, gain a greater understanding of the industries' requirements, test career choices, and develop important hands-on workplace skills (Walo, 2001). Through internships, undergraduates can gain perspective.



**Figure 1. Theoretical and Conceptual Framework**

## THE PROBLEM

### Statement of the Problem

This study aspired to identify the factors affecting the On- The- Job Training performance of BHRST students in the new normal.

Specifically, it sought to answer the following questions:

1. What is the profile of respondents in terms of:
  - 1.1 age;
  - 1.2 gender; and
  - 1.3 civil status?
2. To what extent do the factors affect the OJT in the new normal?
3. What is the impact of OJT to the trainees in the areas of:
  - 3.1 knowledge;
  - 3.2 skills; and
  - 3.3 attitude?
4. What recommendation may be proposed from the findings of the study?

## Significance of the study

The researchers believe that this study would benefit the following:

**OJT Students.** This study would help the OJT students of BSHM through guiding them on what factors could affect them during the new normal.

**Instructors.** Through this study the Instructor suffice the absence of real on-the-job training. Furthermore, this would enlighten teachers to secure another mediation for the OJT student's problems.

**Parents.** The research would encourage the parents to support their children's needs and be able to guide, facilitate and give advice to them.

**School Administration.** The school administration would benefit from this study in a way that they would be able to know what alternatives would be done and for them to counter the effect of the pandemic and continue with the OJT.

**Future Researchers.** This can serve as a source in obtaining new knowledge and information with regards to the topic as well as this would serve as a reference for future studies related to the investigation.

**Academe.** This study would guide this institution in making reasonable assumption and relevant studies as would as justifiable adequate projections. This will also serve as their future reference.

## RESEARCH METHODOLOGY

In achieving the purpose of the study the researcher gathered the information about the Factors affecting the On-The-Job training performance of BHRST students in the new normal. Complete enumeration was utilized in identifying the respondents.

### Design

The researchers Utilized a descriptive survey method to identify the factors affecting the On- The- Job Training performance of BHRST students in the new normal. It is the method of research the simply looks with intense accuracy at the phenomena of the moment and describes precisely what the research sees to gather information about the Factors affecting the On-The-Job training performance of BHRST students in the new normal.

### Environment and Participants

The study was conducted at Bohol Island State University, Bilar Campus, Zamora, Bilar Bohol in the College of Technology and Allied Sciences Department of Hospitality Management and Industrial Technology. There were 57 Respondents.

The researchers chose the 4th-year BHRST students in the Academic Year 2020-2021. became they were those who were already in their OJT.

## Research Instrument

The researchers utilized a self-made questionnaire in identifying the factors affecting the On-the-Job Training of BHRST students in the new normal. This data gathering tool was subdivided into three parts. The first part was on the personal profile of the respondents. The second part of the questionnaire consisted of the factors affecting the performance of the On-The-Job Trainees. Lastly, was on the level of impact on the performance of On-The-Job Training performance. The respondents rated their level of agreement and disagreement ranging from Strongly agree (4), Agree (3), disagree (2), Strongly disagree (1).

After getting the weighted mean, the researchers then interpreted the result using the following scale.

Nu.	Range	Qualitative Description	Descriptive Interpretation
4	3.26 – 4.00	Strongly Agree	The factors manifest high effect to the OJT/favor of judgement
3	2.51 – 3.25	Agree	The factors manifest moderate effect to the OJT/favor of judgement
2	1.76 – 2.50	Disagree	The factors manifest low effect to the OJT/favor of judgement
1	1.00 – 1.75	Strongly Disagree	The factors have no effect to the OJT/manifest unfavorable of judgement

## Data Gathering Procedure

In gathering the data, the researchers first sent a letter of request to the thesis Adviser, and Dean of the College of Technology with recommending approval from the Chairperson of Department of Hospitality Management and Industrial Technology for the study to be conducted. The researchers conducted first a pilot testing to the selected students in different BISU campuses who also experienced the home-based On-The-Job training. After the data was gathered

and computed, the statistician gave signal to proceed with the distribution of the questionnaire using the Google forms. Then the researcher's questionnaire was distributed to the respondents using Google Forms. The researchers assured the respondents that the information they provided would be treated with utmost confidentiality. The respondents were also allowed to answer during their preferable time and in privacy after gathering the data, the researchers tallied, tabulated and interpreted the results.

### Statistical Treatment

The responses of our respondents were gathered, recorded, and tabulated for analysis, treatment and interpretation.

In order to interpret the data by determining the profile of the respondents in terms of age, gender and civil status, percentage formula was used.

$$P = \frac{f}{N} \times 100$$

Where: P = Percentage  
f = frequency  
N = total number of respondents

In analyzing the factors affecting the On-The-Job Trainees, weighted mean and ranking was used:

$$WMS = \frac{4(f_4) + 3(f_3) + 2(f_2) + 1(f_1)}{N}$$

WMS = Weighted Mean Score

$f_4$  = frequency of response for SA

$f_3$  = frequency of response for A

$f_2$  = frequency of response for D

$f_1$  = frequency of response for SD

N = Number of Respondents

## OPERATIONAL DEFINITION OF TERMS

To minimize misunderstanding and obscurity on the terms used, the following words were defined as operationally used in the context of the study.

**Attitude.** It is the feeling or way of thinking that affects a student's behavior in doing the On-The-Job training.

**Availability of resources.** It is defined as the presence of tools, equipment, and materials in their own homes.

**Factors.** These are the Variables in the study, that includes the students' performance during the on-the-job training in the new normal was affected.

**Financial.** It is one of the factors it based on the financial status of the trainees in the new normal.

**Knowledge.** Refers to the knowledge gained by the trainees during the on-the-job training performance.

**Level of Impact.** It refers to the degree of significant effect the performance of the On-The-Job Trainees.

**Skills.** It is the ability or talent of the trainees during their on-the-job training.

**Time management.** It refers to the way trainees manage their time during the task they perform virtually and all the required activities in the given time.

## Chapter 2

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analysis and interprets data pertaining the demographic profile of the students on the factors affecting the on-the-job training performance of BHRST in the new normal.

Table 1 shows the demographic profile of the respondents in terms of age, gender, and civil status.

**Age.** It was found out that majority of the respondents were 20-24 years old. Forty-four (77.2%) of the students aged range from 20-24 years' old while only five (8.8%) were 30 years old and above.

**Gender.** Out of fifty-Seven respondents, thirty (52.6%) were females while twenty-seven (47.4%) were males it showed that female students were in great number than Males.

**Civil Status.** Fifty-three were single (92.10%) while four are married (7.00%). It showed that single students are in great number than married.

**Table 1**  
**Profile of the Respondents**  
**N=57**

Category	Frequency (f)	Percentage (%)
<b>AGE</b>		
20-24 years old	44	77.2
25-29 years old	8	14.0
30 years old and above	5	8.8
<b>GENDER</b>		
Female	30	52.6
Male	27	47.4
<b>CIVIL STATUS</b>		
Single	53	92.10
Married	27	7.00

Table 2.1 displays extent of effects of the factors to the OJT in the new normal in Financial. Among the 5 indicators, "Parents financial support" got the highest mean of 3.05 interpreted as "Agree" which means that the factor manifests moderate effect to the OJT. This implies that poor financial support to the trainees affect their ability to experience a good internship. Furthermore, a new study led by Harvard, Princeton and Warwick University scientists, states that financial hardship may directly influence a person's cognitive ability, thus affecting a person's focus and critical thinking skills.

On the other hand, "Money availability for training needs." got the lowest weighted mean of 2.37 interpreted as "Disagree". It means that the factor manifests low effect to the OJT.

With the average weighted mean of 2.66, the overall descriptive interpretation of the factor "financial" is "agree" and is assessed to have moderate effect to OJT. This implies that financial has an effect to the On the Job training performance of the BHRST students in the new normal.

**Table 2.1**  
**Factors affecting the OJTs in the new normal in Financial**  
**N= 57**

Financial	Weighted mean	Descriptive interpretation	Rank
1. Financial status in sustaining my training.	2.61	Agree	3
2. Parent's financial support.	3.05	Agree	1
3. Training financial requirement.	2.98	Agree	2
4. Money availability for training needs.	2.30	Disagree	5
5. Financial needs for my assessment.	2.37	Disagree	4
<b>OVERALL MEAN:</b>	<b>2.66</b>	<b>Agree</b>	

**Legend:**

**INDICATORS:**

**Range**  
3.26-4.00  
2.51-3.25  
1.76-2.50  
1.00-1.75

**Qualitative Interpretation**

Strongly Agree  
Agree  
Disagree  
Strongly Disagree

**Descriptive Interpretation**

The factors manifest high effect to the OJT  
The factors manifest moderate effect to the OJT  
The factors manifest low effect to the OJT  
The factors have no effect to the OJT

Table 2.2 displays the extent of effects of the factors to the OJT in the new normal in Time Management.

The data revealed that "Given time was not managed" got the highest mean of 3.02 interpreted as "Agree" which means that the factor manifests moderate effect to the OJT. This implies that students have difficulty managing their time for all their tasks, assignments and performances. Moreover, "Meeting deadlines before or on time" got the lowest weighted mean of 2.79 interpreted as "Agree" which means that the factor manifests moderate effect to the OJT.

With the average weighted mean of 2.88, the overall descriptive interpretation of the factor "time management" is "agree" and is assessed to have moderate effect to OJT. This implies that time management has an effect to the On the Job training performance of the BHRST students in the new normal.

Congruent to the findings, a study by Allsup (2020), states that effective time management skills are truly the key to success. Between full-time internships, social and cultural events, professional development workshops and maybe even learning a new language, it can be hard to keep organized. Utilizing effective time management skills, both during your internship hours and during your free time will ensure a successful experience as a trainee.

Furthermore, Velasquez (2015), states that time management is one of the most important skills you can have in the workplace. Deadlines are important, and while you might not meet all of them, they teach you valuable professional lessons that you will carry with you throughout your career.

**Table 2.2**  
**Factors affecting the OJTs in the new normal in Time Management.**  
**N= 57**

Time Management	Weighted mean	Descriptive interpretation	Rank
1. Time sufficiency given by the instructors in doing my task.	2.88	Agree	4
2. Time given in doing task provided	2.91	Agree	3
3. Given time was not managed.	3.02	Agree	1
4. Time given Satisfaction	3.00	Agree	2
5. Meeting deadlines before or on time	2.79	Agree	5
<b>OVERALL MEAN:</b>	2.88	Agree	

**Legend:**

INDICATORS:	Range	Qualitative Interpretation	Descriptive Interpretation
	3.26-4.00	Strongly Agree	The factors manifest high effect to the OJT
	2.51-3.25	Agree	The factors manifest moderate effect to the OJT
	1.76-2.50	Disagree	The factors manifest low effect to the OJT
	1.00-1.75	Strongly Disagree	The factors have no effect to the OJT

Table 2.3 displays the extent of effects of the factors to the OJT in the new normal in Availability.

The data revealed that "Availability of resources" got the highest mean of 3.09 interpreted as "Agree" which means that the factor manifests moderate effect to the OJT. This implies that inadequate or insufficient resources, materials and equipment during the students' home-based internship hinders them to have a good performance. Moreover, "Tiredness and boredom felt in relation to the availability of resources" got the lowest weighted mean of 2.77 interpreted as "Agree" which means that the factor manifests moderate effect to the OJT. Since there are not enough resources available for the students at their own homes, satisfaction is not felt.

With the average weighted mean of 2.95, the overall descriptive interpretation of the factor "Availability" is "agree" and is assessed to have

moderate effect to OJT. This implies that availability has an effect to the On the Job training performance of the BHRST students in the new normal.

In relation to the results, a study states that resources are critical to proper training which leads to effectiveness of employee's success. It addresses employee's weakness as well as improves their performance by increasing their awareness of best practices and procedures. Without proper training resources, either you are left to plan and provide on your own or you are forced to go without it. Either option is costly and ineffective (Wrike, 2020).

**Table 2.3**  
**Factors affecting the OJT in the new normal in Availability.**  
**N= 57**

Availability	Weighted mean	Descriptive interpretation	Rank
1. Availability of resources.	3.09	Agree	1
2. Submission of task, considering availability of resources.	3.02	Agree	2
3. Availability of resources to my virtual internship.	2.93	Agree	4
4. Sustainability of resources.	2.95	Agree	3
5. Tiredness and boredom felt in relation to the availability of resources	2.77	Agree	5
<b>OVERALL MEAN:</b>	<b>2.95</b>	Agree	

<b>Legend:</b>		
<b>INDICATORS:</b>	<b>Range</b>	<b>Qualitative Interpretation</b>
	3.26-4.00	Strongly Agree
	2.51-3.25	Agree
	1.76-2.50	Disagree
	1.00-1.75	Strongly Disagree
		<b>Descriptive Interpretation</b>
		The factors manifest high effect to the OJT
		The factors manifest moderate effect to the OJT
		The factors manifest low effect to the OJT
		The factors have no effect to the OJT

Table 3.1 shows the Impact of OJT in the area of knowledge.

The data revealed that "Vast knowledge needed to cope up with the training" got the highest mean of 3.14 interpreted as "Agree" which means that the impact manifest moderate favor of judgement while "Sufficiency of knowledge gained." got the lowest weighted mean of 2.63 interpreted as "Agree" which

means that the impact manifest moderate of judgment. The overall descriptive interpretation for the Impact of OJT in knowledge was rated as "Agree" and is assessed to have moderate of judgement with a weighted Mean average of 2.89. It means that their knowledge was impacted during their new normal OJT.

In relation to the results, students may not know how to use the knowledge gained from a specific subject, and knowledge that is not used is forgotten. Internships provide students with opportunities to practice what they have learned in the classroom, gain a greater understanding of the industries' requirements, test career choices, and develop important hands-on workplace skills (Walo, 2001). The result shows that the OJTs have a hard time coping with the task and gaining knowledge since virtual OJTs cannot equal the actual ones. The outcome is the same. There is a big difference in terms of knowledge development between virtual and actual setup.

**Table 3.1**  
**The Impact of OJT in the area of Knowledge**  
**N= 57**

Knowledge	Weighted Mean	Descriptive Interpretation	Rank
1. Sufficiency of knowledge I gain .	2.63	Agree	5
2. Vast knowledge needed to cope up with the training.	3.14	Agree	1
3. Learning sufficiency	2.89	Agree	3
4. Awareness on the job training assigned.	2.91	Agree	2
5. Confident with the knowledge gained during the OJT.	2.89	Agree	4
<b>OVERALL MEAN:</b>	<b>2.89</b>	Agree	

**Legend:**

INDICATORS: Range	Qualitative Interpretation
3.26-4.00	Strongly Agree
2.51-3.25	Agree
1.76-2.50	Disagree
1.00-1.75	Strongly Disagree

**Descriptive Interpretation**

Manifest high favor of judgement
Manifest moderate of judgement
Manifest low of judgement
Manifest unfavorable of the judgement

Table 3.2 shows the impact of OJT in the area of skills.

For the skills, there were 10 indicators of the impact of OJT listed. The respondents rated some of this aspect as "Agree". Data revealed that "Skills development through virtual internship" got the highest mean of 2.84 interpreted as "Agree" which means that the impact manifest moderate favor of judgement. On the other hand, "Experience satisfaction" got the lowest weighted mean of 2.40, interpreted as "Disagree" which means that the impact manifest low of judgement. The overall descriptive interpretation for the impact of OJT in the area of skills was rated as "Agree" and is assessed that the impact manifest moderate of judgement. with a weighted Mean average of 2.65. This signifies that the students' new normal OJT impacted their skills.

Bayerlein and Jeske (2018) investigated student attitudes towards traditional versus online internships. The results indicated that students considered online internships as roughly equivalent to traditional internships, though the social experience was reported as more limited. This signifies that the students in terms of experience or their skills are "Agree" for the reason that OJTs are more concerned with the outcome to be presented than the process. It is the process that develops skills.

Furthermore, OJT provides individualized attention and mentoring. When new employee begins work, more time and attention is required to coach and guide the employee's development of skills with each task.

**Table 3.2**  
**The Impact of OJT in the area of Skills**  
**N= 57**

Skills	Weighted Mean	Descriptive Interpretation	Rank
1. Training satisfaction anchored to school/Ched Memorandum.	2.70	Agree	4
2. Skills development using new normal methods of implementation.	2.72	Agree	3
3. Skills development through virtual internship.	2.84	Agree	1
4. Communication skills.	2.79	Agree	2
5. Learning of new job skills.	2.70	Agree	5
6. Provision of wide experience.	2.54	Agree	8
7. Experience satisfaction.	2.40	Disagree	10
8. New and exciting experience during internship.	2.63	Agree	7
9. OJT experience in relation to workplace performance.	2.49	Disagree	9
10. Confidence in sharing experience towards other trainees.	2.65	Agree	6
<b>OVERALL MEAN:</b>	<b>2.65</b>	<b>Agree</b>	

Legend:

INDICATORS: Range

3.26-4.00

2.51-3.25

1.76-2.50

1.00-1.75

Qualitative Interpretation

Strongly Agree

Agree

Disagree

Strongly Disagree

Descriptive Interpretation

Manifest high favor of judgement

Manifest moderate of judgement

Manifest low of judgement

Manifest unfavorable of the judgement

Table 3.3 shows the impact of OJT in the area of Attitude. For the Attitude, there were 10 indicators of the Impact of OJT listed. The respondents rated some of this aspect as "Agree". Data revealed "Concentration of staying focused while at home." got the highest mean of 3.05 interpreted as "Agree" which means that the impact manifest moderate favor of judgement. "Anxiety felt being virtually in front of others." got the lowest weighted mean of 2.58 interpreted as "Agree". The overall descriptive interpretation for the Impact of OJT in attitude was rated as "Agree" with a weighted Mean average of 2.83. It means that their attitude was impacted during their new normal OJT.

Limited social interaction impacts students' attention and interest in school in general, so the reduced interaction through online learning platforms between

students and their peers and teachers has greatly affected students' relationship with their learning (Wentzel & Wigfield, 1998). Data implies that the OJTs have a hard time concentrating and staying focused since they are just at home and there are a lot of distractions causing them to create a bad relationship with their training.

Furthermore, many students after internship programs demonstrate unexpectedly changed behavior. It explores a question whether internship programs change the attitude and behavior after students (Gautam, 2020).

**Table 3.3**  
**The Impact of OJT in the area of Attitude**  
**N= 57**

Attitude	Weighted Mean	Descriptive Interpretation	Rank
1. Anxiety felt about being up-to-date with the submission.	2.91	Agree	5
2. Concentration of staying focused while at home.	3.05	Agree	1
3. Anxiety felt being virtually in front of others.	2.58	Agree	10
4. Overwhelming felt because of the activities.	2.84	Agree	6
5. Mental breakdown and bock-out with several work.	2.67	Agree	8
6. Preparedness in assessment	2.93	Agree	4
7. Skills in handling social situations.	2.96	Agree	3
8. Depression due to different activities.	2.75	Agree	7
9. Changes in weight because of training.	3.02	Agree	2
10. Changes in attitude towards the course.	2.63	Agree	9
<b>OVERALL MEAN:</b>	<b>2.83</b>	Agree	

**Legend:**

**INDICATORS:**

**Range**  
3.26-4.00  
2.51-3.25  
1.76-2.50  
1.00-1.75

**Qualitative Interpretation**

Strongly Agree  
Agree  
Disagree  
Strongly Disagree

**Descriptive Interpretation**

Manifest high favor of judgement  
Manifest moderate of judgement  
Manifest low of judgement  
Manifest unfavorable of the judgement

## Chapter 3

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with the summary of the study, discussion of the findings, the conclusions drawn, and recommendations made as an outgrowth of this study based on the gathered data, which were analyzed and interpreted in the preceding chapter.

#### Summary of Findings

The main concern of this study was to find out the factors affecting the on-the-job training and the extent of effects it has to the performance of BHRST students in the new normal.

Specifically, the study sought to answer the following questions: What is the profile of the respondents in terms of: age, gender and civil status; To what extent do the factors affect the OJT in the new normal; What is the impact of OJT to the trainees in the areas of: knowledge, skills and attitude?

This study used a questionnaire with the choices that correspond to the factors affecting the OJTs training performance of BHRST students in the new normal. The questionnaire was self-made by the researchers and was pretested to find out if it needs changes. As of the gathering of data, the researchers administered the questionnaires virtually to the respondents, utilizing Google Forms.

The data were collected, tallied, computed, and interpreted. The simple percentage formula was used to determine the profile of the respondents. Meanwhile, the weighted mean score was used to compute the extent of effects of the factors to the OJT in the new normal and to also determine the factors that impacted their OJT.

- 1. Demographic Profile of the respondents.** Out of 57 respondents, 44 respondents were 20-24 years old, 8 are 25-29 Years old and 5 are 30 years old and above. Females were 30, while 27 were males. Also, 53 of the respondents were single while only 4 were married.
- 2. The extent of effects of the factors to the OJT in the new normal.** The findings revealed that in "Financial", the statement "Parent's financial support" got the highest score of 3.05 which manifests to have moderate effect to the OJT. In "Time Management", "Given time was not managed" was the highest with 3.02 which means that it has moderate effect to the OJT. Lastly, in "Availability", the factor "Availability of resources" got the highest score of 3.09, having moderate effect to the OJT in the new normal.
- 3. The impact of OJT to the trainees in the areas of Knowledge, Skills and Attitude.** The findings revealed that in the term "Knowledge" the statement "Vast knowledge needed to cope up with the training." with the highest weighted mean of 3.14 which manifests moderate favor of judgement. In the terms of "Skills", the statement "Skills development through virtual internship." with the highest weighted mean of 2.84 which also manifests moderate favor of judgement. With a

weighted mean of 3.05, the statement, "Concentration of staying focused while at home" got the highest mean in the term 'Attitude" which manifests moderate favor of judgement. Furthermore, the result of the study indicates that knowledge, skills, and attitude moderately impacted the BHRST students during their OJT in the new normal.

## **Conclusions**

Based on the findings of the study, majority of the students were 20 to 24 years old, female and single. Majority of the factors manifest moderate effects to the OJT in the new normal in terms of Financial, Time Management and Availability. The results also imply that vast knowledge, skill development and concentration of the BHRST students were impacted by their OJT in the new normal.

## **Recommendations**

Based on the findings and conclusions drawn from the study, the researchers offer the following recommendations.

1. The school should allow limited face to face for laboratory activities in order for the students to perform their task with personal guidance from their instructors even once a week. This could enhance their knowledge and skills, thus, improving their experience.

2. The students should be reminded of their duties as trainees for them to be mentally prepared for any task and challenges the training requires from them. For them also to take responsibility on the course they started. Moreover, this could also encourage them to practice time management and discipline as these two must go together.

3. The students should be reminded of the importance of positive personality and good appearance in the service industry and should start taking care of their holistic health. The respondents should practice balancing their task and self-care.

4. The students' also need to be very self-disciplined and have the ability to manage their time and prioritize their task, while working independently.

5. Parents should give provision to their children. Since they are the ones who are most likely to be with them all the time and they are still under their supervision after all.

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## APPENDICES

## APPENDIX A Instruments



### FACTORS AFFECTING THE ON-THE-JOB TRAINING PERFORMANCE OF BHRST STUDENT'S IN THE NEW NORMAL



#### Part 1: Respondent's Profile

Dear Respondents,

Greetings!

We kindly like to inform you that we are the student of "Bohol Island State University- Bilar Campus, Zamora Bilar, Bohol taking up a Bachelor of Science in hospitality management". I hereby kindly request you for your cooperation and would like you to fill this questionnaire based on the topic "Factors affecting the On-the-job training performance of BHRST students in the new normal" All the information obtained through this questionnaire will be kept strictly confidential and will be used for the purpose of research to write our Final thesis. So please kindly provide a confidential answer. Hope you will cooperate sincerely.  
Thank you and more power.

Truly yours,

Angelica B. Lamoste  
Mechille A. Sarsaba  
Mario T. Serut Jr.

**INSTRUCTION:** Kindly check (/) the following information in the space provided below which corresponds to your description.

- |                 |                        |     |
|-----------------|------------------------|-----|
| 1. Age          | Below 20 years old     | ( ) |
|                 | 20-24                  | ( ) |
|                 | 25-29                  | ( ) |
|                 | 30 years old and above | ( ) |
| 2. Gender       | Male                   | ( ) |
|                 | Female                 | ( ) |
| 3. Civil status | Single                 | ( ) |
|                 | Married                | ( ) |

Part II: The extent of effects of the factors to the OJT in the new normal

INSTRUCTION: Please read the statements carefully and kindly indicate your agreement or disagreement with the following statements by checking your response using this scale.

Legend:

- 4 SA- Strongly Agree - The factors manifest high effect to the OJT  
 3 A- Agree - The factors manifest moderate effect to the OJT  
 2 D- Disagree - The factors manifest low effect to the OJT  
 1 SD- Strongly Disagree - The factors have no effect to the OJT

<b>Financial</b>	<b>SA</b> <b>4</b>	<b>A</b> <b>3</b>	<b>D</b> <b>2</b>	<b>SD</b> <b>1</b>
Financial status in sustaining my training.				
Parent's financial support.				
Training financial requirement.				
Money availability for training needs.				
Financial needs for my assessment.				
<b>Time management</b>				
Time sufficiency given by the instructors in doing my task.				
Time given in doing task provided.				
Given time was not managed.				
Time given satisfaction.				
Meeting deadlines before or on time.				
<b>Availability of resources</b>				
Availability of resources.				
Submission of task, considering availability of resources.				
Availability of resources to my virtual internship.				
Sustainability of resources.				
Tiredness and boardness felt in relation to the availability of resources.				

## Part III: The impact of OJT.

INSTRUCTION: Please read the statements carefully and kindly indicate your agreement or disagreement with the following statements by checking your response using this scale.

Legend:

- 4 SA- Strongly Agree - Manifest high favor of judgement  
 3 A- Agree - Manifest moderate favor of judgement  
 2 D- Disagree - Manifest low favor of judgement  
 1 SD- Strongly Disagree - Manifest unfavorable of judgement

<b>Knowledge</b>	<b>SA 4</b>	<b>A 3</b>	<b>D 2</b>	<b>SD 1</b>
Sufficiency of knowledge gained.				
Vast knowledge needed to cope up with the training.				
Learning sufficiency				
Awareness on the job training assigned.				
Confident with the knowledge gained during the OJT.				
<b>Skills</b>				
Training satisfaction anchored to school/Ched Memorandum.				
Skills development using new normal methods of implementation.				
Skills development through visual internship.				
Communication skills.				
Learning of ne j0b skills.				
Provision of wide experience.				
Experience satisfaction.				
New and exciting experience during internship.				
OJT experience in relation to workplace performance.				
Confidence in sharing experience towards other trainees.				

Attitude	SA 4	A 3	D 2	SD 1
Anxiety felt about being up-to-date with the submission.				
Concentration of staying focused while at home.				
Anxiety felt being virtually in front of others.				
Overwhelming felt because of the activities.				
Mental breakdown and bock-out with several work.				
Preparedness in assessment				
Skills in handling social situations.				
Depression due to different activities.				
Changes in weight because of training.				
Changes in attitude towards the course.				

## APPENDIX B



Republic of the Philippines  
**BOHOL ISLAND STATE UNIVERSITY**  
 Zamora, Bilar, Bohol



*Vision: A premier S & T university for the formation of a world – class and virtuous human resource for the sustainable development in Bohol and the country.*

*Mission: BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development of Bohol and the country.*

### COLLEGE OF TECHNOLOGY AND ALLIED SCIENCES (CTAS)

October 21, 2021

**MARIETTA C. MACALOLOT, Ph. D.**

Campus Director

Madam:

Good day!

The undersigned are fourth year college student taking up Bachelor of Science in Hospitality Management at Bohol Island State University, Bilar Campus, Zamora, Bilar, Bohol presently conducting the thesis entitled, "**FACTORS AFFECTING THE ON-THE-JOB TRAINING PERFORMANCE OF BHRST STUDENTS IN THE NEW NORMAL**" as a requirement for graduation. In this connection, we would like to request permit from your office to conduct this study.

Thank you and more power.

Respectfully yours,

**Angelica B. Lamoste**  
**Mechille A. Sarsaba**  
**Mario T. Serut Jr.**

Recommending Approval:

**HERSHEYLOU M. CABIG**  
 Research adviser

**ARLEN B. GUDMALIN, Ph.D.**  
 Dean

Approved by:

**MARIETTA C. MACALOLOT, Ph.D.**  
 Campus Director

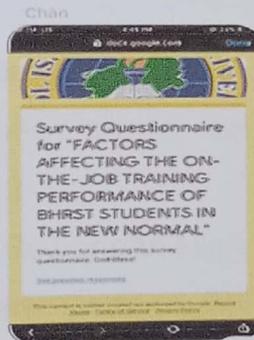
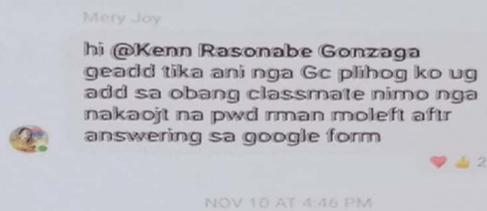
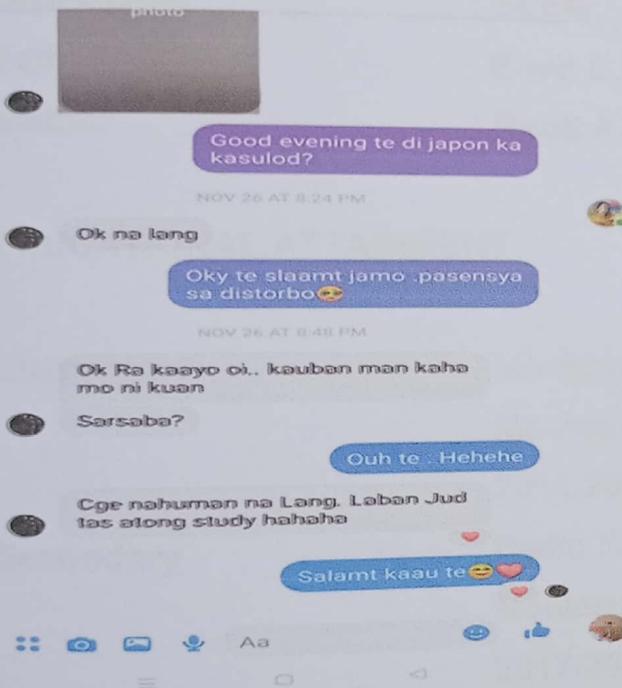
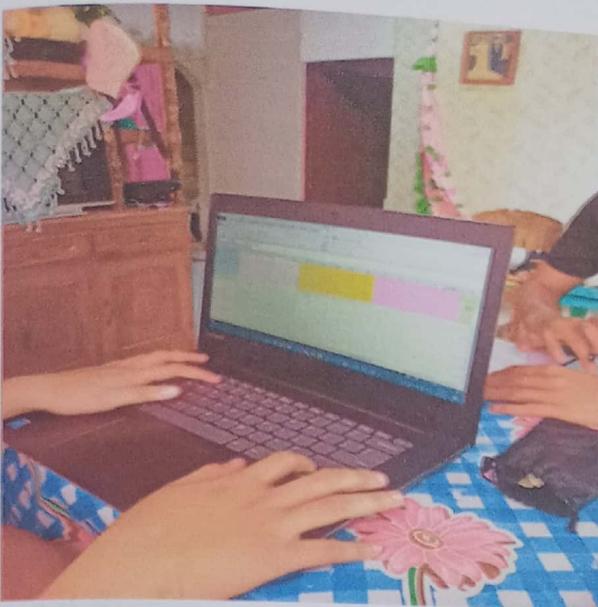
## APPENDIX C Raw Data

	4 (SA)	3(A)	2 (D)	1(SD)	TOTAL	WM
<b>FINANCIAL</b>						
Q.1	0	9	1	1	11	2.73
Q.2	1	5	5	0	11	2.73
Q.3	0	3	6	2	11	2.64
Q.4	2	3	4	2	11	2.09
Q.5	2	3	4	2	11	2.45
<b>TIME MANAGEMENT</b>						
Q.1	2	8	1	0	11	3.09
Q.2	2	8	1	0	11	3.09
Q.3	2	9	0	0	11	3.18
Q.4	1	8	2	0	11	3.45
Q.5	1	6	4	0	11	2.73
<b>AVAILABILITY OF RESOURCES</b>						
Q.1	1	10	0	0	11	3.09
Q.2	1	7	3	0	11	2.82
Q.3	0	9	2	0	11	2.82
Q.4	1	6	4	0	11	2.45
Q.5	0	7	3	1	11	2.55
<b>KNOWLEDGE</b>						
Q.1	1	5	5	0	11	2.64
Q.2	2	6	3	0	11	2.91
Q.3	1	5	5	0	11	2.64
Q.4	0	8	2	1	11	2.64
Q.5	1	6	1	3	11	2.45
<b>SKILLS</b>						
Q.1	0	7	4	0	11	2.64
Q.2	0	8	3	0	11	3
Q.3	2	6	2	0	11	2.73
Q.4	0	6	4	1	11	2.45
Q.5	0	8	3	0	11	2.72
Q.6	1	6	3	1	11	2.91
Q.7	1	7	3	1	11	3.18
Q.8	1	7	2	2	11	2.82
Q.9	1	6	4	1	11	3.09
Q.10	1	6	4	1	11	2.82
<b>ATTITUDE</b>						
Q.1	3	7	1	0	11	3.18
Q.2	3	4	4	0	11	2.91
Q.3	3	8	2	0	11	2.91
Q.4	1	6	3	0	11	2.91
Q.5	2	4	5	1	11	2.36
Q.6	1	8	0	1	11	2.45
Q.7	2	8	0	1	0.11	3
Q.8	2	7	3	1	11	2.55
Q.9	0	5	2	1	11	2.91
Q.10	3	4	3	1	11	2.82
Q.10	3					

APPENDIX D  
Map of Bisu-Bilar

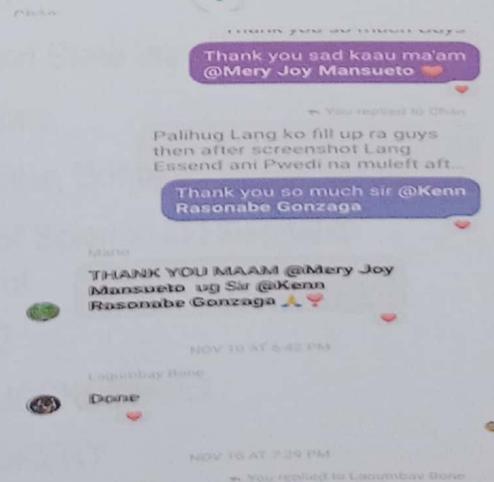


# Photo Documentation



## Survey Questionnaire for "FACTORS AFFECTING THE ON-THE-JOB TRAINING PERFORMANCE OF BHRST STUDEqANTS IN THE NEW NORMAL"

The form Survey Questionnaire for "FACTORS AFFECTING THE ON-THE-JOB TRAINING PERFORMANCE OF BHRST STUDEqANTS IN THE NEW NORMAL" is no longer accepting responses. Try contacting the owner of the form if you think this is a mistake.



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